



2025-26

LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) MID-YEAR UPDATE

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside Unified

CDS Code: 33-67215-000000

School Year: 2025-26

LEA contact information:

Sonia Llama, Ed.D.

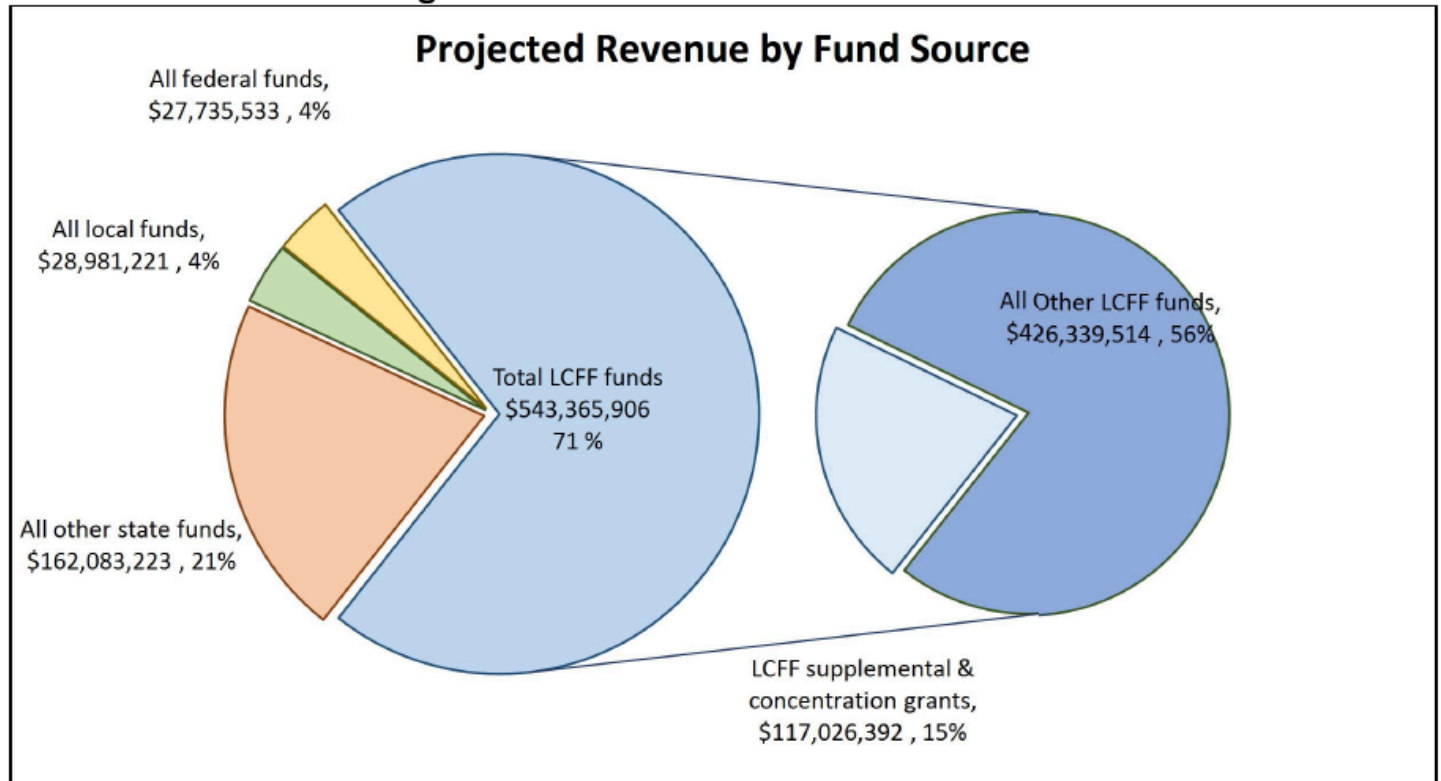
Superintendent

sllamas@riversideunified.org

(951) 788-7135

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).

Budget Overview for the 2025-26 School Year

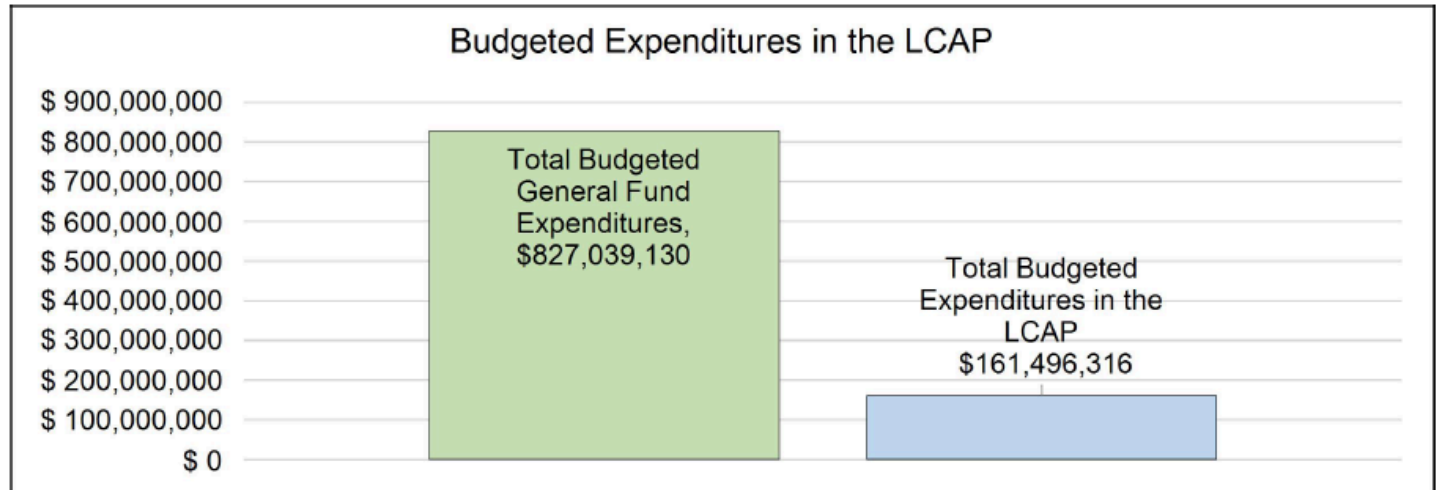


This chart shows the total general purpose revenue Riverside Unified expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside Unified is \$762,165,883, of which \$543,365,906 is Local Control Funding Formula (LCFF), \$162,083,223 is other state funds, \$28,981,221 is local funds, and \$27,735,533 is federal funds. Of the \$543,365,906 in LCFF Funds, \$117,026,392 is generated based on the enrollment of high needs students (foster youth, English learner, 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.



This chart provides a quick summary of how much Riverside Unified plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside Unified plans to spend \$827,039,130 for the 2025-26 school year. Of that amount, \$161,496,316 is tied to actions/services in the LCAP and \$665,542,814 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Teacher salaries are paid from our base program, along with general administration such as: Cabinet-level employees, curriculum and instruction, personnel, business services and facilities planning departments. Additionally, general overhead, transportation, utilities, maintenance and operations, other operational costs, and some restricted State and Federal funding sources not directly related to LCAP goals, actions and services are not included in the RUSD Local Control and Accountability Plan.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Riverside Unified is projecting it will receive \$117,026,392 based on the enrollment of foster youth, English learner, and low-income students. Riverside Unified must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Unified plans to spend \$122,154,602 towards meeting this requirement, as described in the LCAP.

This year, the material differences in spending were due primarily to changes in contracts, professional development, CTE project carryover, and district marketing plan.

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2024-2027 LCAP Priorities		
	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.
	COLLEGE AND CAREER READY	Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.
	SCHOOL CONNECTEDNESS	Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.
	SUPPORTS FOR LEARNING ENVIRONMENTS	Provide safe, engaging, innovative and equitable learning environments for all students.
	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)

GRADE LEVEL STANDARDS	Broad Goal 1.1		Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.
		Focus Actions 1.2	English Language Arts
		Focus Actions 1.3	Mathematics
		Focus Actions 1.4	Science
		Focus Actions 1.5	History-Social Science
		Focus Actions 1.6	Instructional Technology

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

ENGLISH LANGUAGE DEVELOPMENT	Focus Goal 1.7	Designated English Language Development (ELD)
COLLEGE AND CAREER	Broad Goal 2.1	Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.
	Focus Actions 2.2	Graduation Rate
	Focus Actions 2.3	College-Career Indicator
	Focus Actions 2.4	Additional Supports for A-G Attainment
SCHOOL CONNECTEDNESS	Broad Goal 3.1	Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.
	Focus Actions 3.2	Student Engagement
	Focus Actions 3.3	School Belonging
SUPPORTS FOR STUDENT LEARNING	Maintenance Goal 4.1	Provide safe, engaging, innovative, and equitable learning environments for all students.
Equity Multiplier	Maintenance Goal 5.1	Lincoln, Opportunity, and Raincross
DIFFERENTIATED ASSISTANCE		English Learners: English Language Arts, Math, College Career Indicator Foster Youth: Math, Suspension Rate Students with Disabilities: English Language Arts, College Career Indicator Despite a "red" performance level in the 2023 CA Dashboard, all three groups showed improvement in 2024. The district is addressing these challenges through its Multi-Tiered System of Supports (MTSS) framework, which promotes inclusive practices, enhances support for English Learners, and implements systems for social-emotional/well-being.

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Goal 1.1	Grade Level Standards																
Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.																	
Action	Mid-Year Data			Budgeted	Estimated Actuals (1st Interim)												
1.1a Professional Learning to Support Grade-Level Standards	Implementation of Action: <i>In Progress; Implemented as Planned</i> The district is currently implementing four cycles of Instructional Priority Professional Learning sessions, involving cohorts of seven educators from each elementary school and a dedicated cohort for secondary teachers. The curriculum's primary focus is on establishing a clear comprehension of essential grade-level standards and learning targets across the four core academic disciplines, while also integrating writing instruction across all content areas and providing robust support for English Learners. This approach represents a systemic shift from the previous trainer-of-trainers model, which utilized Site Leadership Teams (SLTs), to a guaranteed and direct professional development experience for all educators. This initiative is further supported by subsequent site follow-ups, including instructional walkthroughs, coaching collaborations, and administrative assistance. Concurrently, content-area specific professional learning is being conducted, with implementation details delineated in the corresponding content actions (1.2a-1.7a). Effectiveness of Action: <i>Effective</i> A formal process for collecting classroom walk-through data, launched during the previous school year, continues with three scheduled rounds of data collection. Analysis of the walk-through data confirms the action's effectiveness in promoting standards-based instruction. Observed classroom lessons demonstrated 93.8% alignment to grade-level standards in core content areas, a measurable increase from 91.5% during the prior corresponding period. Post-session participant feedback is systematically collected through questions targeted toward specific professional development areas, ensuring educators leave with established commitments for implementation and growth. Presenters review and evaluate this feedback to inform future offerings and follow-up site support. LCAP Survey results also reflect positive impact: <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12)</td><td>My school provides high-quality learning across all subject areas.</td><td>73%</td><td>+3%</td></tr></table>			2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12)	My school provides high-quality learning across all subject areas.	73%	+3%	\$1,258,703 Source: LCFF	\$1,260,418
2025-26 LCAP Survey Results																	
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25														
Students (grades 7-12)	My school provides high-quality learning across all subject areas.	73%	+3%														

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Goal 1.1	Grade Level Standards																	
Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.																		
	<table><tr><td>N=4,936</td><td></td><td></td><td></td></tr><tr><td>Parents / Guardians N=895</td><td>My child's school provides high-quality teaching across all subject areas.</td><td>80%</td><td>+8%</td></tr><tr><td>Employees N=910</td><td>RUSD provides high-quality teaching across all subject areas.</td><td>79%</td><td>+8%</td></tr></table>				N=4,936				Parents / Guardians N=895	My child's school provides high-quality teaching across all subject areas.	80%	+8%	Employees N=910	RUSD provides high-quality teaching across all subject areas.	79%	+8%		
N=4,936																		
Parents / Guardians N=895	My child's school provides high-quality teaching across all subject areas.	80%	+8%															
Employees N=910	RUSD provides high-quality teaching across all subject areas.	79%	+8%															
	Insights from the 2025-26 LCAP elementary school student focus groups highlight key themes in mathematics instruction, including a strong student desire for step-by-step instruction, the use of visual aids to simplify complex problems, collaborative learning, and real-world connections. Across all campuses, students demonstrated an awareness of grade-level standards as a roadmap and appreciated proactive teacher communication regarding standards mastery for academic progression.																	
1.1b Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Implementation of Action: <i>In Progress; Implemented as Planned</i> This action focuses on providing specialized support and coaching for our teachers to ensure all students receive high-quality instruction and timely assistance. The school-based MTSS Liaisons (Teachers on Special Assignment or TOSAs) work directly in schools to coach and support other teachers, focusing on strengthening teaching practices and on-the-spot interventions. As of 2024-25, each elementary school has a 50% Liaison (an increase from 20% in 2021) and all middle and high schools have a dedicated full-time MTSS Liaison. These coaches collaborate with school site leadership and data teams to customize coaching plans based on site-specific needs. A major emphasis is placed on constructive collaboration, a focus on learning and well-being, collective responsibility, and a results orientation. In 2025-26, liaisons have continued to support the implementation of essential standards, writing instruction, and support for English Learners (ELs). All coaching cycles are data-driven and prioritize equitable outcomes for English Learners and Students with Disabilities through embedded, specific differentiation strategies. Effectiveness of Action: <i>Effective</i> This action has been effective with MTSS Liaisons providing much support to teachers in strengthening their teaching practices and making data driven decisions. K-12 Site-based MTSS Liaison Touch Points August- December 2025				\$4,054,934 Source: LCFF	\$4,004,890												

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 1.1	Grade Level Standards													
Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.														
	<table><tr><td># Classroom Visits</td><td># of Coaching/ Planning Sessions</td><td># of Coteaching/ Modeling Lessons</td><td># of Staff/Grade/Dept Meetings</td></tr><tr><td>1050</td><td>1057</td><td>455</td><td>1049</td></tr></table>				# Classroom Visits	# of Coaching/ Planning Sessions	# of Coteaching/ Modeling Lessons	# of Staff/Grade/Dept Meetings	1050	1057	455	1049		
# Classroom Visits	# of Coaching/ Planning Sessions	# of Coteaching/ Modeling Lessons	# of Staff/Grade/Dept Meetings											
1050	1057	455	1049											
	Results from the 2025-26 LCAP Employee Survey (N=584 certificated staff) administered in November of 2025 reveal certificated site staff have received the following support from their MTSS Liaison: • Professional Development 27% • Planning effective lessons / interventions 16% • Data analysis 21% • Co-teaching / modeled lessons 9% • Coaching with feedback 8% • Positive Behavior intervention support 18%													
1.1c	Implementation of Action: <i>In Progress; Implemented as Planned</i> Elementary Inclusive Practices specialists provide on-site, real-time instructional coaching to general and special education teachers, emphasizing correctly applying IEP accommodations, using Evidence-Based Practices proven to work for Student with Disabilities, improving writing strategies and using tools like sentence frames, constructive collaboration, and ensuring the alternate curriculum for students with extensive support needs (ESN) is consistently taught. Effectiveness of Action: <i>Effective</i> Our Inclusive Practices Specialists are effective because they now dedicate 30% of their time (an increase of 15.9% from the previous year) to directly support teachers. This time is used for professional development, instructional coaching, and planning with school teams to better implement accommodations and develop targeted support for Student with Disabilities Insights from the 2025-26 LCAP Employee Survey reveal certificated site staff (n = 584) have received the following support from their Inclusive Practices Specialist: • Professional Development 27% • Positive behavior intervention support 20% • Planning effective lessons / interventions 17% • Coaching with feedback 13% • Data analysis 12% • Co-teaching / modeled lessons 10%				\$494,900 \$701,034	\$701,430 \$539,434								
Instructional Coaching to Support Inclusive Practices					Source: LCFF Other State:Special Education									

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Goal 1.1	Grade Level Standards Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.		
1.1d Expanded Instructional Planning	Implementation of Action: <i>Implemented as Planned</i> Our teachers are continually working together in teams to strengthen instruction. They focus on a cycle of inquiry—asking: 1) What we want all students to know and be able to do, 2) How we will know they have learned it, and 3) How we will respond to support student needs. This collaborative work, which aims to maximize student achievement, includes: • Using student performance data to plan instruction. • Improving their content knowledge and teaching skills. • Sharing successful strategies with their peers. Teams have also updated their planning agendas to align with district-wide focus areas and to specifically analyze data broken down by student groups, including English Learners, Students with Disabilities, Low-Income students, and Foster Youth, to ensure equitable results. Furthermore, each school site maintains a data team tasked with conducting quarterly analyses of key student progress indicators. Effectiveness of Action: <i>Effective</i> A district-wide process for the systematic collection of classroom walk-through data was developed and implemented with all Transitional Kindergarten through 12th-grade principals during the previous school year. This data collection indicates that the initiative remains effective in increasing standards-based instruction: • 93.8% of classroom instruction and lessons demonstrated alignment to grade-level standards in core content areas. • This represents a measurable increase from 91.5% during the corresponding period of the 2024-25 school year.	\$15,105,878 Source: LCFF	\$13,652,446
1.1e Expanded Summer Programs for Elementary and Middle School Students	Implementation of Action: <i>In Progress; Implemented as Planned</i> The 2025 summer program ran from June through July and provided comprehensive support to students district-wide. • Elementary Program: Hosted at 11 locations, the program served approximately 2,500 students from all 30 elementary schools. Instruction focused on core reading and mathematics, with a supplemental writing program added to improve language arts skills based on district data (CAASPP and writing assessments). • Middle School Program: Held at every middle school site, accommodating approximately 800 students. • New Options for Engagement: To encourage students to stay enrolled through the end of the program, several sites piloted new choice-based options, such as an Arts Program and a Project Lead the Way (PLTW) Robotics Program. Students in these specialized tracks	\$4,000,000 Source: ELOP Grant	\$6,292,349

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Goal 1.1	Grade Level Standards Demonstrate growth toward all students meeting academic grade level standards and narrow the outcome gaps between student groups.																						
	participated in an alternative morning academic block. Attendance Challenge: Maintaining consistent daily attendance for all enrolled students remains a challenge. To help with this, the district offered incentives, including summer field trips that were contingent upon regular attendance and engagement. Ensuring sustained participation is a key priority for maximizing student achievement during summer learning. Effectiveness of Action: <i>Effective</i> The elementary and middle school summer programs were effective in preventing summer learning loss and helping students maintain and advance their skills in both English Language Arts (ELA) and Mathematics. Elementary Results: 88% of participants maintained or showed growth on their ELA post-assessments, and 93% achieved the same in Mathematics. Middle School Results: 82% of participating students maintained or improved their performance in ELA, and 89% did so in Mathematics. These positive outcomes demonstrate the impact of instruction that is aligned to grade-level standards and the targeted support provided during the summer session. <table border="1" data-bbox="401 878 1577 1395"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12) N=4,936</td><td>Summer school provided an opportunity for me to catch up / get ahead in my learning.</td><td>75%</td><td>+11%</td></tr> <tr> <td>Parents / Guardians N=895</td><td>Summer camp / school provided an opportunity for my child to catch up / get ahead in their learning.</td><td>74%</td><td>+12%</td></tr> <tr> <td>Employees N=910</td><td>Summer school provides opportunities for students to catch up / get ahead in their learning.</td><td>73%</td><td>+7%</td></tr> </tbody> </table> Insights from our 2025-26 LCAP Middle School Student Focus Groups reveal: Students generally value summer school for credit recovery, getting ahead academically, or reviewing information. The most praised part of the program is the inclusion of field trips, which they find highly	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	Summer school provided an opportunity for me to catch up / get ahead in my learning.	75%	+11%	Parents / Guardians N=895	Summer camp / school provided an opportunity for my child to catch up / get ahead in their learning.	74%	+12%	Employees N=910	Summer school provides opportunities for students to catch up / get ahead in their learning.	73%	+7%		
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	Summer school provided an opportunity for me to catch up / get ahead in my learning.	75%	+11%																				
Parents / Guardians N=895	Summer camp / school provided an opportunity for my child to catch up / get ahead in their learning.	74%	+12%																				
Employees N=910	Summer school provides opportunities for students to catch up / get ahead in their learning.	73%	+7%																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.2 English Language Arts			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.2a Professional Learning to Support Grade-Level ELA Standards	Implementation of Action: <i>Implemented as Planned</i> This action is focused on our effort to improve the core teaching skills through dedicated training days. Professional development (PD) focused on how to plan lessons based on grade-level standards and improve writing instruction, directly addressing the critical need to clearly understand the high expectations for student learning. In November, these teachers also received specialized training on various forms of testing (formative and summative assessment) to strengthen their ability to use the most important learning goals (Essential Standards) and analyze student work to decide what to teach next. PD focused on mastering these basic skills (planning and assessment) first, before moving to a larger, district-wide rollout of effective methods like Universal Design for Learning (UDL), which is about creating flexible ways for all students to learn. This planned order ensures teachers first master the foundational knowledge required for effective differentiation (teaching that meets every student's individual need) which will be the focus of the remaining two years of the PD plan. Effectiveness of Action: <i>Partially Effective</i> The action of building foundational skills within this teacher group is deemed partially effective. The current challenge is the transition phase: moving from learning the theoretical planning concepts to consistently using individualized (differentiated) instruction in the classroom. The next essential steps must focus on supporting this group to move from identifying standards to consistently implementing Universal Design for Learning (UDL) principles, using grading that accurately reflects student learning, and providing specific support for students with diverse learning needs. <table border="1" data-bbox="401 922 1587 1414"> <thead> <tr> <th colspan="4"> ELA (Grades 3-6) - Interim #1 Assessment Results The results below indicate progress toward Above and At/Near Standard </th></tr> <tr> <th>Student Groups</th><th>Baseline Fall 2024-25 % Above and At/Near Standard</th><th>Fall 2025-26 % Above and At/Near Standard</th><th>Change from 2023-24 to 2025-26</th></tr> </thead> <tbody> <tr> <td>All Students</td><td>32%</td><td>30%</td><td>-2%</td></tr> <tr> <td>English Learners</td><td>3%</td><td>5%</td><td>2%</td></tr> <tr> <td>Foster Youth</td><td>31%</td><td>29%</td><td>-2%</td></tr> <tr> <td>Low-Income</td><td>31%</td><td>29%</td><td>-2%</td></tr> <tr> <td>Students w/ Disabilities</td><td>13%</td><td>13%</td><td>0%</td></tr> </tbody> </table>	ELA (Grades 3-6) - Interim #1 Assessment Results The results below indicate progress toward Above and At/Near Standard				Student Groups	Baseline Fall 2024-25 % Above and At/Near Standard	Fall 2025-26 % Above and At/Near Standard	Change from 2023-24 to 2025-26	All Students	32%	30%	-2%	English Learners	3%	5%	2%	Foster Youth	31%	29%	-2%	Low-Income	31%	29%	-2%	Students w/ Disabilities	13%	13%	0%	\$785,664 Source: LCFF	\$789,068
ELA (Grades 3-6) - Interim #1 Assessment Results The results below indicate progress toward Above and At/Near Standard																															
Student Groups	Baseline Fall 2024-25 % Above and At/Near Standard	Fall 2025-26 % Above and At/Near Standard	Change from 2023-24 to 2025-26																												
All Students	32%	30%	-2%																												
English Learners	3%	5%	2%																												
Foster Youth	31%	29%	-2%																												
Low-Income	31%	29%	-2%																												
Students w/ Disabilities	13%	13%	0%																												

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Secondary English Language Arts (ELA) Interim Assessment Results The results below indicate % scoring at/near or above standard			
Student Groups	Baseline Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24
All Students	44%	45%	+1%
English Learners	8%	10%	+2%
Foster Students	34%	29%	-5%
Low-Income	44%	34%	+2%
Students w/ Disabilities	18%	16%	-2%

Middle school ELA results are moving in a positive direction overall. The percentage of students earning an **A–C increased from 82.3% to 85.6%**, showing steady improvement across most groups. Some of the strongest gains were seen among African American students, English Learners, Hispanic students, and Low-Income students, all of whom earned noticeable increases. Most groups improved or stayed about the same. One area to focus on would be Student with Disabilities, where A–C rates declined and stood out as a group needing closer attention.

Middle School English Language Arts Grades The results below indicate % of students earning the grade of a “C” or better		
Student Group	Semester 1 2025 % A-C	Semester 1 2026 % A-C
All Students	82.3%	85.6%
Socioeconomically Disadvantaged	79.4%	82.9%
English Learners	73.1%	77.2%
Foster Youth	73.3%	75.0%
Homeless	75.9%	77.3%

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

	<table><tr><td>Student w/ Disabilities</td><td>81.0%</td><td>73.7%</td></tr><tr><td>African American</td><td>82.2%</td><td>90.9%</td></tr><tr><td>Asian</td><td>94.2%</td><td>94.6%</td></tr><tr><td>Hispanic</td><td>80.3%</td><td>83.9%</td></tr><tr><td>White</td><td>87.8%</td><td>90.2%</td></tr><tr><td>2 or More Races</td><td>94.3%</td><td>94.2%</td></tr></table>	Student w/ Disabilities	81.0%	73.7%	African American	82.2%	90.9%	Asian	94.2%	94.6%	Hispanic	80.3%	83.9%	White	87.8%	90.2%	2 or More Races	94.3%	94.2%																				
Student w/ Disabilities	81.0%	73.7%																																					
African American	82.2%	90.9%																																					
Asian	94.2%	94.6%																																					
Hispanic	80.3%	83.9%																																					
White	87.8%	90.2%																																					
2 or More Races	94.3%	94.2%																																					
	High school ELA performance shows small but steady gains, with A–C rates increasing from 81.5% to 82.9%. Improvements were seen among White, Hispanic, and Low-Income students, while most other groups remained fairly stable. However, there are a couple of areas to watch closely. Foster Youth experienced a significant drop, and African American students also showed a decline, signaling the need for targeted support moving forward.																																						
	<table><tr><th colspan="3">High School English Language Arts Grades</th></tr><tr><th>Student Group</th><th>Semester 1 2025 % A-C</th><th>Semester 1 2026 % A-C</th></tr><tr><td>All Students</td><td>81.5%</td><td>82.9%</td></tr><tr><td>Socioeconomically Disadvantaged</td><td>78.0%</td><td>79.2%</td></tr><tr><td>English Learners</td><td>65.8%</td><td>65.0%</td></tr><tr><td>Foster Youth</td><td>70.8%</td><td>51.4%</td></tr><tr><td>Homeless</td><td>71.6%</td><td>72.0%</td></tr><tr><td>Student w/ Disabilities</td><td>74.6%</td><td>74.4%</td></tr><tr><td>African American</td><td>83.8%</td><td>80.4%</td></tr><tr><td>Asian</td><td>94.9%</td><td>94.3%</td></tr><tr><td>Hispanic</td><td>78.3%</td><td>80.2%</td></tr><tr><td>White</td><td>88.5%</td><td>90.0%</td></tr></table>	High School English Language Arts Grades			Student Group	Semester 1 2025 % A-C	Semester 1 2026 % A-C	All Students	81.5%	82.9%	Socioeconomically Disadvantaged	78.0%	79.2%	English Learners	65.8%	65.0%	Foster Youth	70.8%	51.4%	Homeless	71.6%	72.0%	Student w/ Disabilities	74.6%	74.4%	African American	83.8%	80.4%	Asian	94.9%	94.3%	Hispanic	78.3%	80.2%	White	88.5%	90.0%		
High School English Language Arts Grades																																							
Student Group	Semester 1 2025 % A-C	Semester 1 2026 % A-C																																					
All Students	81.5%	82.9%																																					
Socioeconomically Disadvantaged	78.0%	79.2%																																					
English Learners	65.8%	65.0%																																					
Foster Youth	70.8%	51.4%																																					
Homeless	71.6%	72.0%																																					
Student w/ Disabilities	74.6%	74.4%																																					
African American	83.8%	80.4%																																					
Asian	94.9%	94.3%																																					
Hispanic	78.3%	80.2%																																					
White	88.5%	90.0%																																					

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

	<table><tr><td>2 or More Races</td><td>89.4%</td><td>89.5%</td></tr></table> The recent LCAP survey results for English Language Arts (ELA) support show positive increases in agreement across all educational partner groups from 2024-25 to 2025-26. Students in grades 7-12 reported a 3% increase in agreement that their teachers provide high-quality ELA support, rising from 82% to 85%. Parents and guardians showed the largest growth, with agreement that their child's teacher provides high-quality ELA support increasing by 9%, from 81% to 90%. Employee agreement that RUSD provides high-quality ELA support also increased by 3%, moving from 75% to 78%. <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>My teacher(s) provide high-quality support for all students in: English Language Arts</td><td>85%</td><td>+3%</td></tr><tr><td>Parents / Guardians N=895</td><td>My child's teacher(s) provide high-quality support for all students in: English Language Arts</td><td>90%</td><td>+9%</td></tr><tr><td>Employees N=910</td><td>RUSD provides high-quality support for all students in: English Language Arts</td><td>78%</td><td>+3%</td></tr></table> Results from our 2025-26 LCAP elementary school student focus groups reveal: Across all campuses, students are aware that teachers use grade-level standards as a roadmap for what they must master to progress to the next grade. A common theme is the proactive communication from teachers, who explain how meeting these standards prevents students from falling behind and prepares them for the rigors of future academic levels.	2 or More Races	89.4%	89.5%	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	My teacher(s) provide high-quality support for all students in: English Language Arts	85%	+3%	Parents / Guardians N=895	My child's teacher(s) provide high-quality support for all students in: English Language Arts	90%	+9%	Employees N=910	RUSD provides high-quality support for all students in: English Language Arts	78%	+3%		
2 or More Races	89.4%	89.5%																								
2025-26 LCAP Survey Results																										
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																							
Students (grades 7-12) N=4,936	My teacher(s) provide high-quality support for all students in: English Language Arts	85%	+3%																							
Parents / Guardians N=895	My child's teacher(s) provide high-quality support for all students in: English Language Arts	90%	+9%																							
Employees N=910	RUSD provides high-quality support for all students in: English Language Arts	78%	+3%																							
1.2b Early Literacy Development	Implementation of Action: <i>In Progress; Implemented as Planned</i> K-2 teachers received full training on the new digital reading screener tool, Amira, to accurately identify foundational reading skill deficits. Based on student data, we provided in-depth, on-site professional development focusing on research-based Tier I foundational skills instruction at eight schools. Continuous coaching and follow-up support guide sites and teachers in the intentional planning of Foundational Skills instruction. This coaching ensures these strategies are applied consistently in daily K-2 lesson delivery, which has correlated with a noticeable improvement in	Our	\$40,000 Source: LCFF	\$40,000																						

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

student performance in foundational skills of a cohort of students in second compared to last year.

Effectiveness of Action: *Partially Effective*

Implementation efforts have yielded a critical early success: follow-up support focused on the intentional planning of Foundational Skills instruction at the targeted eight sites has demonstrably improved student performance. This is evidenced by comparing the foundational skills of a cohort of students in second grade during the 2024-25 school year to the performance of the same students a year later. Data indicate that students, now in third grade, exhibited a marked improvement in basic skills, as measured by FastBridge CBMReading, with growth ranging from 4% to 22% compared to their end-of-year 2024-25 performance. This outcome provides high-leverage evidence that the response model, which links sound Tier 1 instructional routines as provided in site-based professional development, is effective in improving foundational literacy. The primary remaining data challenge is the absence of systemic fidelity measurement. Without walk-through data utilizing the planned implementation tool, the district cannot confirm that 100% of K-2 teachers are consistently delivering the direct and explicit instruction model necessary to sustain and scale this cohort's success across all student groups. Nevertheless, initial observational data has provided actionable next steps to continue building teacher capacity in foundational skills within Tier 1, regardless of the specific instructional program. A targeted intervention providing supplementary support to second-grade teachers across eight schools has yielded demonstrable positive outcomes in the effective instruction of foundational reading skills.

The **LCAP survey results** concerning high-quality support in Mathematics show positive growth across all educational partner groups from the 2024-25 to the 2025-26 school year.

2025-26 LCAP Survey Results				
Educational Partner	Survey Question	% Agree or Strongly Agree	% Agree or Strongly Agree	+/- % Change
Students (grades 7-12) N=4,936	My teacher(s) provide high-quality support for all students in: English Language Arts	82%	85%	+3%
Parents / Guardians N=895	My child's teacher(s) provide high-quality support for all students in: English Language Arts	81%	90%	+9%
Employees N=910	RUSD provides high-quality support for all students in: English Language Arts	75%	78%	+3%

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.2c	Implementation of Action: <i>In Progress; Implemented as Planned</i> The Secondary ELA Team has successfully implemented a comprehensive set of professional development and support structures—including full-day, after-school, and asynchronous modalities—to enhance standards-based instruction. These initiatives were developed based on data-driven needs assessments and direct teacher feedback. The next steps will focus on addressing educator needs by providing updated curricular resources and reading intervention materials that align with the science of reading and current reading data trends. Effectiveness of Action: <i>Partially Effective</i> The professional development and subsequent implementation of instructional strategies have resulted in an overall 1% increase from the 2024-25 school year to the current 2025-26 school year. As shown in the chart below, English Learners and Low-Income have a positive increase in scoring at/near or above standards on district Interim #1 assessment from the baseline data. <table border="1"> <thead> <tr> <th colspan="4">Secondary English Language Arts (ELA) Interim Assessment Results</th> </tr> <tr> <th colspan="4">The results below indicate % scoring at/near or above standard</th> </tr> <tr> <th>Student Groups</th> <th>Baseline Fall 2024-25 % at/near or above</th> <th>Fall 2025-26 % at/near or above</th> <th>+/- % Change From Fall 2023-24</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>44%</td> <td>45%</td> <td>+1%</td> </tr> <tr> <td>English Learners</td> <td>8%</td> <td>8%</td> <td>+2%</td> </tr> <tr> <td>Foster Students</td> <td>34%</td> <td>29%</td> <td>-5%</td> </tr> <tr> <td>Low-Income</td> <td>44%</td> <td>46%</td> <td>+2%</td> </tr> <tr> <td>Students w/ Disabilities</td> <td>18%</td> <td>16%</td> <td>-2%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th> </tr> <tr> <th>Educational Partner</th> <th>Survey Question</th> <th>% Agree or Strongly Agree</th> <th>+/- % Change from 2024-25</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Secondary English Language Arts (ELA) Interim Assessment Results				The results below indicate % scoring at/near or above standard				Student Groups	Baseline Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24	All Students	44%	45%	+1%	English Learners	8%	8%	+2%	Foster Students	34%	29%	-5%	Low-Income	44%	46%	+2%	Students w/ Disabilities	18%	16%	-2%	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25					\$974,204 Source: LCFF	\$980,203
Secondary English Language Arts (ELA) Interim Assessment Results																																															
The results below indicate % scoring at/near or above standard																																															
Student Groups	Baseline Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24																																												
All Students	44%	45%	+1%																																												
English Learners	8%	8%	+2%																																												
Foster Students	34%	29%	-5%																																												
Low-Income	44%	46%	+2%																																												
Students w/ Disabilities	18%	16%	-2%																																												
2025-26 LCAP Survey Results																																															
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																																												

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

	Students (grades 7-12) N=4,936	My teacher(s) provide high-quality support for all students in: English Language Arts	85%	+3%		
	Parents / Guardians N=895	My child's teacher(s) provide high-quality support for all students in: English Language Arts	90%	+9%		
	Employees N=910	RUSD provides high-quality support for all students in: English Language Arts	78%	+3%		

1.3 Mathematics																
Action	Mid-Year Data			Budgeted	Estimated Actuals (1st Interim)											
1.3a Professional Learning to Support Grade-Level Mathematics Standards	Implementation of Action: <i>In Progress; Implemented as Planned</i> The mathematics instruction team has successfully executed the planned professional development to support the Grade-Level Mathematics Standards. This training was delivered in small cohorts and focused on: • Standards-Based Planning: This helps ensure all math lessons are challenging and directly align with what students need to learn. • Writing in the Math Classroom: This initiative helps students connect reading, writing, and mathematical thinking, which is especially helpful for our EL students. While many teachers have finished this training, the remaining groups still need to be trained. Our goal is to ensure all teachers are using these updated teaching methods consistently in every classroom. Effectiveness of Action: <i>Partially Effective</i> A review of the latest secondary assessment data indicates a strong and positive district-wide trend. When comparing the recent Fall 2025-26 results to the initial Fall 2024-25 baseline, a positive percentage increase in the proportion of students scoring at/near or above standards is observed for every student group. This collective growth highlights the effectiveness of the current math curriculum implementation and targeted support strategies within the secondary grades. <table><tr><th colspan="4">Math (Grades 3-6) - Interim #1 Assessment Results</th></tr><tr><th colspan="4">The results below indicate progress toward Above and At/Near Standard</th></tr><tr><th>Student Groups</th><th>Baseline</th><th>Fall 2025-26</th><th>Change from</th></tr></table>			Math (Grades 3-6) - Interim #1 Assessment Results				The results below indicate progress toward Above and At/Near Standard				Student Groups	Baseline	Fall 2025-26	Change from	\$832,426
Math (Grades 3-6) - Interim #1 Assessment Results																
The results below indicate progress toward Above and At/Near Standard																
Student Groups	Baseline	Fall 2025-26	Change from													

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics

	Fall 2024-25 %At/Near or above	%At/Near or above	2023-24 to 2025-26
All Students	22%	21%	-1%
English Learners	3%	4%	1%
Foster Youth	7%	8%	1%
Low-Income	21%	20%	-1%
Students w/ Disabilities	9%	10%	1%

Secondary (Grades 7-12) Math Interim Assessment Results

The results below indicate the % of students scoring at/near or above standards

Student Groups	Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24
All Students	30%	37%	7%
English Learners	8%	17%	9%
Low-Income	26%	37%	11%
Students with Disabilities	10%	17%	7%

Math course performance at the middle school level slipped slightly overall, **dropping from 82.8% to 80.3%**. Several groups saw more evident declines, particularly Foster Youth, Students with Disabilities, and students with two or more races. Bright spots are that Asian students showed improvement, and English Learners held steady, but overall, middle school math is an area where progress has slowed compared to last year.

Middle School Mathematics Grades

The results below indicate % of students earning the grade of a "C" or better

Student Group	Semester 1 2025 % A-C	Semester 1 2026 % A-C
---------------	-----------------------	-----------------------

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics

All Students	82.8%	80.3%
Socioeconomically Disadvantaged	80.6%	77.4%
English Learners	67.2%	67.2%
Foster Youth	74.1%	62.0%
Homeless	74.3%	69.6%
Student w/ Disabilities	78.5%	68.7%
African American	79.7%	77.3%
Asian	91.6%	93.0%
Hispanic	80.9%	78.4%
White	90.5%	85.9%
2 or More Races	91.4%	85.5%

High school math results show a slight overall decrease, with **A–C rates dipping from 81.7% to 80.7%**. Several groups declined, including Hispanic students and English Learners. At the same time, there are important signs of progress. African American students made strong gains, and Student with Disabilities also improved, suggesting that some supports and strategies are having a positive impact even as overall math performance remains mixed.

High School Mathematics Grades		
The results below indicate % of students earning the grade of a “C” or better		
Student Group	Semester 1 2025 % A-C	Semester 1 2026 % A-C
All Students	81.7%	80.7%
Socioeconomically Disadvantaged	79.3%	77.1%
English Learners	64.3%	62.4%
Foster Youth	63.2%	57.8%

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics																								
	<table><tr><td>Homeless</td><td>71.1%</td><td>67.7%</td></tr><tr><td>Student w/ Disabilities</td><td>71.3%</td><td>74.9%</td></tr><tr><td>African American</td><td>77.5%</td><td>84.8%</td></tr><tr><td>Asian</td><td>94.7%</td><td>92.9%</td></tr><tr><td>Hispanic</td><td>79.4%</td><td>72.0%</td></tr><tr><td>White</td><td>88.1%</td><td>87.24%</td></tr><tr><td>2 or More Races</td><td>85.9%</td><td>87.4%</td></tr></table>	Homeless	71.1%	67.7%	Student w/ Disabilities	71.3%	74.9%	African American	77.5%	84.8%	Asian	94.7%	92.9%	Hispanic	79.4%	72.0%	White	88.1%	87.24%	2 or More Races	85.9%	87.4%		
Homeless	71.1%	67.7%																						
Student w/ Disabilities	71.3%	74.9%																						
African American	77.5%	84.8%																						
Asian	94.7%	92.9%																						
Hispanic	79.4%	72.0%																						
White	88.1%	87.24%																						
2 or More Races	85.9%	87.4%																						
1.3b Instructional Coaching to Support Strategies in Mathematics	Implementation of Action: <i>In Progress; Implemented as Planned</i> Math coaches (Teachers on Special Assignment - TOSAs) are providing consistent, on-site support to teachers. This coaching is personalized for each school site and teacher, based on a review of student data and classroom observations. The main goal is to strengthen teaching practices in math, with a special focus on helping teachers use multiple methods to explain concepts, lead student discussions, and build both deep understanding and quick recall of math facts. All coaching cycles are specifically designed to ensure English Learners and Students with Disabilities have equitable access to high-quality math instruction. A key success has been using our TOSAs, who are trained by the curriculum publisher, to help all teachers successfully implement the new math curriculum. TOSAs provide coaching on effective teaching practices to include District priorities and resources: • Standards-Based Lesson Design Planning • Use Building Fact Fluency (K-4) • Utilize the components of the Language Commitments intentionally in math instruction • Re-engage students with Essential Standards that have not been mastered • Maximize opportunities for students to develop in mathematical practices • Provide many opportunities for students to write in Math Effectiveness of Action: <i>Partially Effective</i> Math Coaches are providing much support to teachers in strengthening their teaching practices and making data driven decisions. Schools with a Math Teacher on Special Assignment (TOSA)		\$2,625,216 																					

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics

Cohort 1 3rd Year of Implementation		Cohort 2 2nd Year of Implementation	Cohort 3 1st Year of Implementation
Bryant Hawthorne Magnolia	Monroe Rivera Taft	Castle View Emerson Washington Woodcrest	Adams, Alcott, Beatty, Casa Blanca, Fremont, Harada, Harrison, Jackson, Jefferson, Kennedy, Lake Matthews, Liberty, Longfellow, Madison, Mountain View, Pachappa, Rivera, Twain, Victoria

Elementary Site-based Math Coach Touch Points

August- December 2025

# Classroom Visits	# of Coaching/Planning Sessions	# of Coteaching/ Modeling Lessons	# of Staff/Grade/Dept Meetings
464	373	303	107

Overall elementary achievement data does not yet reflect district-wide effectiveness, particularly considering that 20 schools only recently got a Math Teacher on Special Assignment (TOSA). **Interim Assessment #1 data indicates that 21% of students scored at/near or above standards**, representing a one percent decrease from the previous year. Scores for specific student groups are similar to last year: English Learners 4% (up 1%); Foster Youth 20% (down 1%); Students with Disabilities 9% (down 1%); Low-Income students 10% scoring (up 1%).

However, anecdotal evidence suggests that this action is creating positive changes in how teachers are teaching, which is the necessary step before we see bigger gains in student test scores.

At the secondary level, this action has been effective based on baseline results. The coaching and support provided to teachers resulted in **10% of students in structured math classes scoring at/near or above standards**, which is 7% higher than expected.

2025-26 LCAP Survey Results

Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25
----------------------------	------------------------	----------------------------------	----------------------------------

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics					
	Students (grades 7-12) N=4,936	My teacher(s) provide high-quality support for all students in: Mathematics	85%	+9%	
	Parents / Guardians N=895	My child's teacher(s) provide high-quality support for all students in: Mathematics	89%	+10%	
	Employees N=910	RUSD provides high-quality support for all students in: Mathematics	75%	+7%	
	Results from the 2025-26 LCAP Employee Survey reveal certificated site staff (n = 584) have received the following support from their Math Coach: - Professional Development 33% - Planning effective lessons / interventions 17% - Data analysis 21% - Co-teaching / modeled lessons 14% - Coaching with feedback 9% - Positive behavior intervention support 4%				
1.3c Supplemental Mathematics Resources for Elementary and Secondary Students	Implementation of Action: <i>In Progress; Implemented as Planned</i> Progress is underway to ensure effective delivery of targeted interventions and increased conceptual understanding , aligning with our goals for supplemental resources. Elementary Math Teacher Training: All our special math teachers (TOSAs) for elementary schools are fully trained in the <i>Bridges Intervention</i> program, so they can help classroom teachers use it effectively. Team Teaching: The TOSAs are leveraging this expertise to facilitate a specialized co-teaching model training, which has been designed for the classroom teacher. This training model, which prioritizes in-class support and collaboration, is a key strategy for integration of this intervention. So far, 133 teachers have been trained. Middle School Math The rollout of the Amplify Desmos program has provided teachers with essential resources to support student learning. This extra tool has proven valuable, allowing teachers to use its features for immediate, personalized feedback and to gather essential data on how well they are grasping the			\$292,264 Source: Other State LREGB	\$470,299

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics			
	concepts. A key challenge is the limited scope of the associated professional development. Training was only provided to structured math teachers, failing to reach all middle school staff who could benefit from the platform. The next step is to expand training to all relevant personnel to ensure they can effectively utilize the platform's advanced features. Effectiveness of Action: <i>Partially Effective</i> Elementary Math Fall 2025 Fastbridge (Low Risk/College Pathway) - earlyMath: 70% of students are on track (+2% increase over last year) - aMath: 56% of students are on track (no change) Based on screening data for the current reporting period, the supplemental resources (Bridges) is demonstrating early, small positive change in helping students understand the basic concepts they need to access for grade level instruction. Incremental growth is also evident in the progress monitoring data from the Bridges program. Secondary Math Overall, this action was overall effective. Progress was made as students increased in mastery by 7% from 30% to 37% scoring at/near or above standards on Math Interim #1.		
1.3d Math Intervention for Secondary Students	Implementation of Action: <i>In Progress; Implemented as Planned</i> The Math Intervention course has been successfully implemented across all five comprehensive high school sites. This initiative strategically placed students identified as "chronically unsuccessful" into appropriate intervention courses. Placement was determined through a comprehensive system incorporating multiple assessments and grades, ensuring that enrollment in Structured Math Courses accurately targeted the population with the greatest need, including all priority subgroups. A specialized professional development (PD) was effectively delivered to Structured Math instructors (four days for Year 1 teachers; two days for Year 2 teachers), which successfully established a dedicated and trained staff prepared to deliver high-quality intervention instruction. The training focused on highly effective, researched-based strategies appropriate for intervention settings, with key topics including essential grade-level standards, lesson design, scaffolded support, small group instruction, and the effective use of the Desmos platform. A significant challenge was the rate of teaching staff turnover within the Structured Math Courses. This necessitated the district's continuous onboarding of new teachers, resulting in many instructors having limited prior experience with the specialized curriculum and instructional strategies. Consequently, new staff frequently needed to complete Year 1 professional development sequence.	\$2,719,308 Source: Other State LREGB	\$2,930,806

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics

Effectiveness of Action: *Partially Effective*

The professional learning and implementation of strategies resulted in 10% of students in structured math courses scoring at/near or above standard.

The All Students group saw a 1 percentage point increase in at/near or above standard from 9% to 10%. Positive growth was also seen in Low-Income students (+4 percentage points, reaching 13% at/near or above standard), Students with Disabilities (+4 percentage points, reaching 9% at/near or above standard), and English Learners (+1 percentage point, reaching 7% at/near or above standard). The American Indian group showed the largest positive change, increasing by 33 percentage points to reach 33% at/near or above standard. However, the Foster Students group is designated as "Not on Track", with a 24 percentage point decrease in at/near or above standard, falling from 33% to 9%.

Secondary Structured Math (Grades 7-12) - Interim Assessment Results

The results below indicate the % of students scoring at/near or above standards

Student Groups	Baseline Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2024-25
All Students	9%	10%	1%
English Learners	6%	7%	1%
Foster Students	33%	9%	-24%
Low-Income	9%	13%	4%
Students with Disabilities	5%	9%	4%
American Indian	0%	33%	33%

Structured Math Enrollment and Sections

Course	Number of Sections 2024-25	Students Enrolled 2024-25	Number of Sections 2025-26	Students Enrolled 2025-26

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.3 Mathematics

Structured Math 7	15	263	17	256
Structured Math 8	19	338	21	343
Structured Math 1	25	391	26	426
Structured Math 2	25	353	24	353

The insights from the November **2025 LCAP survey** indicate a highly positive trend concerning Mathematics growth across all key educational partner groups. A year-over-year comparison reveals significant increases in agreement regarding the quality of Mathematics instruction, underscoring the success of LCAP-aligned strategies. These consistent positive shifts across students, parents, and employees serve as compelling evidence of improved teaching and learning outcomes and increased community trust.

2025-26 LCAP Survey Results

Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25
Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: Mathematics	85%	+9%
Parents / Guardians N=895	My child's school provides high-quality teaching across all subject area: Mathematics	89%	+10%
Employees N=910	RUSD provides high-quality teaching across all subject areas: Mathematics	75%	+7%

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.4 Science			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
1.4a Professional Learning to Support Grade-Level Next Generation Science Standards (NGSS)	Implementation of Action: <i>In Progress; Implemented as Planned</i> Teachers across all grade levels are engaging in professional development focused on Standards-Based Planning and Writing across Content Areas. Training for Elementary and High School personnel has been completed, and Middle School teachers are scheduled to receive specialized training on Writing in the Content Areas. Teachers, and subsequently students, have derived substantial benefit from these professional development initiatives. Notably, high levels of engagement are being observed among classroom teachers including those who are not members of formal leadership structures or School Leadership Team (SLTs). As these training cohorts are finalized over the next two years, this broad-based participation is anticipated to drive significant instructional shifts across the district, ultimately benefiting all students. Additionally, the Science department is piloting a new online tool called Inner Orbit. This platform provides assessments that use real-world situations (phenomena) to check student understanding and helps ensure that our science tests meet grade-level expectations by assessing the three key parts of the science standards: core ideas, practices, and connecting concepts. This pilot is currently running with science course leads and at Chemawa Middle School. Furthermore, Action 1.4a allocates funding for the recurring procurement of Gizmos to augment high school science instruction. This digital tool enables students to simulate experiments that are not readily feasible within a physical laboratory setting. Finally, the Science department is selecting a new curriculum for two science electives this year: Marine Biology and Forensics. Next Steps: Specific coaching support to certain school sites and dedicated help for the new STEM school program will be provided to Casa Blanca - with the continued focus on effectively combining English Language Development (ELD) and strong writing strategies within science lessons. Effectiveness of Action: <i>Partially Effective</i> The professional development activities implemented across all grade levels have been well-received, and teachers are giving us positive feedback. For example, one teacher who hadn't attended a science training in four years has attended three times this year. Elementary teachers shared their commitment to spend more time teaching science, add writing to their science lessons, and include ways to help our English Language Learners during science class. At the elementary level (grades 3-6), Interim #1 data indicated an increase in content mastery in grades 3 and 5. However, grade 4 had a small dip in scores, and grade 6's scores declined. For grades 3-5, it is projected that the resources and methodologies shared during training sessions will establish the requisite framework for teaching science as an integrated core subject. As educators gain proficiency, achievement scores are expected to continue their upward trajectory. For grade six, an	\$731,175 Source: LCFF LREGB	\$760,421 \$3,600

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.4 Science

1.4 Science																																																									
Action	Mid-Year Data					Budgeted	Estimated Actuals (1st Interim)																																																		
	adoption process is planned for the next academic year and extra training will be provided.																																																								
	Secondary Interim #1 assessment data has been analyzed, and a comparison of the success rates between Inner Orbit and Course Lead-developed interim assessments will be available soon. We are continuing our work with Chemawa using Inner Orbit, having already completed one meeting with their teachers to review the data. This in-depth look at what was taught and how students performed shows positive initial signs . We anticipate a clearer picture of trends after reviewing the second interim data.																																																								
	Adoption-related Professional Development has facilitated a deeper exploration of standards and instructional strategies aligned with the Next Generation Science Standards (NGSS). One teacher remarked, "Perhaps I can begin to facilitate learning rather than lecturing," representing a significant pedagogical advancement.																																																								
	<table><tr><th colspan="6">Science (Grades 3-12) - Interim #1 Assessment Results</th></tr><tr><td colspan="6">The results below indicate % of students scoring at/near or above standard.</td></tr><tr><th>School Type</th><th>Student Groups</th><th>Baseline (Gr 7-12) Fall 2023-24 % at/near or above</th><th>Baseline (Gr 3-6) Fall 2024-25 % at/near or above</th><th>Fall 2025-26 % at/near or above</th><th>+/- % Change from Fall 2024-25</th></tr><tr><td rowspan="4">Elementary (Grades 3-6)</td><td>All Students</td><td></td><td>35%</td><td>28%</td><td>-7%</td></tr><tr><td>English Learners</td><td></td><td>10%</td><td>8%</td><td>-1%</td></tr><tr><td>Low-Income</td><td></td><td>33%</td><td>27%</td><td>-6%</td></tr><tr><td>Students wi/ Disabilities</td><td></td><td>17%</td><td>13%</td><td>-3%</td></tr><tr><td rowspan="2">Middle School (Grades 7-8)</td><td>All Students</td><td>34%</td><td>41%</td><td>44%</td><td>+10%</td></tr><tr><td>English Learners</td><td>4%</td><td>10%</td><td>10%</td><td>+6%</td></tr></table>							Science (Grades 3-12) - Interim #1 Assessment Results						The results below indicate % of students scoring at/near or above standard.						School Type	Student Groups	Baseline (Gr 7-12) Fall 2023-24 % at/near or above	Baseline (Gr 3-6) Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change from Fall 2024-25	Elementary (Grades 3-6)	All Students		35%	28%	-7%	English Learners		10%	8%	-1%	Low-Income		33%	27%	-6%	Students wi/ Disabilities		17%	13%	-3%	Middle School (Grades 7-8)	All Students	34%	41%	44%	+10%	English Learners	4%	10%	10%	+6%
	Science (Grades 3-12) - Interim #1 Assessment Results																																																								
	The results below indicate % of students scoring at/near or above standard.																																																								
	School Type	Student Groups	Baseline (Gr 7-12) Fall 2023-24 % at/near or above	Baseline (Gr 3-6) Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above			+/- % Change from Fall 2024-25																																																	
	Elementary (Grades 3-6)	All Students		35%	28%			-7%																																																	
		English Learners		10%	8%			-1%																																																	
		Low-Income		33%	27%			-6%																																																	
Students wi/ Disabilities			17%	13%	-3%																																																				
Middle School (Grades 7-8)	All Students	34%	41%	44%	+10%																																																				
	English Learners	4%	10%	10%	+6%																																																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.4 Science								
Action	Mid-Year Data						Budgeted	Estimated Actuals (1st Interim)
		Low-Income	28%	40%	45%	+17%		
		Students w/ Disabilities	14%	16%	17%	+3		
	High School (Grades 9-12)	All Students	37%	58%	45%	+8%		
		English Learners	8%	36	17%	+9%		
		Low-Income	32%	57%	45%	+13%		
		Students w/ Disabilities	16%	29%	25%	+10%		
	Overall, the 2025-26 LCAP survey results for Science demonstrate widespread improvement in stakeholder perceptions regarding the quality of science education within the district. The double-digit growth in parental agreement is particularly noteworthy and highlights a strong positive response to the district's ongoing efforts to enhance science instruction and learning outcomes.							
	2025-26 LCAP Survey Results							
	Educational Partner	Survey Question			% Agree or Strongly Agree	+/- % Change from 2024-25		
	Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: Science			82%	+1%		
	Parents / Guardians N=895	My child's school provides high-quality teaching across all subject area: Science			89%	+10%		
	Employees N=910	RUSD provides high-quality teaching across all subject areas: Science			72%	+4%		

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.4 Science																																				
Action	Mid-Year Data					Budgeted	Estimated Actuals (1st Interim)																													
1.4b Elementary Science Experiential Learning	Implementation of Action: <i>In Progress; Implemented as Planned</i> All sixth-grade students in elementary schools are getting hands-on learning experiences through science camp or other experiential learning opportunities. The elementary science interim assessments have changed from the 2023-24 school year to better align with our new curriculum. Each lesson incorporates an experiential approach, integrating phenomena, investigation, outdoor learning, discussion, and reading to help students understand new concepts. We are currently supporting elementary teachers to provide at least three hands-on learning activities. This includes on-demand coaching for our Next Generation Science Standards (NGSS) science lessons, with plans to change to school-specific support next semester. Our professional development for teachers on "Standards-Based Planning" and "Writing in the Elementary Classroom" is intentionally designed to help them find time in their schedules for hands-on learning, focusing on NGSS and cross-curricular standards. Furthermore, all English Learner (EL) Teachers on Special Assignment (TOSAs) participated in PD focused on utilizing Science within Designated and Integrated ELD (English Language Development); which helps ensure all English Learners can fully take part in these hands-on opportunities. Effectiveness of Action: <i>Partially Effective</i> Observation volume is scheduled to increase in the second semester to monitor progress and provide support. Currently, walkthrough data is limited due to reduced department staffing. <table><tr><th colspan="6">Science (Grades 3-6) - Interim Assessment Results</th></tr><tr><th colspan="6">The results below indicate % of students scoring at/near or above standard.</th></tr><tr><th>School Type</th><th>Student Groups</th><th>Baseline Fall 2023-24 % at/near or above</th><th>Fall 2024-25 % at/near or above</th><th>Fall 2025-26 % at/near or above</th><th>+/- % Change From Fall 2023-24</th></tr><tr><td rowspan="2">Elementary School (Grades 3-6)</td><td>All Students</td><td>41%</td><td>43%</td><td>28%</td><td>-13%</td></tr><tr><td>English</td><td>18%</td><td>23%</td><td>8%</td><td>-10%</td></tr></table>					Science (Grades 3-6) - Interim Assessment Results						The results below indicate % of students scoring at/near or above standard.						School Type	Student Groups	Baseline Fall 2023-24 % at/near or above	Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24	Elementary School (Grades 3-6)	All Students	41%	43%	28%	-13%	English	18%	23%	8%	-10%	\$1,305,564	\$1,301,831
Science (Grades 3-6) - Interim Assessment Results																																				
The results below indicate % of students scoring at/near or above standard.																																				
School Type	Student Groups	Baseline Fall 2023-24 % at/near or above	Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24																															
Elementary School (Grades 3-6)	All Students	41%	43%	28%	-13%																															
	English	18%	23%	8%	-10%																															
					Source: LCFF																															

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.4 Science								
Action	Mid-Year Data					Budgeted	Estimated Actuals (1st Interim)	
		Learners						
		Low-Income	38%	42%	27%	-11%		
		Students w/ Disabilities	18%	24%	13%	-5%		
	2025-26 LCAP Survey Results							
	Educational Partner	Survey Question		% Agree or Strongly Agree	+/- % Change from 2024-25			
	Parents / Guardians N=895	At the elementary level, my child has gained confidence in learning science by participating in experiential science learning (i.e. 6th grade science camp, science field trips, science presentations/assemblies).		74%	+10%			
	Employees N=910	All students have benefited from experiential science learning (i.e., hands-on experiences to connect theories to real-world situations).		69%	+7%			
	Insights from our 2025-26 LCAP Middle School Student Focus Group Feedback reveal:							
	6th Grade Science Camp is universally praised by students as a highly engaging, memorable, and educational highlight of their elementary school experience. Students strongly support continued funding, emphasizing that the camp offers a valuable change from the traditional classroom while sparking curiosity through hands-on activities like rocket making, astronomy, and dissections. Beyond academics, the camp is valued for promoting emotional well-being and socialization, allowing students to build new friendships, develop outdoor skills, and enjoy unique experiences like nature hikes and playing in the snow. Students affirm that the camp is a vital experience for personal growth and building connections within the school community.							

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.4 Science

1.4 Science																																				
Action	Mid-Year Data					Budgeted	Estimated Actuals (1st Interim)																													
	Insights from our 2025-26 LCAP Elementary School Student Focus Group Feedback reveal: Of the three elementary schools, only Washington Elementary had attended science camp before focus groups were held in November. Science camp was described as a highly memorable and engaging experience that successfully balances academic learning with social growth. Students reflecting on their science camp experiences highlighted the delicious meals. Common themes included hands-on science activities, such as squid dissections and astronomy, alongside exciting outdoor adventures like ziplining, archery, and night swimming. Students especially valued the opportunity to build stronger relationships with their peers and teachers in a natural environment.																																			
1.4c Secondary Science Experiential Learning	Implementation of Action: <i>In Progress</i> The Science Team has provided a variety of professional development opportunities for secondary educators, including a summer training program in partnership with California Baptist University (CBU) and University of California, Riverside (UCR). Teachers also took part in the Advancing Science Research (ASRT) program, enabling planning within school teams and District support staff. Department chairs and course leads continue to focus and strengthen collaboration on effective instruction and best practices to facilitate student sense-making through inquiry. Department chairs and course leads continue to analyze additional opportunities for formative assessment, focusing on practical, hands-on learning experiences. Effectiveness of Action: <i>Partially Effective</i> <table><tr><th colspan="6">Science (Grades 7-12) - Interim Assessment Results</th></tr><tr><td colspan="6">TThe results below indicate % of students scoring at/near or above standard.</td></tr><tr><th>School Type</th><th>Student Groups</th><th>Baseline Fall 2023-24 % at/near or above</th><th>Fall 2024-25 % at/near or above</th><th>Fall 2025-26 % at/near or above</th><th>+/- % Change From Fall 2023-24</th></tr><tr><td rowspan="2">Middle School (Grades 7-8)</td><td>All Students</td><td>34%</td><td>41%</td><td>44%</td><td>+10%</td></tr><tr><td>English Learners</td><td>4%</td><td>10%</td><td>10%</td><td>+6%</td></tr></table>					Science (Grades 7-12) - Interim Assessment Results						TThe results below indicate % of students scoring at/near or above standard.						School Type	Student Groups	Baseline Fall 2023-24 % at/near or above	Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24	Middle School (Grades 7-8)	All Students	34%	41%	44%	+10%	English Learners	4%	10%	10%	+6%	\$117,187 Source: LCFF	\$117,187
Science (Grades 7-12) - Interim Assessment Results																																				
TThe results below indicate % of students scoring at/near or above standard.																																				
School Type	Student Groups	Baseline Fall 2023-24 % at/near or above	Fall 2024-25 % at/near or above	Fall 2025-26 % at/near or above	+/- % Change From Fall 2023-24																															
Middle School (Grades 7-8)	All Students	34%	41%	44%	+10%																															
	English Learners	4%	10%	10%	+6%																															

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.4 Science								
Action	Mid-Year Data						Budgeted	Estimated Actuals (1st Interim)
		Low-Income	28%	40%	45%	+17%		
		Students w/ Disabilities	14%	16%	17%	+3%		
	High School (Grades 9-12)	All Students	37%	58%	45%	+8%		
		English Learners	8%	36	17%	+9%		
		Low-Income	32%	57%	45%	+13%		
		Students w/ Disabilities	16%	29%	25%	+10%		
	The LCAP survey results for science indicate positive changes in agreement across all educational partner groups from the 2024-25 to the 2025-26 school year. However, students (grades 7-12) saw a slight positive change of 1 percentage point, with agreement that their school provides high-quality learning across all subject areas (Science) rising from 81% to 82%.							
1.4d Expanded STEM Learning	Implementation of Action: <i>In Progress; Implemented as Planned</i> We successfully brought science, technology, engineering, and math (STEM) learning into our afterschool programs through a special "Month of STEM." . To ensure equitable student access , each afterschool program integrated a variety of STEM activities. We provided our staff with training and ready-to-use lessons to support these activities. Because of this, students at every afterschool program received consistent STEM instruction . STEM was also a key to our "Exploration Days" during both the summer and spring breaks. For example, the spring "Exploration Days" focused on animals and their homes, giving students hands-on STEM experiences. During the summer, programs centered on the ocean also included STEM learning, helping students explore these important subjects even more. Effectiveness of Action: <i>Effective</i> As of December 2025, this action has been effective in ensuring that all students enrolled in afterschool programs for at least 30 days have received a minimum of two STEM learning experiences .						\$846,099 Source: Other State ELOP	\$1,092,939

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.5 History-Social Science			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
1.5a Professional Learning to Support Grade-Level Standards and Course Content in History-Social Science	Implementation of Action: <i>In Progress; Implemented as Planned</i> Professional development focused on standards-based planning and writing has been provided to elementary and secondary teachers. Middle school history-social science (HSS) teachers are scheduled to receive the writing professional development in February. HSS Course Leads have developed district assessments based on HSS content, reading, writing, and historical analysis standards for the 2025-26 academic year. Middle and high school HSS teachers administered these standards-based district assessments in the first quarter to establish baseline data of proficiency with content, reading, writing, and historical analysis standards. Overall, 82.8% of students took the first-quarter assessment. Of the 10,493 participants, 87.7% of their constructed response writing standard questions were scored by educators. Teachers have subsequently analyzed the assessment data and formulated instructional and systemic plans based on this analysis. The HSS Instructional Support Specialist (ISS) has conducted classroom walkthroughs with principals at two high schools and two middle schools to gather observational data on the implementation of standards and language production strategies. To date, implementation has improved compared to observations during the 2024-25 academic year, with standards-based instruction and language strategies observed in 81.2% of classrooms this year, an increase from 57.7% observed in 2024-25. Next Steps: The HSS goal for the implementation of standards-based instruction and the incorporation of language production strategies will be maintained for the upcoming year. While the focus of the high school professional development was on 10th grade World History teachers, the monitoring of implementation of learned practices in 10th grade classes will continue. Furthermore, standards-based planning professional development will be extended to additional teacher cohorts, while ongoing collaboration with Course Leads will continue to support fidelity of these instructional practices. The goal is to ensure this learning reaches the widest possible teacher audience. Effectiveness of Action: <i>Partially Effective</i> The effectiveness of the instruction team's professional development (PD) and Course Lead efforts is multi-faceted, with direct measures focusing on teacher implementation and student outcomes. The initial metric involves observing teachers' fidelity to standards-based instruction and their strategic use of language production techniques in the classroom. A more concrete level of effectiveness is determined by student academic performance, specifically their mastery of established standards and their corresponding course grades. For secondary	\$197,028 Source: LCFF	\$199,135

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

1.5 History-Social Science

students, the first-quarter (Q1) district assessment serves as a critical baseline data point for teachers. Analysis of this baseline data revealed a significant range in overall standards mastery, fluctuating between 28% and 57%. This initial data suggests that **students were stronger in the reading and writing standards compared to the content-specific standards within the curriculum.**

However, when looking at overall grades, **most secondary students (93.4%) passed their History-Social Science (HSS) classes with a D or better** in the first semester. Students who are **English Learners** or receiving **Special Education** services passed at a slightly lower rate (**85.4% and 90.5 %**, respectively).

Because **elementary students** do not take a district-wide HSS test, their grades are the main way we measure their understanding of the HSS standards. In response to this data and with a focus on enhancing instructional rigor, the Instruction team designed and delivered **targeted standards-based planning and writing professional development**. This PD was specifically engineered to facilitate the integration of English Language Arts (ELA) reading and writing standards directly into HSS instruction. The core objective was to ensure that teachers fully understood the essential standards and had the pedagogical tools necessary to make their instruction more rigorous and aligned with state and district expectations.

Initial post-intervention data, as reflected in trimester 1 scores, indicate **positive overall outcomes**. Specifically, 62% of students demonstrated mastery of the HSS analysis standards, and 64% mastered the HSS content standards.

However, a closer examination of the disaggregated data reveals **persistent and significant achievement gaps between student subgroups**. English Learners (EL) did not perform as well as the general student population, with only 40% mastering the HSS analysis standards and 42% mastering the content standards. The largest gap was seen among students receiving Special Education (SpEd) services, where only 36% mastered the HSS analysis standards and 38% mastered the HSS content standards. These results underscore **the urgent need for the instruction team to refine and intensify supports and interventions specifically for EL and SpEd students** to close these equity gaps and ensure all students achieve standards mastery.

The **LCAP survey results for History-Social Science** show a mix of positive and negative changes across educational partner groups from 2024-25 to 2025-26.

2025-26 LCAP Survey Results			
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.5 History-Social Science																									
	<table><tr><td>Students (grades 7-12) N=4,936</td><td>My school provides high-quality learning across all subject area: History-Social Science</td><td>79%</td><td>-4%</td></tr><tr><td>Parents / Guardians N=895</td><td>My child's school provides high-quality teaching across all subject area: History-Social Science</td><td>90%</td><td>+12%</td></tr><tr><td>Employees N=910</td><td>RUSD provides high-quality teaching across all subject areas: History-Social Science</td><td>70%</td><td>+3%</td></tr></table>	Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: History-Social Science	79%	-4%	Parents / Guardians N=895	My child's school provides high-quality teaching across all subject area: History-Social Science	90%	+12%	Employees N=910	RUSD provides high-quality teaching across all subject areas: History-Social Science	70%	+3%												
Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: History-Social Science	79%	-4%																						
Parents / Guardians N=895	My child's school provides high-quality teaching across all subject area: History-Social Science	90%	+12%																						
Employees N=910	RUSD provides high-quality teaching across all subject areas: History-Social Science	70%	+3%																						
1.5b Ethnic Studies Curriculum Development	Implementation of Action: <i>In Progress; Implemented as Planned</i> The Instructional Service team provided professional development on integrating Native American voices into California History during an open after-school session. This was followed by a dedicated pull-out day for fourth-grade teachers, concentrating on the inclusion of Native perspectives within the mission unit and encouraging them to stop having students build physical missions. Professional development was provided to six newly assigned Ethnic Studies teachers to ensure they possess a foundational understanding equivalent to those who taught the course last year. Students in Ethnic Studies classes complete surveys at the end of each semester. Effectiveness of Action: <i>Partially Effective</i> Following the California Mission Professional Development, teachers indicated their intention to share the mission unit lessons with their teams for site-wide implementation. The first-quarter assessment data for Ethnic Studies were the best among all HSS 7-12 courses. Overall, 57% of all students demonstrated mastery of the standards and 31% of English Learners reached mastery. Consistent classroom observations revealed that Ethnic Studies teachers routinely incorporated collaborative discussion strategies and adhered to the district-developed standards. <table><tr><th colspan="4">Student Feedback on Ethnic Studies Classes</th></tr><tr><td colspan="4">(Administered at the end of term at the 5 comprehensive high schools.)</td></tr><tr><td colspan="4">% of students rating the questions in each category a 3 or higher on a 5 point scale</td></tr><tr><td></td><td>2024-25 Fall/Spring</td><td>2025 Summer School</td><td>2025 Fall</td></tr><tr><td>Number of students enrolled</td><td>1713</td><td>796</td><td>581</td></tr></table>			Student Feedback on Ethnic Studies Classes				(Administered at the end of term at the 5 comprehensive high schools.)				% of students rating the questions in each category a 3 or higher on a 5 point scale					2024-25 Fall/Spring	2025 Summer School	2025 Fall	Number of students enrolled	1713	796	581	\$85,731 \$350,909 Source: LCFF Other State: LREGB	\$85,731 \$390,121
Student Feedback on Ethnic Studies Classes																									
(Administered at the end of term at the 5 comprehensive high schools.)																									
% of students rating the questions in each category a 3 or higher on a 5 point scale																									
	2024-25 Fall/Spring	2025 Summer School	2025 Fall																						
Number of students enrolled	1713	796	581																						

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.5 History-Social Science																		
	Participation Percent	59.14%	74.37%	62.80%														
	Did students value the class?	81.12%	92.84%	88.60%														
	Were instructional practices effective	86.21%	95.93%	92.72%														
	Was there a representation of a diversity of perspectives?	84.40%	92.69%	84.70%														
	Did students feel safe and supported?	88.40%	96.88%	91.92%														
1.5c Civics	Implementation of Action: <i>In Progress; Implemented as Planned</i> There are currently 10 middle school and 37 high school teachers participating in RUSD Civics. The Instructional Services team delivered an orientation meeting to 4 new teachers and led 2 meetings with Civic site-leads to provide guidance on civics work for the year. Teachers also received training to support their work: 12 middle teachers across 4 schools and 14 high school teachers across 3 schools attended full day professional development. The RUSD Soapbox component, which is a public speaking event for students, has received 19 coaching sessions with support from 5 teachers and 1 TOSA. The RUSD Soapbox event, held on December 3rd, featured 11 student speakers and was attended by 60 people including school leaders and teachers. Effectiveness of Action: <i>Partially Effective</i> The RUSD Civics program is on track to award the State Seal of Civic Engagement (SSCE) to the same number or more students this year than last year. Last year, we saw more teachers participate, which means more students, especially juniors who are working on projects now, will earn the SSCE this year, in addition to the seniors currently completing projects. The work in RUSD Civics has effectively met student needs to become research focused and civically engaged. The 2025-26 LCAP Survey results for History-Social Science indicate a positive trend in satisfaction, with Parents/Guardians (+12%) and Employees (+3%) reporting higher agreement, while student agreement saw a slight decrease (-4%). <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students</td><td>My school provides high-quality learning</td><td>79%</td><td>-4%</td></tr></table>				2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students	My school provides high-quality learning	79%	-4%	\$80,000 \$311,577 Source: LCFF Other State: CA Services Grant/Civic Engagement Plan	\$80,000 \$342,731
2025-26 LCAP Survey Results																		
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25															
Students	My school provides high-quality learning	79%	-4%															

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.5 History-Social Science					
	(grades 7-12) N=4,936	across all subject area: History-Social Science			
	Parents / Guardians N=895	My child's school provides high-quality teaching across all subject area: History-Social Science	90%	+12%	
	Employees N=910	RUSD provides high-quality teaching across all subject areas: History-Social Science	70%	+3%	

1.6 Instructional Technology			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
1.6a Professional Learning to Support Instructional Technology Integration	Implementation of Action: <i>In Progress; Implemented as Planned</i> Professional development, offered to our staff (teachers, principals, and others) on how to plan effective lessons, was robust and highly successful with 819 people attending 97 different sessions. Staff reported the training was high-quality and directly helpful (96% felt they met the objectives), and 92% left with a plan to use what they learned in their classrooms. Although lecture was the primary method used (77%), the incorporation of high-impact strategies such as simulation or practice (91%) and coaching (58%) proved highly successful. This approach ensured active learning and practical skill development, directly supporting the goal of building capacity for collaborative lesson design. Effectiveness of Action: <i>Partially Effective</i> The action has been highly effective in building teachers' foundational capacity necessary to improve standards-based instruction using technology integration and research-based practices. The high success rates listed above indicate that the initial capacity-building phase was effective. While we are confident that the staff is now equipped, this feedback does not include direct evidence of the long-term impact on student learning outcomes or improved classroom instruction. However, by establishing this strong foundation, we expect it will lead to improved teaching and student achievement gains.	\$657,084 Source: LCFF	\$677,131
1.6b	Implementation of Action: <i>In Progress; Implemented as Planned</i>	\$153,269	\$168,159

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

1.6 Instructional Technology																									
Learning Support for Instructional Technology	The overall implementation involved a layered approach, focusing on specialized professional development and designated teacher leadership. We continued key initiatives, such as Elementary and Secondary Tech and Innovation Leaders (TILs) cohorts, the multi-year iPad Program, and the Coding Collaborative which aims to integrate computational thinking across subjects. We also introduced new, targeted groups such as the Middle School LEGO Spike Cohort, to incorporate cross-curricular computer science. A significant challenge was the high turnover among TILs, which required us to adjust the schedule to provide essential foundational training for new leaders. However, this offered an opportunity to reinforce the core principles and expectations of the leader role. The program successfully engaged a substantial number of teachers across all cohorts, providing differentiated PD, from full-day workshops to "small-bite" sessions for experienced teachers. Effectiveness of Action: <i>Partially Effective</i> Using data on participation, self-reported knowledge gains, and commitment to implementation, the action has been effective in promoting technology integration and delivering differentiated instruction. The program engaged a large number of teachers across all cohorts (e.g., 66 TILs and 109 iPad Program teachers), and the knowledge base significantly improved, with reported gains in TIL meetings increasing from 2.0 to 3.2 (Elementary) and 2.8 to 3.4 (Secondary). Furthermore, 81% of participating teachers reported a commitment to implement their new learning into their classrooms within 2 to 6 weeks. This high rate of intended implementation and measurable increase in teacher knowledge demonstrates solid progress toward the goal of ensuring equitable access to high-quality learning experiences delivered through informed and targeted instruction.	Source: LCFF																							
	<table><tr><th colspan="3">2025-26 Instructional Technology Professional Learning Experiences</th></tr><tr><th>Professional Learning Topic</th><th>Teacher Subject Area</th><th>2025-26 # of Participants</th></tr><tr><td>iPad Digital Storytelling</td><td>Secondary Civics</td><td>15 teachers</td></tr><tr><td>iPad Digital Storytelling</td><td>Elementary Writing</td><td>71 teachers</td></tr><tr><td>Innovation Kits (for TILs)</td><td>All Subjects & Grades</td><td>66 teachers</td></tr><tr><td>Coding Collaborative</td><td>Computer Science</td><td>22 teachers</td></tr><tr><td>Spike Middle School Cohort (new in 2025)</td><td>Middle School Computer Science Integration to Core Subjects</td><td>18 teachers</td></tr></table>			2025-26 Instructional Technology Professional Learning Experiences			Professional Learning Topic	Teacher Subject Area	2025-26 # of Participants	iPad Digital Storytelling	Secondary Civics	15 teachers	iPad Digital Storytelling	Elementary Writing	71 teachers	Innovation Kits (for TILs)	All Subjects & Grades	66 teachers	Coding Collaborative	Computer Science	22 teachers	Spike Middle School Cohort (new in 2025)	Middle School Computer Science Integration to Core Subjects	18 teachers	
	2025-26 Instructional Technology Professional Learning Experiences																								
Professional Learning Topic	Teacher Subject Area	2025-26 # of Participants																							
iPad Digital Storytelling	Secondary Civics	15 teachers																							
iPad Digital Storytelling	Elementary Writing	71 teachers																							
Innovation Kits (for TILs)	All Subjects & Grades	66 teachers																							
Coding Collaborative	Computer Science	22 teachers																							
Spike Middle School Cohort (new in 2025)	Middle School Computer Science Integration to Core Subjects	18 teachers																							

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.6 Instructional Technology			
1.6c Digital Citizenship Curriculum	Implementation of Action: <i>In Progress; Implemented as Planned</i> The overall implementation of this action centered on integrating the Common Sense Media Digital Citizenship curriculum across all schools within the district. The plan was executed successfully, resulting in 100% of schools completing the curriculum with their students as of December 2025. This consistent, district-wide completion of the core lessons establishes a solid foundation for promoting a positive digital culture. Effectiveness of Action: <i>Effective</i> The successful completion of the Digital Citizenship curriculum by 100% of our schools represents significant progress toward fostering a digitally literate and responsible student body. This systematic exposure to foundational content is key to helping students safely and responsibly navigate the digital world. The district will now build on this achievement by pursuing Common Sense Media District certification, which will follow the submission of individual school applications in January 2026.	\$178,852 Source: LCFF	\$196,508
1.6d Computer Science and Computational Thinking Opportunities	Implementation of Action: <i>In Progress; Implemented as Planned</i> The overall implementation of this action focuses on expanding Computational and Design Thinking (CS/CT) access through student clubs and enriching family engagement activities. We are proud to share that this work earned us the 2025 Golden Bell Award. Coding Clubs are a significant success, with 591 students already participating in 37 clubs. We are on track to surpass last year's enrollment. Advisor capacity is always a challenge, but our Coding Collaborative continues to be a big support to them. Family Innovation Nights are successful with recruitment through ParentSquare and both events (2 of 5 scheduled) have reached full registration capacity. The main challenge is having those who sign up attend, as only about 50% of registered families actually attend. The "Ignite Her Mind Symposium" is currently in the planning stage. A notable change is that the 9th-grade field trips are now slated for January 2026. Key challenges moving forward include maintaining momentum for existing initiatives, such as recruiting and coordinating chaperones for the "Ignite Her Mind" event scheduled for February 2026, and successfully launching the Ambassador Leadership program in January. Effectiveness of Action: <i>Effective</i> Mid-year data strongly suggests this action is highly effective in increasing community participation and engagement. We have hosted a total of 7 Family Innovation Nights (2 district-wide and 5 at school sites), engaging 1,297 attendees. This indicates a high-level of community interest and is helping us build a positive digital culture. Furthermore, the 591 students participating in 37 Coding Clubs demonstrate significant progress toward the goal of expanded access to CS/CT enrichment opportunities. As key events like "Ignite Her Mind" and the 9th-grade field trips have not yet occurred,	\$144,248 Source: LCFF	\$144,248

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.6 Instructional Technology																							
their future data will be critical for fully assessing how well we are doing in broadening pathways and future career exploration. The 2025 LCAP Survey results for outside-of-classroom Science, Technology, Engineering, and Mathematics (STEM) learning indicate that 41% of students and 43% of parents/guardians feel these activities increase STEM career interest, while 66% of employees agree the district offers numerous opportunities for this type of engagement.																							
<table border="1"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12) N=4,936</td><td>By participating in Science Technology and Engineering (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities), my interest in STEM related-careers has increased.</td><td>49%</td><td>+8%</td></tr> <tr> <td>Parents / Guardians N=895</td><td>My child has participated in Science Technology Engineering and Mathematics (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities) and it has increased his or her interest in STEM related-careers.</td><td>50%</td><td>+7%</td></tr> <tr> <td>Employees N=910</td><td>The District provides numerous opportunities for students and parents to participate in STEM learning outside of the classroom (i.e., student or parent events such as: Family Innovation Nights, Coding Clubs, computational thinking activities).</td><td>71%</td><td>+5%</td></tr> </tbody> </table>				2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	By participating in Science Technology and Engineering (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities), my interest in STEM related-careers has increased.	49%	+8%	Parents / Guardians N=895	My child has participated in Science Technology Engineering and Mathematics (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities) and it has increased his or her interest in STEM related-careers.	50%	+7%	Employees N=910	The District provides numerous opportunities for students and parents to participate in STEM learning outside of the classroom (i.e., student or parent events such as: Family Innovation Nights, Coding Clubs, computational thinking activities).	71%	+5%
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	By participating in Science Technology and Engineering (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities), my interest in STEM related-careers has increased.	49%	+8%																				
Parents / Guardians N=895	My child has participated in Science Technology Engineering and Mathematics (STEM) learning outside of the classroom (i.e. Family Innovation Nights, Coding Clubs, computational thinking activities) and it has increased his or her interest in STEM related-careers.	50%	+7%																				
Employees N=910	The District provides numerous opportunities for students and parents to participate in STEM learning outside of the classroom (i.e., student or parent events such as: Family Innovation Nights, Coding Clubs, computational thinking activities).	71%	+5%																				
Insights from our 2025-26 LCAP elementary school student focus groups reveal: In schools where STEM/Innovation was specifically discussed, students noted that these activities foster teamwork and problem-solving skills. The use of robotics and hands-on technology is a major draw, making the learning process engaging while specifically preparing students interested in STEM-related career fields.																							

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD) Increase the percent of English Learners who make progress toward English language proficiency and grade level standards		
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
1.7a Professional Learning to Support ELD Standards	Implementation of Action: <i>In Progress; Implemented as Planned</i> All secondary English Language Arts teachers have successfully completed training in Integrated ELD. This was finalized in the fall, and other content area teachers will receive training throughout the 2025-26 school year. ELD strategies are also being incorporated in all content area PD to ensure a consistent system wide focus. The district continues to support teachers through training and coaching in the implementation of our Language Commitments: collaborative conversations, sentence frames, and graphic organizers. These scaffolds are vital for ensuring all learners are fully engaged in the learning process and able to access the rigor of the essential standards. The district is building upon completed Integrated ELD training by launching a comprehensive professional learning series focused on Designated ELD for all elementary and secondary ELD teachers, beginning in January. This training will focus on high-leverage instructional practices, linguistic scaffolding, and the intentional use of ELPAC data to meet the diverse language needs of all groups of English Learners. Site leaders will ensure teachers have protected time for collaborative planning, where they will work in teams to design lessons aligned to training expectations. These sessions will be guided by site leadership to support consistency, accountability, and instructional coherence. Through this structured process, teachers will complete required training, create high-quality Designated and Integrated ELD lesson plans, and strengthen confidence and fidelity of implementation. Ultimately, this approach will lead to consistent, standards-aligned instruction that accelerates academic language development, improves English language proficiency, and increases student achievement and reclassification rates for English Learners. Effectiveness of Action: <i>Effective</i> During the first semester of the 2025–26 school year, over 125 English Language Arts teachers participated in professional learning focused on Integrated ELD, strengthening instructional practices that support English Learners’ access to grade-level content. Building on this foundation, beginning in January 2026, elementary teachers in grades 3–6 began a professional learning series on Designated ELD aimed at deepening explicit language instruction, strengthening linguistic scaffolding, and increasing the intentional use of ELPAC data. Together, these efforts are increasing instructional coherence, teacher confidence, and fidelity of ELD implementation, resulting in more consistent, high-quality language development opportunities for English Learners across all classrooms. After each professional learning session participants are asked to provide feedback. Questions have been targeted towards areas covered in the training, allowing educators to begin the planning process	\$860,569 \$99,999 \$65,999 Source: LCFF/ Federal Title I Title III	\$898,925 \$99,999 \$65,999

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD) Increase the percent of English Learners who make progress toward English language proficiency and grade level standards																						
	and make commitments for implementation/growth. Presenters review and evaluate feedback to inform future sessions and plan follow up support to sites. The 2025-26 LCAP survey shows positive increases in the percentage of students, parents, and employees who agree that high-quality English Language Development is provided across all subject areas. <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>My school provides high-quality learning across all subject area: English Language Development</td><td>69%</td><td>+7%</td></tr><tr><td>Parents / Guardians N=895</td><td>My child’s school provides high-quality teaching across all subject area: English Language Development</td><td>89%</td><td>+11%</td></tr><tr><td>Employees N=910</td><td>RUSD provides high-quality teaching across all subject areas: English Language Development</td><td>71%</td><td>+5%</td></tr></table>	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: English Language Development	69%	+7%	Parents / Guardians N=895	My child’s school provides high-quality teaching across all subject area: English Language Development	89%	+11%	Employees N=910	RUSD provides high-quality teaching across all subject areas: English Language Development	71%	+5%		
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: English Language Development	69%	+7%																				
Parents / Guardians N=895	My child’s school provides high-quality teaching across all subject area: English Language Development	89%	+11%																				
Employees N=910	RUSD provides high-quality teaching across all subject areas: English Language Development	71%	+5%																				
1.7b Instructional Coaching	Implementation of Action: <i>In Progress; Implemented as Planned</i> LREBG funds will be used to hire English Learner Teachers on Special Assignment (EL TOSAs). These specialized teachers will work directly in all elementary schools to provide targeted coaching classroom teachers on how best to serve English Learners. EL TOSAs focus their support on assessment analysis, progress monitoring, and research-based Integrated and Designated ELD instructional practices. This job-embedded support will strengthen teacher capacity, consistency, and fidelity in delivering high-quality ELD instruction aligned to individual language needs. As a result, English Learners will receive instruction that is intentionally scaffolded, linguistically responsive, and aligned to grade-level content subject areas. Ultimately, this strategy will accelerate English language development, deepen student understanding of academic content, increase the number of students achieving English proficiency, improve performance on the English Learner Progress Indicator (ELPI), and directly address areas identified through Differentiated Assistance.	\$3,570,545 Source: Other State	\$3,619,466																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD) Increase the percent of English Learners who make progress toward English language proficiency and grade level standards			
	Schools with an English Learner Teacher on Special Assignment (TOSA)			
	Cohort 1 3rd Year of Implementation	Cohort 2 2nd Year of Implementation		Cohort 3 1st Year of Implementation
	Jefferson Longfellow	Alcott Beatty Harrison Jackson Liberty Madison		Adams Lake Matthews Bryant Magnolia Casa Blanca Monroe Castle View Mountain View Emerson Pachappa Franklin Rivera Fremont Taft Harada Twain Hawthorne Victoria Highgrove Washington Kennedy Woodcrest
	Effectiveness of Action: <i>Effective</i> Throughout the first half of the 2025–26 school year, EL TOSAs provided targeted, site-based instructional coaching at all elementary schools. They documented site-based meetings, facilitated or supported PD/ instructional planning sessions, and conducted classroom-based coaching and/or co-teaching engagements. This support emphasized assessment analysis (including ELPAC and district ELD data), progress monitoring, and implementation of research-based ELD practices aligned to the California ELD Standards. This strengthened Tier 1 ELD instruction across content areas, ensuring a high level of consistent instruction. As a result, English Learners will receive instruction that is intentionally scaffolded, linguistically responsive, and aligned to grade-level content subject areas. Ultimately, this strategy will accelerate English language development, deepen student understanding of academic content, increase the number of students achieving English proficiency, and improve performance on the English Learner Progress Indicator (ELPI).			
	Elementary Site-based ELD Coach Touch Points August- December 2025			
# Classroom Visits	# of Coaching/ Planning Sessions	# of Coteaching/ Modeling Lessons	# of Staff/Grade/Dept Meetings	

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD) Increase the percent of English Learners who make progress toward English language proficiency and grade level standards																							
	<table><tr><td>874</td><td>513</td><td>242</td><td>565</td></tr></table>				874	513	242	565																
	874	513	242	565																				
	The LCAP Survey Results for English Language Development show a positive trend across all educational partners from the 2024-25 to the 2025-26 school years.																							
	<table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>My school provides high-quality learning across all subject area: English Language Development</td><td>69%</td><td>+7%</td></tr><tr><td>Parents / Guardians N=895</td><td>My child’s school provides high-quality teaching across all subject area: English Language Development</td><td>89%</td><td>+11%</td></tr><tr><td>Employees N=910</td><td>RUSD provides high-quality teaching across all subject areas: English Language Development</td><td>71%</td><td>+5%</td></tr></table>				2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: English Language Development	69%	+7%	Parents / Guardians N=895	My child’s school provides high-quality teaching across all subject area: English Language Development	89%	+11%	Employees N=910	RUSD provides high-quality teaching across all subject areas: English Language Development	71%	+5%
	2025-26 LCAP Survey Results																							
	Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
	Students (grades 7-12) N=4,936	My school provides high-quality learning across all subject area: English Language Development	69%	+7%																				
Parents / Guardians N=895	My child’s school provides high-quality teaching across all subject area: English Language Development	89%	+11%																					
Employees N=910	RUSD provides high-quality teaching across all subject areas: English Language Development	71%	+5%																					
Results from the 2025-26 LCAP Employee Survey reveal certificated site staff (n = 584) have received the following support from their English Language Development Coach:																								
• Professional Development 33% • Planning effective lessons / interventions 19% • Data analysis 24% • Co-teaching / modeled lessons 10% • Coaching with feedback 7% • Positive behavior intervention support 7%																								
1.7c Instructional Pathways for English Learners	Implementation of Action: <i>In Progress; Implemented as Planned</i> The district has strategically allocated resources into developing a comprehensive professional development to ensure effective instruction for English Learners (EL). This focuses on equipping teachers to deliver explicit, systematic Designated ELD instruction and implement Structured English Immersion (SEI) instructional pathways . The goal is to align these practices with the unique needs of ELs, with targeted emphasis on supporting Long-Term English Learners (LTELs) .			\$921,658 Source: LCFF	\$920,419																			

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD) Increase the percent of English Learners who make progress toward English language proficiency and grade level standards																																																																										
	Professional learning will focus on daily Designated ELD expectations, language acquisition strategies, and intentional academic vocabulary development to ensure consistent implementation across classrooms. Effectiveness of Action: <i>Effective</i> During the first semester of the 2025–26 school year, the district implemented a comprehensive professional learning initiative to strengthen Designated ELD and Structured English Immersion (SEI) instruction across classrooms. EL Teachers on Special Assignment (EL TOSAs) facilitated 300 professional development and instructional planning sessions. Furthermore, they conducted 500 classroom-based instructional support engagements, including: classroom visits, coaching cycles, and modeling/co-teaching lessons, with specific emphasis on explicit, systematic Designated ELD instruction particularly for Long-Term English Learners (LTELs). Instructional monitoring and assessment analysis were embedded into 520 collaborative meetings with teachers, administrators, and site leadership to ensure fidelity and alignment to student language needs. As a result, teachers increased consistency in delivering high-quality Designated ELD, providing regular opportunities for structured academic discourse and language development, contributing to improved formative language outcomes, stronger ELPAC performance, increased progress towards reclassification, reduced LTEL identification, and measurable progress toward narrowing achievement gaps for ELs.																																																																										
<table><tr><th colspan="7">2025-26 Fall ELD Reading Interim #1 (Fall)</th></tr><tr><th rowspan="2">Grade</th><th colspan="2">Minimally Developed</th><th colspan="2">Moderately/Somewhat Developed</th><th colspan="2">Well Developed</th></tr><tr><th>#</th><th>%</th><th>#</th><th>%</th><th>#</th><th>%</th></tr><tr><td>1</td><td>97</td><td>20%</td><td>300</td><td>60%</td><td>100</td><td>20%</td></tr><tr><td>2</td><td>288</td><td>62%</td><td>174</td><td>37%</td><td>6</td><td>1%</td></tr><tr><td>3</td><td>318</td><td>69%</td><td>141</td><td>31%</td><td>2</td><td>0%</td></tr><tr><td>4</td><td>254</td><td>50%</td><td>244</td><td>48%</td><td>12</td><td>2%</td></tr><tr><td>5</td><td>163</td><td>37%</td><td>255</td><td>58%</td><td>22</td><td>5%</td></tr><tr><td>6</td><td>214</td><td>47%</td><td>235</td><td>52%</td><td>2</td><td>0%</td></tr><tr><td>7</td><td>143</td><td>37%</td><td>233</td><td>61%</td><td>7</td><td>2%</td></tr></table>							2025-26 Fall ELD Reading Interim #1 (Fall)							Grade	Minimally Developed		Moderately/Somewhat Developed		Well Developed		#	%	#	%	#	%	1	97	20%	300	60%	100	20%	2	288	62%	174	37%	6	1%	3	318	69%	141	31%	2	0%	4	254	50%	244	48%	12	2%	5	163	37%	255	58%	22	5%	6	214	47%	235	52%	2	0%	7	143	37%	233	61%	7	2%
2025-26 Fall ELD Reading Interim #1 (Fall)																																																																											
Grade	Minimally Developed		Moderately/Somewhat Developed		Well Developed																																																																						
	#	%	#	%	#	%																																																																					
1	97	20%	300	60%	100	20%																																																																					
2	288	62%	174	37%	6	1%																																																																					
3	318	69%	141	31%	2	0%																																																																					
4	254	50%	244	48%	12	2%																																																																					
5	163	37%	255	58%	22	5%																																																																					
6	214	47%	235	52%	2	0%																																																																					
7	143	37%	233	61%	7	2%																																																																					

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD)						
	Increase the percent of English Learners who make progress toward English language proficiency and grade level standards						
	8	122	34%	232	64%	7	2%
	9	138	32%	266	62%	27	6%
	10	108	23%	297	64%	59	13%
	11	90	19%	298	62%	90	19%
	12	185	39%	278	58%	16	3%
	All	2120	39%	2953	54%	350	6%
	Source: Renaissance/DnA Multiple Assessment Summary (Data pulled on 1/15/26)						
	Link to Reports from Renaissance/DnA						
	2025-26 Fall ELD Writing Interim #1 (Fall)						
	Grade	Minimally Developed		Moderately/Somewhat Developed		Well Developed	
		#	%	#	%	#	%
	1	181	36%	170	34%	150	30%
	2	143	30%	291	62%	37	8%
	3	282	58%	182	37%	26	5%
	4	182	36%	254	51%	65	13%
	5	114	25%	265	59%	72	16%
	6	125	29%	268	62%	43	10%
	Secondary Newcomers Only						
	7	29	60%	12	25%	7	15%
	8	26	39%	35	52%	6	9%
	9	33	62%	15	28%	5	9%
	10	17	49%	15	43%	3	9%
	11	24	65%	13	35%	0	0%

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7		1.7 Designated English Language Development (ELD)					Increase the percent of English Learners who make progress toward English language proficiency and grade level standards															
		<table><tr><td>12</td><td>15</td><td>63%</td><td>3</td><td>13%</td><td>6</td><td>25%</td></tr><tr><td>All</td><td>1171</td><td>38%</td><td>1523</td><td>49%</td><td>420</td><td>13%</td></tr></table>					12	15	63%	3	13%	6	25%	All	1171	38%	1523	49%	420	13%		
12	15	63%	3	13%	6	25%																
All	1171	38%	1523	49%	420	13%																
		Results from our 2025-26 LCAP Elementary School student focus groups reveal: At Harrison Elementary, the focus for English Learners was on providing extra practice in core communication skills. Students identified the need for targeted support specifically in speaking and writing to improve their proficiency in English.																				
1.7d	Reclassification of English Learners	Implementation of Action: <i>Implemented as Planned</i> The district will use the Ellevation platform to systematically collect, disaggregate, and analyze comprehensive assessment data for English Learners (ELs), long time English Learners (LTELs), and students Reclassified Fluent English Proficient (RFEPs). Site administrators and teachers will regularly generate diagnostic reports to monitor each student's progress, identify instructional gaps, and inform instructional decisions. Using this information, teachers will develop and implement targeted, measurable action plans that guide instruction, intervention, acceleration strategies, and reclassification. This ensures instructional responses are timely, precise, and aligned to students' specific academic and language needs. As a result, instruction will be consistently data-driven and equitable, leading to accelerated language acquisition, improved academic performance across content areas, and sustained linguistic and academic success for RFEP students, while strengthening outcomes for EL and LTEL populations. Effectiveness of Action: <i>Effective</i> During the first semester of 2025–26, the district used the Ellevation platform as a central data system for English Learners (ELs), Long-Term English Learners (LTELs), and Reclassified Fluent English Proficient (RFEP) students. This involved consistent data analysis and action planning. EL TOSAs and site teams held over 300 data-focused meetings and coaching sessions where administrators and teachers analyzed Ellevation reports. This process monitored student progress, identified instructional gaps, and tracked reclassification readiness. The data reviews informed targeted instructional and intervention plans, including differentiated ELD, Tier 2 supports, and reclassification acceleration strategies. Consequently, instructional decisions were timely, precise, and equity-centered, strengthening data-driven practices. This effort accelerated language development, improved academic performance, increased reclassification, and sustained success for RFEP students, while addressing needs among EL and LTEL populations.					\$0 \$84,001 Source: LCFF/ Federal Title III	\$0 \$84,001														
		English Language Development (ELD) - Interim Assessment Results The results below indicate t% of students making progress towards																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD) Increase the percent of English Learners who make progress toward English language proficiency and grade level standards							
	Domain	Category	Fall 2024-25^ % Well Developed	Fall 2025-26^ % Well Developed	+/- % Change			
	Reading	All Grades	5%	6%	+1%			
	Writing	Grades 1-6	15%	14%	-1%			
		Secondary Newcomers	4%	10%	+6%			
	^ = Fall 2024-25 serves as ELD interim baseline. Therefore, +/- change is not reported.							
	English Learner (EL) Reclassifications The results below demonstrate the # of students Reclassified. <table><tr><td># of Reclassifications 2024-25</td><td># of Reclassifications 2025-26</td></tr><tr><td>600</td><td>571</td></tr></table>						# of Reclassifications 2024-25	# of Reclassifications 2025-26
# of Reclassifications 2024-25	# of Reclassifications 2025-26							
600	571							
1.7e Expanded Learning Opportunities for Newcomers in Secondary	Implementation of Action: <i>In Progress; Implemented as planned</i> The district offers a high-quality summer school program to our newest students who are learning English (Newcomers). Newcomers receive a minimum of 60 hours of structured, standards-aligned ELD instruction, daily communicative language practice, and targeted instruction in foundational literacy and school routines. Instruction will be delivered in small-group settings to maximize language production and individualized support, with progress monitored through formative language assessments aligned to ELPAC proficiency descriptors. Effectiveness of Action: <i>Effective</i> During the summer term 2025, the district implemented a targeted Newcomer English Learner program to 38 Newcomers across five comprehensive high schools. This program provided intensive, standards-aligned English Language Development (ELD). Students participated in daily structured language practice, foundational literacy instruction, and explicit acculturation support focused on school routines, academic expectations, and communicative confidence. This concentrated early intervention was designed to accelerate development of basic interpersonal communicative skills (BICS) and foundational academic language (CALP), resulting in measurable early gains in English				\$150,000 Source: Federal Title III	\$150,000		

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

1.7	1.7 Designated English Language Development (ELD) Increase the percent of English Learners who make progress toward English language proficiency and grade level standards																														
	acquisition, faster movement along the ELPAC continuum, improved readiness for grade-level content at the start of the school year, and reduced long-term academic delays for Newcomer English Learners. Participating students increased performance from the pre/post writing assessments from 43.4% correct to 62.9% correct, and as indicated below, increased language acquisition. <table border="1" data-bbox="394 545 1596 967"> <thead> <tr> <th colspan="4">2025 Summer School Newcomer Course Assessment Results (N=38)</th></tr> <tr> <th></th><th>Pre-Test</th><th>Post-Test</th><th>Difference</th></tr> </thead> <tbody> <tr> <td>Well-Developed</td><td>7.9%</td><td>24.2%</td><td>+16.3%</td></tr> <tr> <td>Moderately Developed</td><td>18.4%</td><td>24.2%</td><td>+5.8%</td></tr> <tr> <td>Somewhat Developed</td><td>28.9%</td><td>36.4%</td><td>+7.5%</td></tr> <tr> <td>Minimally Developed</td><td>28.9%</td><td>9.1%</td><td>-19.8%</td></tr> <tr> <td>No Attempt</td><td>15.8%</td><td>6.1%</td><td>-9.7%</td></tr> </tbody> </table>	2025 Summer School Newcomer Course Assessment Results (N=38)					Pre-Test	Post-Test	Difference	Well-Developed	7.9%	24.2%	+16.3%	Moderately Developed	18.4%	24.2%	+5.8%	Somewhat Developed	28.9%	36.4%	+7.5%	Minimally Developed	28.9%	9.1%	-19.8%	No Attempt	15.8%	6.1%	-9.7%		
2025 Summer School Newcomer Course Assessment Results (N=38)																															
	Pre-Test	Post-Test	Difference																												
Well-Developed	7.9%	24.2%	+16.3%																												
Moderately Developed	18.4%	24.2%	+5.8%																												
Somewhat Developed	28.9%	36.4%	+7.5%																												
Minimally Developed	28.9%	9.1%	-19.8%																												
No Attempt	15.8%	6.1%	-9.7%																												
1.7f Additional Supports for Newcomers	Implementation of Action: <i>In Progress; Implemented Differently</i> The district continues to provide specialized before- and after-school academic support for secondary students who are Newcomer English Learners. This is staffed by personnel trained in sheltered content instruction and English Language Development (ELD) strategies. Our goal is for Newcomer ELs to see improved course grades, gain confidence in academic classes, and reduce risk of failing courses due to language barriers. This ensures they stay on track for graduation and successfully transition to the next phase of their educational pathway - growing English proficiency and content mastery. Effectiveness of Action: <i>Partially Effective</i> During the first semester of the 2025–26 school year, the district successfully provided high-impact tutoring to secondary Newcomer English Learners. This academic support was primarily delivered during the instructional day, with a focus on core content areas and intentional language scaffolding integrated into the instruction. Twenty-five tutors were available across all comprehensive middle and high schools (excluding Miller), each offering up to ten hours of support per week. <i>(Comparative academic data is not available at this time.)</i>	\$86,223 Source: Federal Title III	\$86,223																												

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 2.1		College and Career										
		Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.										
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)									
2.1a Professional Learning to Support College and Career Readiness	Implementation of Action: <i>In Progress; Implemented as Planned</i> As planned, all secondary site guidance teams have the latest information and registration links for local training opportunities in school counseling and preparing students for college and careers this school year. Sites also received specific budget allocations for this training, allowing them more flexibility to choose professional development associated with their counseling staff's needs. Effectiveness of Action: <i>Effective</i> According to the 2025 CA Dashboard for College-Career Indicator (CCI), data shows a 1.1% increase in students meeting A-G requirements for the class of 2025 and a 5.9% increase in the percentage of students meeting the CCI metric compared to the Class of 2024. We can also track A-G completion in real time using Promote software, which is part of our Orenda investment. The local training we funded our counseling teams built ongoing efforts to continuously improve CCI readiness.	\$247,120 \$80,000 Source: LCFF Title VI	\$249,720 \$78,000									
2.1b School Counseling Support	Implementation of Action: <i>In Progress; Implemented as Planned</i> All comprehensive high schools are successfully utilizing the Orenda Promote platform. They have completed two of five guided checkpoints with support from Orenda staff. Each site has established their MTSS support team, including Counselors and other support staff, to analyze the real-time checkpoint data (grades, attendance, school connectedness for multiple student groups). These teams are actively developing site-specific goals and implementation plans based on this data. Effectiveness/Ineffectiveness of Action: <i>Effective</i> The establishment of action teams around the Orenda Promote platform has provided accurate and timely data, which was previously difficult to compile, resulting in significant time savings. Schools now develop meaningful guidance and MTSS intervention plans for student groups who are lagging behind their peers in achieving the predictive metrics necessary for CCI readiness. In the LCAP survey, Parents/Guardians and Employees reported a marked increase in their positive perception of the high-quality college and career guidance provided by middle and high schools (+14% and +7%, respectively), while student satisfaction remained stable at 70%. <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational</th><th>Survey Question</th><th>% Agree or</th><th>+/- % Change</th></tr></table>	2025-26 LCAP Survey Results				Educational	Survey Question	% Agree or	+/- % Change	\$1,905,222 Source: LCFF	\$1,899,615	
2025-26 LCAP Survey Results												
Educational	Survey Question	% Agree or	+/- % Change									

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 2.1	College and Career																			
	Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.																			
Action	Mid-Year Data			Budgeted	Estimated Actuals (1st Interim)															
	<table><tr><th>Partner</th><th></th><th>Strongly Agree</th><th>from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>My school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.</td><td>70%</td><td>0%</td></tr><tr><td>Parents / Guardians N=895</td><td>My child's school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.</td><td>72%</td><td>+14%</td></tr><tr><td>Employees N=910</td><td>Middle and high schools provide high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.</td><td>77%</td><td>+7%</td></tr></table>	Partner		Strongly Agree	from 2024-25	Students (grades 7-12) N=4,936	My school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.	70%	0%	Parents / Guardians N=895	My child's school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.	72%	+14%	Employees N=910	Middle and high schools provide high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.	77%	+7%			
Partner		Strongly Agree	from 2024-25																	
Students (grades 7-12) N=4,936	My school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.	70%	0%																	
Parents / Guardians N=895	My child's school provides high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.	72%	+14%																	
Employees N=910	Middle and high schools provide high-quality college and career guidance including: supporting, advising, and advocating for students, and collaborating with families.	77%	+7%																	
2.1c College Career Guidance Alignment	Implementation of Action: <i>In Progress; Implemented as Planned</i> All comprehensive high school sites are on track with the implementation. They are successfully utilizing the Promote data platform and have completed 2 of 5 checkpoints guided by Orenda support staff. MTSS support staff and site leadership have engaged with this software and are building the necessary proficiency to continue the data protocols with Promote after the Orenda support concludes this year - thus developing sustained, data-driven intervention strategies. Effectiveness of Action: <i>Effective</i> All comprehensive high schools have successfully formed their action groups. The Promote platform is providing accurate, timely data that was previously challenging to compile. This time saving resource enables staff to develop meaningful guidance and MTSS intervention plans for students who are lagging in attainment of predictive metrics for College-Career Indicator (CCI) readiness.			\$72,476 \$146,132 																

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 2.1	College and Career Demonstrate growth toward all students being college and career ready and narrow the outcome gaps between student groups.		
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
2.1d Parent and Student College Career Ready Workshops	Implementation of Action: <i>In Progress; Implemented as Planned</i> The number of opportunities offered in the first half of this school year to help families transition from high school to college remained consistent. These opportunities included a college fair on October 22, one Pathways to College & Career Family Engagement Summit (PTCCFES) on October 25. This event was highly successful with: 1086 registrants (parent, guardians), 14 community members, 80 vendors, 23 presenters, 58 student volunteers and 80 RUSD staff. This event focused on admissions applications and resources, and fifteen "Cash for College" financial aid application workshops from October 16, 2025 through February 26, 2026. Effectiveness of Action: <i>Effective</i> While the total number of district events for secondary students and parents remained the same as the previous year, the number of specific workshops offered <i>within</i> those events increased to better serve the greater number of individuals who attended. For example, the PTCCFES offered more workshops on Higher Education admissions applications, increasing from 14 in 2024 to 18 in 2025. Additionally, the number of Cash for College workshops increased from 14 to 15 during the same time period.	\$309,574 Source: LCFF	\$311,762

2.2 Graduation Rate			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
2.2a Credit Recovery	Implementation of Action: <i>In Progress; Implemented as Planned</i> This year, each comprehensive site continues to operate a credit recovery program, utilizing the same implementation methods as in previous years. Effectiveness of Action: <i>Effective</i> The continuation of this successful credit and A-G recovery program at each comprehensive school site has shown gains in graduation rate and A-G attainment over the past three graduating classes. According to the CA Dashboard for College-Career Indicator (CCI), data shows a 1.1% increase in A-G prepared students for the class of 2025 and a 1.1% increase in graduation rate over the class of 2024, and an overall 7% increase overall in CCI "prepared" graduates.	\$1,429,467 Source: LCFF	\$1,471,202

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.2 Graduation Rate						
Action	Mid-Year Data			Budgeted	Estimated Actuals (1st Interim)	
	2025-26 LCAP Survey Results					
	Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25		
	Students (grades 7-12) N=4,936	I receive numerous opportunities to recover course credits to stay on track for graduation.	77%	+19%		
	Parents / Guardians N=895	My child receives numerous opportunities to recover course credits to stay on track for graduation.	72%	+2%		
	Employees N=910	RUSD provides numerous opportunities for high school students to recover course credits and stay on track for graduation.	85%	+5%		
	Insights from our 2025-26 LCAP high school student focus groups reveal: At Abraham Lincoln Continuation High School and Educational Options Center (EOC), credit recovery is supported through counselors, tutors, and accountability measures such as daily or weekly check-ins with teachers. EOC students noted that incentives (like cookies or Fridays off) helped motivate them to stay on track. Despite its efficiency in helping students make up credits, the primary tool, Edgenuity, generated strong negative feedback. Students criticized the platform’s structure, noting that pre-tests were too difficult, content was dull, and test content often did not align with lessons. Furthermore, the system’s restrictive settings (e.g., inability to skip slow audio or needing constant teacher intervention to unlock tests) caused significant inefficiency and delays in progress.					
2.2b Dropout Prevention	Implementation of Action: <i>In Progress; Implemented as Planned</i> A dropout specialist is actively collaborating with school sites to identify students at risk of dropping out. The specialist is conducting one-on-one meetings with students and their families to identify and address barriers that are hindering the student’s academic success. Effectiveness of Action: <i>Effective</i>			\$147,818 ————— Source: LCFF	\$150,558	

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.2 Graduation Rate																							
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)																				
	The strategy has yielded positive results , as evidenced by increased graduation rate (95.6%) and corresponding reduction in the dropout rate, according to the 2025 CA Dashboard.																						
2.2c Expanded Summer Programs for High School Students	Implementation of Action: <i>In Progress; will be Implemented as Planned in the Summer</i> The high school summer school program will be offered, mirroring the successful structure and courses of the previous three summers. Furthermore, we are expanding opportunities for students to enroll in summer dual enrollment college courses compared to last year. Effectiveness of Action: <i>Effective</i> Progress towards meeting the goal has been steady. As of December 2025, administrators have been placed, recruitment for counseling staff, support staff and teachers is planned for, and course offerings are being developed to be released for registration initiation in late January 2026. LCAP survey results indicate: <table border="1"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12) N=4,936</td><td>Summer school provided an opportunity for me to catch up / get ahead in my learning.</td><td>75%</td><td>+11%</td></tr> <tr> <td>Parents / Guardians N=895</td><td>Summer camp / school provided an opportunity for my child to catch up / get ahead in their learning.</td><td>74%</td><td>+12%</td></tr> <tr> <td>Employees N=910</td><td>Summer school provides opportunities for students to catch up / get ahead in their learning.</td><td>73%</td><td>+7%</td></tr> </tbody> </table> Insights from our 2025-26 LCAP high school student focus groups reveal: Students expressed mixed experiences with summer school, especially the online Edgenuity platform, citing structural and instructional frustrations due to the intensive, fast pace, the lack of breaks during	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	Summer school provided an opportunity for me to catch up / get ahead in my learning.	75%	+11%	Parents / Guardians N=895	Summer camp / school provided an opportunity for my child to catch up / get ahead in their learning.	74%	+12%	Employees N=910	Summer school provides opportunities for students to catch up / get ahead in their learning.	73%	+7%	\$1,096,347 \$2,505,120 Source: LCFF/ Other State LREGB	\$1,096,347 \$2,505,120
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	Summer school provided an opportunity for me to catch up / get ahead in my learning.	75%	+11%																				
Parents / Guardians N=895	Summer camp / school provided an opportunity for my child to catch up / get ahead in their learning.	74%	+12%																				
Employees N=910	Summer school provides opportunities for students to catch up / get ahead in their learning.	73%	+7%																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.2 Graduation Rate			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
	extended sessions, and structural rigidity (100% completion requirement, strict test rules, no working ahead). Students also reported issues with slow teacher communication and late grading, which limited their ability to revise work. Consistent recommendations included more breaks and options for acceleration (getting ahead) rather than just credit recovery.		

2.3 College Career Indicator			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
2.3a Career Technical Education (CTE) Pathway	Implementation of Action: <i>In Progress; Implemented as Planned</i> The department continues to design and expand its CTE offerings. This year, several programs were added, including: Technical Theater & Live Event Production (Arlington and Ramona); Applied Computer Sciences, Dance & Movement Applications, and Professional Photography (Martin Luther King); and Networking & Cybersecurity (Riverside Poly High Schools). The Technical Theater and Dance programs successfully transitioned from existing courses into specific CTE pathways. The Applied Computer Sciences and Networking & Cybersecurity programs represent new growth supported by Golden State Pathway Program (GSPP) funding. The new Welding and Fabrication Technologies program at North High School will open Fall 2026. The construction of the facility is currently underway, and the instructor position will be posted, Winter 2026. We continue to collaborate with RCOE, Riverside Community College, and local community partners to ensure our programs remain current. This collaboration ensures our curriculum, equipment, and work-based learning opportunities are continually updated for our students. To improve student learning, our professional development this year has concentrated on addressing the needs of our priority groups: English Learners, Foster Youth, Low-Income students, and Students with Disabilities. This targeted approach reinforces our commitment to providing all students with equitable access to our programs and the opportunity to achieve success. Effectiveness of Action: <i>Effective</i> - CTE Pathway completers grew from 12.5% to 18% over last year (+5.5%) - CTE English Learner pathway completers grew from 7.3% to 11.4% over last year (+4.1%)	\$4,247,582 \$116,961 \$2,516,900 Source: LCFF/ Other State: Partnership Academies LREBG	\$4,314,295 \$116,961 \$4,398,443

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.3 College Career Indicator

- CTE SWD pathway completers grew from 10.7% to 17.9% over last year **(+7.2%)**
- CTE Low-Income pathway completers grew from 11.7% to 18.1% over last year **(+0.4%)**
- A-G plus CTE pathway completion grew from 7.8% to 10.4% over last year **(+2.6%)**

2025-26 LCAP Survey Results

Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25
Students (grades 7-12) N=4,936	Career Technical Education (CTE) pathways offered at my school are teaching me job-related skills to immediately apply them after graduation.	67%	+11%
Parents / Guardians N=895	My child has benefited from the Career Technical Education (CTE) pathways offered throughout middle and high school.	58%	+12%
Employees N=910	RUSD provides access for CTE	89%	+5%

Results from our 2025-26 LCAP high school student focus groups reveal:

Students highly value CTE programs for practical skills, certifications (like CPR or food handler's), and real-world experience (internships, field trips, and hands-on labs). However, a significant common theme is the desire for expanded course offerings in areas such as Culinary Arts, Auto Shop, Wood Shop, Engineering, and broader healthcare pathways, plus better pathway publicity for freshmen. Concerns included excessive busy work (worksheets) over applied learning, and limited availability in popular courses due to scheduling/staffing, suggesting options like replacing an art elective with a CTE course. Alternative school students (EOC/Lincoln) praised strong counselor and teacher support for post-graduation planning (college enrollment, FAFSA).

Results from our 2025-26 LCAP middle school student focus groups reveal:

There is strong support for continued funding and expansion of Career Technical Education (CTE) programs across all middle schools, as students view these pathways as essential preparation for the future, providing practical skills, and helping them explore specific careers. Students expressed high interest in three major areas: Law and Criminal Justice (including pathways for lawyers, police officers, and criminal justice), Healthcare and Medical fields (including nursing, physical therapy, and ER doctor), and Trades and Engineering (including woodshop, construction, mechanics, welding, and electronic engineering). Students noted that participating in these programs helps them gain experience for their

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.3 College Career Indicator

	resumes and offers a clear sense of direction after high school. Some students also requested pathways in fields like cosmetology, business, and financial classes. Insights from our 2025-26 LCAP elementary school student focus groups reveal: Students across the schools highly value Career Day events and guest speakers, such as doctors and veterinarians, who provide real-world insights into various professions. Common themes include a preference for interactive exploration, such as dressing up for "Career Week" or "Spirit Day," and using digital tools like Pathful Junior to research interests. Students also recognize that early exposure to these pathways provides a significant advantage for their future success in high school and beyond.		
2.3b Dual Enrollment Course Offerings	Implementation of Action: <i>In Progress; Implemented as Planned</i> The implementation of the planned action is actively underway. Transferable pathway course offerings through the College-Career Access Pathway (CCAP) partnership with Riverside City College (RCC) continue to be offered virtually and in-person at all five comprehensive high schools and Riverside Virtual School. Because classes are online, students from the Educational Options Center (EOC), STEM High School, and Abraham Lincoln Continuation High School can also enroll in these dual enrollment courses. Additionally, the nursing pathway continues to be offered at Ramona and Arlington High Schools, and will be expanding in the second semester to Martin Luther King Jr High School which consists of courses at the high school campus and at RCC. Effectiveness of Action: <i>Effective</i> Preliminary enrollment data from the Fall 2025 CCAP course offerings show that 783 students earned a total of 837 grades. This data suggests that we are currently on track to achieve our year-end goal of a 5% increase in grades earned. We anticipate that both enrollment and the number of grades earned will continue to rise during the Spring semester.	\$145,000 Source: LCFF	\$145,000
2.3c International Baccalaureate (IB) Program	Implementation of Action: <i>In Progress; Implemented as Planned</i> The plan centers on providing the challenging IB curriculum alongside a suite of intensive, personalized supports, with a clear and consistent priority focus on specific student groups: Low-Income, Foster Youth, English Learners, and Students with Disabilities. Utilizing MTSS to address academic, social-emotional, and organizational needs, students receive support across three tiers. Tier 2 supports include, but are not limited to: progress monitoring, small group instruction, and guidance/counseling. Tier 3 supports include, but are not limited to: formal accommodations and individualized plans/SSTs. Effectiveness of Action: <i>Effective</i> The targeted support model produced only 5% D/F grades in the first quarter of 2025-26. This highly proactive and data-driven strategy across its three tiers enabled the early identification of at-risk students and deployment of specific supports before they actually received a failing grade. This, coupled with strong, preventative Tier I instruction for all students led to the low number of D/F in Q1.	\$352,365 Source: LCFF	\$349,222

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.3 College Career Indicator

2.3d

Advanced Placement (AP) Course Offerings and Exams

Implementation of Action: *In Progress; Implemented as Planned*

The implementation of an "access-centered" approach, which encourages student/parent self-identification and automatically enrolling qualified students—especially those from underrepresented groups—into Advanced Placement (AP) courses has resulted in a **6% increase** compared to the previous year (2024 to 2025). This strategy replaces exclusive reliance on conventional selection criteria.

Effectiveness of Action: *Effective*

The removal of financial and institutional barriers has yielded positive outcomes, specifically benefiting the targeted student populations. A notable result was the increase in participation and equity: a total of **152 more students participated in the AP exam** from the 2024 to the 2025 school year; furthermore, there was a **6% increase** in exams achieving a score of 3, 4, or 5 between 2024 and 2025.

\$338,815
\$110,000

\$338,815
\$110,000

Source:
LCFF/
Federal Title
VI

Advanced Placement Mean* Exam Scores

AP Exams are scored on a scale of 1 to 5

Student Group	Mean AP Exam Score 2023	Mean AP Exam Score 2024	Mean AP Exam Score 2025
American Indian	2.0	2.14	2.0
Asian American	3.32	3.40	3.57
African American	2.54	2.61	2.78
Hispanic	2.51	2.59	2.79
Pacific Islander	1.0	2.33	2.67
White	3.0	3.15	3.27
Two or More Races	3.0	3.18	3.28

*Mean is the average of all scores earned by students in each group divided by the number of students in that group who completed exams.

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.3 College Career Indicator

2.3e

Seal of Biliteracy
Pathway

Implementation of Action: *In Progress; Implemented as Planned*

The Dual Language Immersion (DLI) program began in 2010-11 at one elementary school. It has expanded considerably and is **now at six elementary schools** (Castle View 2012-13, Mt. View 2013-14, Jefferson 2014-15, Longfellow 2016-17, and Fremont 2017-18), three middle schools, and three high schools. There are currently **2,763 active DLI students**. We were proud to see our very first group of DLI students graduate in 2023, earning the State Seal of Biliteracy for their achievements in both languages.

Our strategic goal is to equip teachers with the research-based practices necessary to meet the variability of our learners. We are prioritizing **equitable outcomes** for English Learners, Foster Youth, Low-Income students, and Students with Disabilities, ensuring every student has the pathway to achieve the Seal of Biliteracy.

The recent "AP by the Sea" four-day professional development institute was a significant step in building the capacity of our Dual Language Immersion (DLI) AP Spanish teachers. By equipping our staff with advanced instructional tools and clear expectations for the AP Spanish course, we have fostered a renewed commitment to the rigor essential for this course.

We recognize that the **AP Spanish course is an essential predictor** for attaining the State Seal of Biliteracy. Therefore, our focus has shifted to developing teacher capacity across World Language courses. Through Vertical and Grade-level (after school) collaboration, we are empowering K-12 teachers to design deep, rigorous lessons that drive academic achievement.

Effectiveness of Action: *Effective*

There are currently **2,763 active DLI students**, across 6 elementary schools, 3 middle schools, and 3 high schools.

2025-26 DLI Demographic Distribution % of students in each subgroup							
American Indian/ Alaskan	Asian	Black	Filipino	Hispanic	White	Two or More Races	Declined to State
0.1%	1.3%	2%	0.4%	84.5%	8.9%	1.3%	1.4%

English Learner	Low Income	Foster Youth	Homeless	Special Ed
26%	68%	0.18%	4%	7.8%

\$14,985,751

\$15,050,803

Source:
LCFF

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.3 College Career Indicator

The table below shows the number of 8th grade students enrolled in DLI for the 2018-19, 2019-20, and 2020-21 school years. The reason the number of 8th grade students is important is because that is the **year when DLI students take the AP Spanish Exam**. If a student passes the exam, **they are very likely to earn the State Seal of Biliteracy**, as they have demonstrated proficiency in a language other than English, which is one portion of the criteria. To meet the remaining criterion, students only need to demonstrate proficiency in English. (Criteria: [LINK HERE](#))

In the columns adjacent to the number of students, the percentage of 8th grade DLI students who went on to earn the State Seal of Biliteracy in twelfth grade is shown.

Student Group	2023 Graduates		2024 Graduates		2025 Graduates	
	Number of 8th grade DLI students in 2018-19	% of 8th grade DLI students who earned the SSB	Number of 8th grade DLI students in 2019-20	% of 8th grade DLI students who earned the SSB	Number of 8th grade DLI students in 2020-21	% of 8th grade DLI students who earned the SSB
Overall	61	59%	87	66%	71	66%
Low-Income	27	48%	36	50%	41	61%
Students w/ Disabilities	0	NA	3	33%	4	25%
EL Reclassified as Fluent English Proficient (RFEP)	21	62%	14	64%	24	75%
Long-Term ELs (LTEs)	2	0%	8	13%	13	31%
Initial Fluent English Proficient (IFEP)	5	60%	7	71%	6	83%

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.3 College Career Indicator

Source: The number of 8th grade students enrolled in DLI and their demographic data were provided by the Aeries/CALPADS team. That data was then merged with the State Seal of Biliteracy recipient lists for the graduation years noted in the table.

Earning the State Seal of Biliteracy is not limited to only students in the DLI program. **Any student who demonstrates proficiency in English and one other language can earn it.**

# of All Students who Earned the State Seal of Biliteracy		
2022-23	2023-24	2024-25
378	395	319

The **2025-26 LCAP Survey Results** regarding the Dual Language Immersion (DLI) program show varied perspectives among educational partners.

2025-26 LCAP Survey Results			
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25
Students (grades 7-12) N=4,936	I am on the way to becoming fluent in Spanish because of my participation in the Dual Language Immersion (DLI) program.	52%	-6%
Parents / Guardians N=895	By participating in the Dual Language Immersion (DLI) program, my child is on the way to becoming fluent in Spanish.	75%	+17%
Employees N=910	The District promotes multilingualism/multiliteracy by providing a robust Dual Language Immersion (DLI) program.	82%	+7%

Results from our **2025-26 LCAP high school student focus groups** reveal:
 Students in the Dual Language Immersion (DLI) program at Ramona and Poly appreciate the program for promoting cultural awareness, language fluency, and providing skills that will benefit future careers. Students who have been in the program since kindergarten noted significant progress, including

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.3 College Career Indicator

	preparing for translator certification. However, some students specifically raised concerns regarding instructional quality, feeling that their Spanish proficiency had declined because teachers failed to correct mistakes or struggled with proper Spanish themselves. Students across both schools requested a more unstructured environment for free conversation with peers and suggested increasing promotion and awareness of the program. Results from our 2025-26 LCAP middle school student focus groups reveal: The focus group notes do not contain specific, consistent feedback about Dual Language Immersion (DLI) programs. Instead, feedback centered on broader English Learner (EL) support. Common themes included the appreciation for technology aids that help with translation and language development (like Chromebooks and Duolingo). Students also requested increased support measures, such as providing more classroom interpreters, offering textbooks in Spanish, and expanding afterschool or tutoring programs specifically designed for ELD students. Results from our 2025-26 LCAP elementary school student focus groups reveal: Students in the DLI program recognize that being bilingual provides future career opportunities and essential life skills. Themes identified include the importance of consistent practice and memorization tools, such as flashcards, as well as the value of peer collaboration and after-school support to help master both English and Spanish.		
--	--	--	--

2.4 Additional Supports for A-G Attainment

Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
2.4a Advancement Via Individual Determination (AVID)	Implementation of Action: <i>In Progress; Implemented as Planned</i> The equitable selection process for AVID intentionally targets students in the academic middle - those with potential for rigorous coursework but who are historically underrepresented in college (see prior statement). The combination of rigor and scaffolded support led to academic success, as reflected in the higher rates of completion of A-G requirements. Effectiveness of Action: <i>Effective</i> For the 2024-25 school year, the 374 AVID students produced the following data sets; all higher than the district average: • AVID Seniors completed 4-Year College Entrance Requirements: 94.9% • Free Application for Federal Student Aid (FAFSA) Completion: 95.99%	\$1,305,490 \$616,599 Source: LCFF/ Federal Title I	\$1,303,270 \$613,200

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.4 Additional Supports for A-G Attainment

Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)																				
	• Immediate College Enrollment: 78.20% • College Persistence: 89.25% <table border="1" data-bbox="396 558 1627 1107"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12) N=4,936</td><td>The Advancement Via Individual Determination (AVID) program has taught me:</td><td> • Critical Thinking 70% • Collaboration 70% • Goal Setting 72% </td><td> • Critical Thinking +33% • Collaboration +31% • Goal Setting +32% </td></tr> <tr> <td>Parents / Guardians N=895</td><td>My child has learned the following skills by participating in the Advancement Via Individual Determination (AVID) program:</td><td> • Critical Thinking 77% • Collaboration 84% • Goal Setting 82% </td><td> • Critical Thinking +7% • Collaboration +11% • Goal Setting +12% </td></tr> <tr> <td>Employees N=910</td><td>RUSD provides access for the following program: AVID</td><td>93%</td><td>0%</td></tr> </tbody> </table> Results from our 2025-26 LCAP middle school student focus groups reveal: The AVID (Advancement Via Individual Determination) program is highly regarded across all seven middle schools for its comprehensive focus on college readiness and academic organization, providing students with the essential tools needed for future success. Students consistently identified systematic note-taking strategies and regular binder checks as critical components that help them stay on track, review for exams, and organize their thoughts and coursework effectively. Specific resources like the Tutor Request Form (TRF) were specifically praised for helping students seek targeted academic support, while access to AVID tutors and specialized tutorials provides vital assistance with challenging homework and concepts. A major highlight of the program is the opportunity for college exploration, primarily through field trips to university campuses that inspire students, help them navigate the application process, and allow them to envision their future educational paths. Beyond academic logistics, AVID fosters interactive communication and collaboration skills, such as public speaking and	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	The Advancement Via Individual Determination (AVID) program has taught me:	• Critical Thinking 70% • Collaboration 70% • Goal Setting 72%	• Critical Thinking +33% • Collaboration +31% • Goal Setting +32%	Parents / Guardians N=895	My child has learned the following skills by participating in the Advancement Via Individual Determination (AVID) program:	• Critical Thinking 77% • Collaboration 84% • Goal Setting 82%	• Critical Thinking +7% • Collaboration +11% • Goal Setting +12%	Employees N=910	RUSD provides access for the following program: AVID	93%	0%		
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	The Advancement Via Individual Determination (AVID) program has taught me:	• Critical Thinking 70% • Collaboration 70% • Goal Setting 72%	• Critical Thinking +33% • Collaboration +31% • Goal Setting +32%																				
Parents / Guardians N=895	My child has learned the following skills by participating in the Advancement Via Individual Determination (AVID) program:	• Critical Thinking 77% • Collaboration 84% • Goal Setting 82%	• Critical Thinking +7% • Collaboration +11% • Goal Setting +12%																				
Employees N=910	RUSD provides access for the following program: AVID	93%	0%																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.4 Additional Supports for A-G Attainment

Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)												
	teamwork, which students believe are essential for both high school and their future careers. Additionally, the program serves as a significant resource for language development, helping students improve their public speaking and overall writing skills. Results from our 2025-26 LCAP elementary school student focus groups reveal: Based on the feedback from Harrison Elementary, AVID is highly valued for helping students develop independence and organizational skills. Key themes include the use of planners, binders, and structured note-taking to help students manage their responsibilities and keep their school materials organized.														
2.4b Additional Targeted Supports for A-G Attainment	Implementation of Action: <i>In Progress; Implemented as Planned</i> RUSD is dedicated to removing barriers to secondary and post-secondary education for historically underrepresented student groups. This is achieved through the implementation of targeted programs (Heritage, Legacy, and Puente) that provide purposeful academic, instructional, and motivational supports. These supports help students navigate their academic path, resulting in observed significant growth in A-G attainment and college-going rates, ultimately improving academic outcomes and graduation success for these students. Effectiveness of Action: <i>Effective</i> For the 2024-25 school year, underrepresented students produced the following A-G and graduation rates; 1. Heritage (African American) - 58.4% A-G / 96.4% Graduation Rate 2. Legacy (English Learners) - 29.7% A-G / 88.3% Graduation Rate 3. Puente (Multi-Cultural Learners) - 100% A-G / 100% Graduation Rate <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12) N=4,936</td><td>The Heritage, Legacy, and Puente programs have given me additional support to succeed.</td><td>55%</td><td>+19%</td></tr> </tbody> </table>	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	The Heritage, Legacy, and Puente programs have given me additional support to succeed.	55%	+19%	\$791,817 \$344,300 Source: LCFF/ Federal Title III	\$760,042 \$354,980
2025-26 LCAP Survey Results															
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25												
Students (grades 7-12) N=4,936	The Heritage, Legacy, and Puente programs have given me additional support to succeed.	55%	+19%												

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.4 Additional Supports for A-G Attainment

Action	Mid-Year Data				Budgeted	Estimated Actuals (1st Interim)
	Parents / Guardians N=895	My child has benefited from targeted supports through the Heritage, Legacy, and Puente programs.	52%	+20%		
	Employees N=910	RUSD provides high-quality targeted supports through the Heritage, Legacy, and Puente programs.	69%	+4%		
2.4c A-G Awareness Campaigns	Implementation of Action: <i>In Progress; Implemented as Planned</i> A-G and more specifically, College/Career Indicator (CCI) awareness campaigns, are being developed to complement the work done over the past 4 years for A-G awareness. CCI awareness at the middle school level is the implementation focus of the awareness campaigns currently underway. At the high school level, A-G campaigns are being maintained and complemented by the work with Orenda outlined in LCAP 2.1b and 2.1c for A-G course registration and completion. Effectiveness of Action: <i>Effective</i> Materials for the CCI awareness campaign have been developed and have been distributed to all middle school sites for use with 8th grade students. Additionally, a video to complement the digital resources is in the final development phase with plans for distribution during the spring semester.				\$551,534 Source: Other State: A-G Access/Succ ess Grant	\$551,534
2.4d Academic Planning for A-G Attainment	Implementation of Action: <i>In Progress; Implemented Differently</i> The emphasis of academic planning has transitioned to utilizing real-time checkpoint data via the Promote software, developed by Orenda, to monitor students and specific student cohorts regarding their progression through the A-G course sequence. This system also incorporates the benefit of tracking supplementary metrics such as A-G grades, attendance, and school engagement, thereby empowering site-based teams to intervene with students in a more timely fashion. While traditional 4-year planning remains a component of academic guidance for students, the Orenda Promote package significantly enhances the inherent static nature of the academic plan through its intervention and data-driven decision-making capabilities. Effectiveness of Action: <i>Partially Effective</i> As this marks the first year of the Promote software's availability, site teams are currently acquiring proficiency in utilizing the platform and are concurrently developing targeted interventions in response to				\$183,845 Source: Other State: A-G Access/Succ ess Grant	\$183,845

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

2.4 Additional Supports for A-G Attainment

Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
	the data, aligning with the complementary professional development provided.		

Goal 3.1	School Connectedness Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.																	
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)															
3.1a Family Engagement	Implementation of Action: <i>In Progress; Implemented as Planned</i> On October 25, 2025, the annual Pathways to College and Career Family Engagement Summit was provided at Ramona High School. This joint effort with College and Career Readiness achieved an exceptionally high satisfaction rating, validating its success in providing families with vital information and resources for supporting their student's academic progress and college/career preparation. <table><tr><th colspan="3">Educational Partner Engagements</th></tr><tr><th>Engagements</th><th>Participants July-Dec. 2025</th><th># of Events July-Dec. 2025</th></tr><tr><td>Family Wellness & Support Contacts</td><td>1,147</td><td>N/A</td></tr><tr><td>Workshops</td><td>1,891</td><td>126</td></tr><tr><td>Cafecito & Resource Events</td><td>2,367</td><td>25</td></tr></table> Effectiveness of Action: <i>Effective</i> The Family Resource Center (FRC) continues to administer surveys to gather stakeholder feedback, ensuring the process of continuous improvement. Participation in all surveys is voluntary, and does not collect personally identifiable information. Surveys are conveniently offered both electronically (via bit.ly links, QR codes, or Zoom polls) and through traditional hard copies. Family engagement initiatives are demonstrating strong positive results, as evidenced by consistently high family satisfaction reported	Educational Partner Engagements			Engagements	Participants July-Dec. 2025	# of Events July-Dec. 2025	Family Wellness & Support Contacts	1,147	N/A	Workshops	1,891	126	Cafecito & Resource Events	2,367	25	\$752,496 \$387,889 Source: LCFF/ Federal Title I	\$760,672 \$397,154
Educational Partner Engagements																		
Engagements	Participants July-Dec. 2025	# of Events July-Dec. 2025																
Family Wellness & Support Contacts	1,147	N/A																
Workshops	1,891	126																
Cafecito & Resource Events	2,367	25																

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Goal 3.1	School Connectedness Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.														
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)												
	across our various surveys. Family Resource Center (FRC) Feedback Survey (July-November 2025) - 74 Respondents • 100% of respondents either strongly agreed or agreed that FRC staff are friendly and helpful during interactions. • 97% of respondents either strongly agreed or agreed that FRC provided them with information and support for their child's learning and well-being. • 96% of respondents either strongly agreed or agreed that they felt more confident supporting their child(ren)'s overall success after engaging with the FRC. Event Survey (Summit October 25, 2025) - 355 Respondents • 96% of respondents strongly agreed that the session offered ideas that would be useful. • 91% strongly agreed that it addressed their family's needs and interests. • 92% strongly agreed that it met their expectations for the topic. FRC Workshop Survey (September-November 2025) - 217 respondents/24 workshops • 99% of respondents agreed that the information and skills presented during the workshop were relevant and valuable. • 98% of respondents agreed that the presenters were very effective or effective at engaging them during the webinar. Despite implementing additional strategies to encourage participation and provide easily accessible completion methods, a challenge we continue to face is the low response rate on our surveys. This table summarizes the LCAP Survey Results for 2025-26, comparing educational partner feedback on the usage and effectiveness of the Family Resource Center to the prior year. <table border="1" data-bbox="407 1255 1629 1502"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12)</td><td>My parents or guardians have used RUSD's Family Resource Center to explore ways to better support</td><td>32% Yes</td><td>+2%</td></tr> </tbody> </table>	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12)	My parents or guardians have used RUSD's Family Resource Center to explore ways to better support	32% Yes	+2%		
2025-26 LCAP Survey Results															
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25												
Students (grades 7-12)	My parents or guardians have used RUSD's Family Resource Center to explore ways to better support	32% Yes	+2%												

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 3.1	School Connectedness					
Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.						
Action	Mid-Year Data				Budgeted	Estimated Actuals (1st Interim)
	N=4,936	my learning.				
	Parents / Guardians N=895	I have used the Family Resource Center and am satisfied with the services I received.	73%	+5%		
	Employees N=910	The Family Resource Center provides comprehensive services to families to help remove obstacles for student success.	85%	+4%		
3.1b Translation/ Interpretation	Implementation of Action: <i>In Progress; Implemented as Planned</i> Our District and School Translators provide consistent, high-quality translation and interpretation services for students and their families whose primary language is not English. Currently, 29 out of our 50 schools have a dedicated Translator with six schools sharing this service with four hours each. Our translation services work closely with Riverside County Office of Education (RCOE) and other outside agencies to provide services in languages other than Spanish. Effectiveness of Action: <i>Effective</i> District Translators continue to receive a significant volume of translation and interpretation requests from Poly High School; this is because they have a high EL population (201 ELs) and do not have a translator on site. To date, this school has requested 28 Spanish and 2 Arabic Interpretation, and 27 IEP translation requests. The data collected for this action varies each year due to the translation and interpretation requests we receive. As of December 2025, we have completed the following requests: • Translations: 332 • Interpretation Services: 699 (These numbers do not include requests made by Cabinet, because they do not submit requests) As of December 2025, we are tracking 396 IEPs not yet translated (per SIRAS). Additionally, 7 Interpreting requests were unable to be covered due to last minute requests.				\$1,842,736 Source: LCFF	\$1,804,228

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 3.1	School Connectedness Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.			
Action	Mid-Year Data			Budgeted Estimated Actuals (1st Interim)
	2025-26 LCAP Survey Results			
	Educational Partner	Survey Question	% Agree or Strongly Agree	
	Students (grades 7-12) N=4,936	Translation and interpretation services are available at my school during meetings where my parents or guardians attend.	70%	
	Parents / Guardians N=895	Translation and interpretation services are readily available at my child's school.	84%	
	Employees N=910	RUSD provides adequate translation and interpretation services for families.	82%	
3.1c Communications	<u>Implementation of Action:</u> <i>In Progress</i> RUSD Communications has shown strategic growth in the first half of the 2025–26 school year, boosting engagement across digital, traditional media, and community-facing platforms. <u>Effectiveness of Action:</u> <i>Effective</i> Key achievements include: • ParentSquare: Contactability reached 99.2% of student families (up from 97.1% in 2024-25), with district messages maintaining a strong 57.90% email open rate, exceeding industry standards and making it the most effective tool for family outreach. • Social Media: Channels saw substantial growth, with a net audience increase of 1,175, generating 196,725 engagements, and 5,167,217 impressions—significant improvements over the same period last year. Quarter-over-quarter engagement comparisons are: ◦ Instagram: +116% (Q1), +149% (Q2) ◦ Facebook: +127% (Q1), +238% (Q2) • Media Outreach: 22 positive stories were placed in external news outlets, a 29.41% increase			\$1,137,925 Source: LCFF

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 3.1	School Connectedness Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.																						
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)																				
	over total coverage for all of 2024-25. Overall, implementation is well-aligned with planned actions, with notable success in engagement and reach. Ongoing challenges include sustaining participation across all platforms and connecting with hard-to-reach families. The 2025-26 LCAP Survey results reflect educational partners' perceptions of district communications, showing positive changes across all measured areas. <table border="1" data-bbox="407 740 1629 1351"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12) N=4,936</td><td>RUSD provides communications that:</td><td> • Maintain Trust 71% • Are Engaging 69% • Are Transparent 69% • Showcase District Achievements 70% </td><td> +8% +3% +13% +3% </td></tr> <tr> <td>Parents / Guardians N=895</td><td>RUSD provides communications that enhance:</td><td> • Trust 77% • Engagement 84% • Promotion 79% • Celebration of Learning 81% </td><td> +10% +33% +10% +9% </td></tr> <tr> <td>Employees N=910</td><td>RUSD provides communications that enhance:</td><td> • Trust 74% • Engagement 80% • Promotion 80% • Celebration of Learning 79% </td><td> +14% +8% +12% +9% </td></tr> </tbody> </table>	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	RUSD provides communications that:	• Maintain Trust 71% • Are Engaging 69% • Are Transparent 69% • Showcase District Achievements 70%	+8% +3% +13% +3%	Parents / Guardians N=895	RUSD provides communications that enhance:	• Trust 77% • Engagement 84% • Promotion 79% • Celebration of Learning 81%	+10% +33% +10% +9%	Employees N=910	RUSD provides communications that enhance:	• Trust 74% • Engagement 80% • Promotion 80% • Celebration of Learning 79%	+14% +8% +12% +9%		
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	RUSD provides communications that:	• Maintain Trust 71% • Are Engaging 69% • Are Transparent 69% • Showcase District Achievements 70%	+8% +3% +13% +3%																				
Parents / Guardians N=895	RUSD provides communications that enhance:	• Trust 77% • Engagement 84% • Promotion 79% • Celebration of Learning 81%	+10% +33% +10% +9%																				
Employees N=910	RUSD provides communications that enhance:	• Trust 74% • Engagement 80% • Promotion 80% • Celebration of Learning 79%	+14% +8% +12% +9%																				
3.1d Culture and Climate Survey	Implementation of Action: <i>In Progress; Implemented as Planned</i> The Culture and Climate Survey has expanded to elicit feedback from students in the Fall and in the Spring. Staff and family input will continue for the Spring survey only. In the previous 3 years, the survey was given in the Spring to all three survey groups (students, staff, and families). Gathering data in the	\$123,500 _____	\$123,500																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 3.1	School Connectedness Increase school connectedness for all students to improve learning and well-being and narrow the outcome gaps between student groups.					
Action	Mid-Year Data				Budgeted	Estimated Actuals (1st Interim)
	Fall provides schools with valuable information earlier allowing them to adjust, refine, or create actions to better support students and improve perceptions about school safety, climate, and belonging. Effectiveness of Action: <i>Partially Effective</i> The 2025 Fall Survey had an excellent participation rate. 81.5% of the students in grade 5-12 completed the Fall Survey, which is nearly a 10% increase compared to any of the previous Spring Surveys. The deployment of the survey and communication efforts were very smooth indicating administrators are more comfortable with the process. Student perceptions were as follows:				Source: LCFF	
	Panorama Climate and Culture Survey Results % of student who view category as favorable					
	Topic	Spring 2024	Spring 2025	Fall 2025	Change from Spring 2024 to Fall 2025	
	School Safety	56%	60%	63%	+7%	
	School Climate	43%	45%	49%	+6%	
	Teacher/Student Relationships	50%	53%	57%	+7%	
	Sense of Belonging	37%	40%	43%	+6%	
	Engagement	26%	25%	29%	+3%	
3.2 Student Engagement						
Action	Mid-Year Data				Budgeted	Estimated Actuals (1st Interim)

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

3.2 Student Engagement																																								
3.2a Professional Learning to Support Behavior and Social-Emotional Learning	Implementation of Action: <i>In Progress; Implemented as Planned</i> The implementation of the planned action is actively underway, focusing on delivering ongoing, high-quality professional development and coaching to certificated and classified staff, as well as site leaders. This training centers on comprehensive research-based practices, including Positive Behavior Systems (PBS), Social-Emotional Learning (SEL), Trauma-Informed Practices (TIP), Compassionate Schools and Classrooms, Restorative Practices, and equitable disciplinary practices. Through this training, educators are becoming better equipped to understand, support, and proactively respond to diverse behavioral and social-emotional needs. This strengthened capability is intended to reduce disproportionate exclusionary discipline (like suspensions). This integrated approach is on track to achieve the goal of improved social-emotional competence, improved positive school climate, and equitable behavioral outcomes for all students. Effectiveness of Action: <i>Partially Effective</i> Culture and Climate Fall Survey outcomes, student perceptions were as follows: • School Climate: 49% felt positive about school climate, up from 45% from Spring 2025. • Sense of Belonging: 43% feeling a strong sense of belonging, up from 40% from Spring 2025. SEL Universal Screener percentages of students scoring “Low Risk” (students unlikely to need intensive, targeted, or individualized social-emotional interventions): K-1: April 2025 = 85% November 2025 = 80% 2-6: April 2025 = 74% November 2025 = 74% 7-8: April 2025 = 76% November 2025 = 80% 9-12: April 2025 = 79% November 2025 = 80% <table><tr><th colspan="5">Suspension Rates</th></tr><tr><td colspan="5">Suspension Rate reports are produced monthly for each student group for targeted intervention.</td></tr><tr><th></th><th colspan="2">CA Dashboard Results</th><th colspan="2">Student Information System Reports</th></tr><tr><th>Student Group</th><th>% Suspension Rate 2024-25</th><th>+/- % Change From 2023-24</th><th>% Suspension Rate Aug-Dec 2025</th><th>+/- % Change From Aug- Dec 2024</th></tr><tr><td>All Students</td><td>4%</td><td>-0.1%</td><td>1.82%</td><td>-0.31%</td></tr><tr><td>English Learners</td><td>4.1%</td><td>0.2%</td><td>2.20%</td><td>-0.59%</td></tr><tr><td>Foster Youth</td><td>11.9%</td><td>0.4%</td><td>8.82%</td><td>-0.69%</td></tr></table>			Suspension Rates					Suspension Rate reports are produced monthly for each student group for targeted intervention.						CA Dashboard Results		Student Information System Reports		Student Group	% Suspension Rate 2024-25	+/- % Change From 2023-24	% Suspension Rate Aug-Dec 2025	+/- % Change From Aug- Dec 2024	All Students	4%	-0.1%	1.82%	-0.31%	English Learners	4.1%	0.2%	2.20%	-0.59%	Foster Youth	11.9%	0.4%	8.82%	-0.69%	\$749,475 \$57,500 Source: LCFF/ Federal Title IV State LREBG	\$760,915 \$59,500 \$91,333
	Suspension Rates																																							
Suspension Rate reports are produced monthly for each student group for targeted intervention.																																								
	CA Dashboard Results		Student Information System Reports																																					
Student Group	% Suspension Rate 2024-25	+/- % Change From 2023-24	% Suspension Rate Aug-Dec 2025	+/- % Change From Aug- Dec 2024																																				
All Students	4%	-0.1%	1.82%	-0.31%																																				
English Learners	4.1%	0.2%	2.20%	-0.59%																																				
Foster Youth	11.9%	0.4%	8.82%	-0.69%																																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement																																	
	<table><tr><td>Homeless</td><td>5.4%</td><td>0.1%</td><td>2.85%</td><td>-0.54%</td></tr><tr><td>Low-Income</td><td>4.5%</td><td>-0.2%</td><td>2.05%</td><td>-0.83%</td></tr><tr><td>Students with Disabilities</td><td>5.9%</td><td>-0.7%</td><td>3.10%</td><td>-0.77%</td></tr><tr><td>African American</td><td>7%</td><td>-0.3%</td><td>3.97%</td><td>+0.08%</td></tr><tr><td>Hispanic</td><td>3.9%</td><td>-0.2%</td><td>1.21%</td><td>-0.87%</td></tr><tr><td>White</td><td>3.6%</td><td>0.3%</td><td>1.42%</td><td>-0.42%</td></tr></table>	Homeless	5.4%	0.1%	2.85%	-0.54%	Low-Income	4.5%	-0.2%	2.05%	-0.83%	Students with Disabilities	5.9%	-0.7%	3.10%	-0.77%	African American	7%	-0.3%	3.97%	+0.08%	Hispanic	3.9%	-0.2%	1.21%	-0.87%	White	3.6%	0.3%	1.42%	-0.42%		
Homeless	5.4%	0.1%	2.85%	-0.54%																													
Low-Income	4.5%	-0.2%	2.05%	-0.83%																													
Students with Disabilities	5.9%	-0.7%	3.10%	-0.77%																													
African American	7%	-0.3%	3.97%	+0.08%																													
Hispanic	3.9%	-0.2%	1.21%	-0.87%																													
White	3.6%	0.3%	1.42%	-0.42%																													
3.2b Attendance Case Management	Implementation of Action: <i>In Progress; Implemented as Planned</i> We are making significant progress on our planned actions, which include regular monthly meetings for school attendance teams and bi-weekly learning sessions. These sessions are led by Attendance TOSAs (Teachers on Special Assignment) who provide training and coaching to help school teams analyze data, specifically looking at chronic absence rates for particular student groups (such as American Indian, Foster Youth, and students experiencing homelessness) and programs. A strong emphasis is being placed on supporting the student groups identified as having "very high" chronic absence rates, according to the 2025 CA Dashboard results. All school attendance teams are required to create and regularly update their plans to improve attendance. These plans must include proven, evidence-based strategies tailored to Tier 1 (universal support), Tier 2 (targeted support), and Tier 3 (intensive, individual support) interventions. The District is also implementing focused campaigns, like the "Strive for 95!" 20-day challenges. These campaigns are developed based on patterns and trends in our attendance data, focusing on times when attendance is typically low, specific types of absences, or particular student groups. District staff (Child Welfare and Attendance and TOSAs) are working collaboratively to enhance how the District connects families with essential District and community resources. This effort is designed to overcome common barriers to consistent attendance, including transportation, food scarcity, and access to health and mental health services. We are utilizing our existing "Learning Lab" structure, which brings together dedicated Attendance TOSAs, school administrators, and support staff to regularly discuss best practices and successful outcomes. This "Learning Lab" provides targeted assistance to eight (8) focus schools. We have also arranged for RCOE staff to facilitate a detailed analysis of the underlying causes of chronic absenteeism at these schools. This process will take place in person during January 2026 and will help us			\$9,468,717 \$309,673 Source: LCFF/ Other State LREGB	\$9,452,823 \$317,993																												

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

3.2 Student Engagement

collaboratively develop an action plan to identify and remove these barriers.

Overall, school **attendance teams are becoming better equipped to understand, support, and proactively provide timely, effective, evidence-based interventions to reduce chronic absenteeism**. This comprehensive approach is on track to achieve our goal, especially for groups in the "very high" status, as measured by the 2025 CA Dashboard indicator.

Effectiveness of Action: *Effective*

The current goal for reducing students missing too much school (chronic absenteeism) is as follows: By May 2026, the rate of students missing too much school for all students is set to decrease by 2%, moving from 18% to 16%. We also aim to reduce this rate by 3% for specific student groups and programs currently experiencing a "very high" rate of chronic absenteeism: American Indian students, students in Foster Care, and students experiencing Homelessness. (Based on 2025 State Dashboard Results: American Indian: 32.9%, Foster Youth: 27.6%, and Homeless Youth: 29.4%).

Based on attendance data through the end of November 2025 (11/21/25), we are currently **on track** to achieve this goal by the end of the school year. The table below compares the 2025 CA Dashboard results with our current rates of students with chronic absenteeism through November 2025:

% of Students Identified as Chronically Absent		
Student Group	2025 CA Dashboard Results	November 2025 - Aeries Report
All Students	18%	9.96%
American Indian	32.9%	9.32%
Foster Youth	27.6%	16.39%
Homeless	29.4%	18.81%

This table summarizes the 2025-26 LCAP Survey Results regarding supports for student and chronic absences among educational partners.

2025-26 LCAP Survey Results			
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement						
	Students (grades 7-12) N=4,936	My school provides adequate supports for: Students who experience ongoing absences	65%	-1%		
	Parents / Guardians N=895	My child's school provides adequate support to address ongoing absences to ensure students remain in school.	83%	+6%		
	Employees N=910	RUSD provides adequate support to address chronic absenteeism to ensure students remain in school.	61%	+6%		
	Results from our 2025-26 LCAP elementary school student focus groups reveal: Schools maintain clear communication with parents regarding absences through apps like ParentSquare. Common themes include the use of positive reinforcement, such as attendance awards to encourage students to come to school regularly. For those who miss days, Saturday School is recognized as a primary method for attendance recovery.					
3.2c Positive Behavior Supports and Disciplinary Practices	Implementation of Action: In Progress; Implemented as Planned Currently, site-based teams are successfully implementing Positive Behavior Systems (PBS) . This action involves actively refining and establishing clear, school-wide behavior expectations . These expectations are consistently taught, recognized, corrected, and retaught across all school environments. A vital component of this effort is the strengthening of partnerships with families and the community. This collaboration is proactively addressing and removing obstacles , and ensuring the delivery of essential support, such as student counseling and mentoring opportunities. This implementation is effectively yielding the intended results: all students are receiving consistent instruction on expected behaviors, staff are trained in fair and teaching-focused correction strategies, and our identified groups (including students in foster care, American Indian students, Low-Income students, Student with Disabilities, and African American/Black students) are successfully accessing crucial supports like mentoring and counseling. The learning environment is demonstrably becoming more positive, predictable, and supportive, fostering a greater sense of safety and belonging. Furthermore, ongoing data analysis is being used to proactively adjust how we supervise the campus and acknowledge positive behavior, thereby reducing the reliance on punitive consequences. The following schools were recognized for their efforts with the				\$12,128,289 ————— Source: LCFF	\$12,218,705

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

3.2 Student Engagement

2025 California Positive Behavior System Implementation awards.

This comprehensive initiative remains **on track** to achieve our goal of **significantly increasing school connectedness** for all students and eliminating disproportionate discipline outcomes for the identified student groups.

Effectiveness of Action: *Effective*

The Fall Culture and Climate Survey results show an increase in positive student perceptions.

- **School Climate:** 49% viewed this favorably, an **increase** from 45% in Spring 2025.
- **Sense of Belonging:** 43% viewed this favorably, an **increase** from 40% in Spring 2025.

Additionally, as of December 2025, the Student Information System has recorded **67 instances where restorative practices were utilized** as an intervention for student discipline.

The results of the **Fall LCAP Survey** indicate an increased favorable perception of school connectedness across all educational partner groups.

2025-26 LCAP Survey Results			
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25
Students (grades 7-12) N=4,936	My school has successfully built student connectedness by creating a positive learning environment.	60%	+2%
Parents / Guardians N=895	My child's school has increased school connectedness for students by creating a positive learning environment.	79%	+6%
Employees N=910	RUSD has increased school connectedness for students by creating a positive learning environment (i.e., Assistant Principals, MTSS Counselors, and Campus Supervisors). School connectedness refers to the services provided to ensure students are at school and engaged in their learning (e.g.attendance management, behavior support, social-emotional support, arts, and extracurricular activities.	75%	+3%

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

3.2 Student Engagement

The 2025-26 LCAP Employee Survey results indicate that certificated site staff (n = 584) have received varied support from their MTSS Counselor. The specific areas of support and the percentage of staff who reported receiving them are as follows:

- Positive Behavior Intervention Support: **28%**
- Professional Development: **22%**
- Planning Effective Lessons / Interventions: **16%**
- Co-teaching / Modeled Lessons: **15%**
- Data Analysis: 11%
- Coaching with Feedback: **6%**

Results from our **2025-26 LCAP high school student focus** groups reveal:
 Student feedback revealed that perceptions of staff and school environment vary significantly with school size. At larger high schools (King, North, and Arlington) students reported low awareness of Assistant Principals (APs) and MTSS Counselors, often viewing APs as intimidating and strictly focused on administrative duties rather than direct student interaction. Conversely, students at smaller campuses (EOC and Lincoln) felt a strong sense of connection, describing staff as friendly, welcoming, and genuinely caring. Across the district, students expressed dissatisfaction with certain teachers or long-term substitutes who assigned "busy work" or relied heavily on "packets". Factors contributing to a positive environment consistently included a strong student-staff connection, with students appreciating teachers who created welcoming classroom environments. The availability of resources, such as the Wellness Center, was also valued. Campus Supervisors were a positive influence everywhere, described as friendly, welcoming, and approachable. Supervisors at the Alternative Education Schools (EOC and Lincoln) were specifically praised for fostering connections, building personal relationships, and checking in with students instead of focusing solely on rule enforcement.

Results from our **2025-26 LCAP middle school student focus groups** reveal:
 Students feel strongly that a positive learning environment is built upon supportive staff members, especially Campus Supervisors and Counselors, who they find accessible, friendly, and crucial for maintaining order and safety. Campus Supervisors were consistently praised for their approachability, positive attitudes, and intervention in fights and behavioral issues. Counselors were valued for providing a safe space for students to discuss academic or personal concerns and for monitoring academic progress. While students appreciate helpful teachers and after-school tutoring, some voiced minor concerns about teachers appearing angry or not listening, and suggested better coordination to avoid scheduling too many tests on the same day.

Results from our **2025-26 LCAP elementary school student focus groups** reveal:
 Students feel well-supported by a variety of staff, including MTSS Counselors, Assistant Principals, and Campus Supervisors. A primary theme is the role of supervisors in maintaining safety and fair play during recess, while counselors are valued for being accessible when students are having a "bad day".

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement			
	However, some students expressed concerns regarding confidentiality, suggesting that personal conversations with counselors should not always be shared with parents. Students generally know the process for reaching out for help, though some suggested that counselors should be more visible during recess to assist with real-time social conflicts. Students indicate that incentive-based rewards—such as "Patriot Tickets," points for a school store, or snacks in the library—are effective at encouraging respect and responsibility. Another significant theme is the use of community circles, which students find beneficial for building compassion and learning how to cooperate with others. Some students debated the system's fairness, suggesting that points should also be deducted for misbehavior.		
3.2d Restorative Practices	Implementation of Action: <i>In Progress; Implemented as Planned</i> The implementation of the Restorative Practices (RP) is proceeding as planned. This action involves training for all staff, including administrators, teachers, and support personnel, on foundational RP concepts, proactive community-building circles, and protocols for conducting restorative conferences to address conflict and harm. A dedicated RP team has been established and is actively coordinating ongoing training and coaching. This work ensures we remain on track to meet our objectives; achieving a significant and sustained reduction in overall disciplinary actions, eliminating the disproportionate discipline experienced by identified student groups, and seeing a measurable increase in student social-emotional competence and school connectedness. Restorative Practices Training To further support a positive school culture, staff development is ongoing: ● 41 RUSD staff have completed Level 1 Restorative Practices training this school year. a. This year's trained staff included: 11 classified, 29 certificated, and 1 administrator. ● 9 RUSD staff have completed the advanced Level 2 training. Effectiveness of Action: <i>Partially Effective</i> Results from the Fall Culture and Climate Fall Survey show positive trends in student perceptions: ● School Climate: 49% favorability, an increase from 45% in Spring 2025. ● Sense of Belonging: 43% favorability, an increase from 40% in Spring 2025. As of the January 2026 mid-year mark, district data recorded in Aeries indicates that Restorative Practices (RP) have been utilized 149 times this school year as a student discipline intervention.	\$31,379 Source: LCFF	\$31,379
3.2e Additional Behavior	Implementation of Action: <i>In Progress; Implemented as Planned</i> Our Multi-Tiered System of Supports (MTSS) for behavior is being implemented and is on target. We have in place processes for the early identification of students requiring Tier 2 or Tier 3 interventions.	\$2,178,104	\$2,178,947

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

3.2 Student Engagement

Supports

We are actively providing evidence-based, targeted supports and ensure that students with ongoing difficulties are referred for SAP Behavior Support.

- **Early Identification and Targeted Support:** We have established processes for the early identification of students needing targeted or intensive support (Tier 2/3 interventions). We are actively implementing research-based supports, and students with persistent challenges are referred to our Student Assistance Program (SAP) Behavior Support.
- **Data-Driven Adjustments:** Support teams consistently collect and analyze data on student progress to effectively adjust and strengthen interventions.
- **Positive Student Outcomes:** Through SAP Behavior, students are successfully learning and applying the social, emotional, and self-management skills needed to succeed in the classroom. This has resulted in increased instructional time due to a reduction in disruptive incidents.
- **Staff Empowerment:** Staff are being empowered with data-driven strategies to proactively address underlying behavioral needs, focusing on positive support rather than reactive, punitive measures.

We remain **on track** to achieve our goals: a **significant reduction in chronic discipline** referrals and suspensions, a demonstrable increase in student engagement, and the ultimate elimination of the behavioral opportunity gap. We are currently completing the collection of post-intervention outcome surveys for SAP Behavior.

Student Assistance Program (SAP) Psychologists and Prevention Assistants			
Observations	Consultations	Students on Behavior Support Plans	Student Success Team (SST) Meetings
64	197	47	188

Effectiveness of Action: *Partially Effective*

The implementation of the **SAP Behavior Surveys**, designed by SAP Psychologists, began in December 2024. These surveys are given to teachers (elementary) or School Counselors (secondary) following the initial and follow-up Student Study Team (SST) meetings. They aim to assess perceptions of intervention understanding, improvements in student behavior, and the learning of new strategies for managing challenging behaviors. With the surveys now fully integrated into the SAP Behavior system, a significant increase in responses is expected starting in January 2025. As of January 9, 2026, we have received 41 responses on the pre-intervention survey and 9 responses on the post-intervention survey from teachers.

Source:
LCFF

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement

Teacher-Reported Changes in Student Behavior (Pre vs. Post-Intervention)

Category	Initial Survey (N=41)	Post Survey (N=9)	+/- Change
Academically Engaged Behavior	26%	44%	+18%
Respectful Behavior	38%	49%	+11%
Disruptive Behavior	67%	49%	-18%

Following the SAP Behavior intervention period, teachers reported an increase in academically engaged behaviors (**+18%**) and respectful behavior (**+11%**), as well as a decrease in disruptive behaviors (**-18%**).

Impact on Teacher Practice:

The SAP Behavior support also had a positive impact on teacher practices:

- **Improved Relationships: 78%** of respondents indicated that their relationship with the student has improved.
- **New Strategies: 88.9%** indicated they have learned new strategies for future use with other students.
- **Referrals for Further Assessment: 44.4%** of the teachers indicated that their student was referred for a Special Education (SPED) assessment after the SAP Behavior Intervention, establishing a pathway to more intensive services when required.

Note: As the sample size increases and we receive more complete pre- and post-data for specific students, the results will become more robust and provide a more accurate perspective on student behavior changes.

Suspension Rates

Suspension Rate reports are produced monthly for each student group for targeted intervention.

	CA Dashboard Results		Student Information System Reports	
Student Group	% Suspension Rate 2025	+/- % Change from 2024	% Suspension Rate Aug-Dec 2025	+/- % Change From Aug-Dec 2024

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement

All Students	4%	-0.1%	1.82%	-0.31%
English Learners	4.1%	0.2%	2.20%	-0.59%
Foster Youth	11.9%	0.4%	8.82%	-0.69%
Homeless	5.4%	0.1%	2.85%	-0.54%
Low-Income	4.5%	-0.2%	2.05%	-0.83%
Students with Disabilities	5.9%	-0.7%	3.10%	-0.77%
African American	7%	-0.3%	3.97%	+0.08%
Hispanic	3.9%	-0.2%	1.21%	-0.87%
White	3.6%	0.3%	1.42%	-0.42%
2 or more races	4.5%	0.6%	*	*

2025-26 LCAP Survey Results

Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25
Students (grades 7-12) N=4,936	My school provides adequate supports for: students who need behavioral support.	72%	+2%
Parents / Guardians N=895	My child's school provides adequate supports for: students who need behavioral support	68%	+9%
Employees N=910	RUSD provides adequate interventions so that students can remain in the classroom, specifically for: Students who need intense behavioral support	38%	+4%

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

3.2 Student Engagement										
3.2f Additional Social-Emotional Supports	Implementation of Action: <i>In Progress; Implemented as Planned</i> The comprehensive Student Assistance Program (SAP) Counseling initiative is currently a core component of our student support system and is fully operational. We have strategically placed licensed mental health therapists, referred to as SAP Counselors, directly within our school sites. A key feature of this program is a confidential, streamlined, and efficient process for referring students conducting the initial intake. This process is specifically designed to quickly identify and provide support to students who are experiencing significant social-emotional and mental health challenges. Crucially, the SAP Counselors are fully integrated members of the site-level Multi-Tiered System of Supports (MTSS) team. This integration ensures a collaborative and multi-disciplinary approach to student well-being, allowing counselors to provide immediate essential services, including individual therapeutic counseling, specialized group counseling sessions, and critical crisis intervention services. Students who are experiencing acute mental health challenges, significant emotional distress, or trauma-related issues are the primary recipients of these clinical counseling services. Beyond the reactive clinical work, SAP Counselors also play a proactive role by designing and conducting psychoeducation and skills training groups. These groups are intentionally focused on high-need, universally beneficial areas such as developing effective coping strategies, implementing stress management techniques, and fostering emotional regulation skills, which significantly improves the school's overall capacity for a prompt, well-informed, and appropriate crisis response. Furthermore, the site-level MTSS teams and administrative staff receive significant benefits from the SAP Counselors' expertise. They provide expert clinical consultation on how to effectively and ethically manage complex student crises, which significantly improves the school 's overall capacity for a prompt, informed, and appropriate crisis response. The presence of readily accessible expert clinical support fundamentally stabilizes the overall school environment. This specialized support allows the school to respond effectively and immediately to significant mental health needs as they arise, fostering a safer and more predictable atmosphere for all. SAP Counseling Services Provided The Student Assistance Program (SAP) Counselors have provided extensive support from August to December 2025: <table><tr><th>Service Provided</th><th>Number of Students/Families</th></tr><tr><td>Referrals</td><td>1,729</td></tr><tr><td>Family Interviews</td><td>429</td></tr><tr><td>Students in Individual Counseling</td><td>1,314</td></tr></table>	Service Provided	Number of Students/Families	Referrals	1,729	Family Interviews	429	Students in Individual Counseling	1,314	\$7,599,327 <
Service Provided	Number of Students/Families									
Referrals	1,729									
Family Interviews	429									
Students in Individual Counseling	1,314									

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

3.2 Student Engagement				
		Counseling Groups	262	
	<u>Effectiveness of Action:</u> <i>Partially Effective</i> Our ultimate goals for this program are ambitious and data-driven. We are working diligently toward a measurable reduction in school suspension rates, which often correlate with unmet social-emotional needs. We also aim to demonstrate significantly higher levels of school connectedness and a stronger sense of belonging among students. Most importantly, we are focused on showing a measurable and sustained improvement in the social-emotional well-being of all students who receive services through the SAP Counseling Program. Mid-year progress indicates this action is increasing school connectedness and providing supports for student learning environments. Culture and Climate Survey: Student Perceptions The Fall Survey indicates positive growth in how students perceive their school environment: • School Climate: Favorable student perception increased to 49% (from 45% Spring 2025). • Sense of Belonging: Favorable student perception increased to 43% (from 40% Spring 2025). SAP Counseling Student Survey Outcomes (Preliminary) Preliminary feedback from the 2025-26 SAP Counseling Student Survey (collected as of January 2026, N=11) shows highly successful outcomes for the students served. The respondents were primarily elementary students (grades 3-4), with a smaller group of high school students (grades 9-10). • High Satisfaction: The program maintains exceptional overall satisfaction, with a 100% recommendation rate. • Individualized Support: 100% of participating students received individual counseling services. • Key Positive Outcomes: Students reported significant improvements across critical areas: ○ 90.9% felt heard and understood by their counselor. ○ Over 80% reported an improved ability to cope with stressors. ○ 81.9% reported improved self-confidence. ○ 81.8% learned to better communicate their feelings with others. ○ 100% reported learning healthier ways to cope and solve problems, and improved their ability to make better life decisions and ask for help when needed. ○ Nearly 73% reported an increase in school engagement. ○ 91% gained greater self-awareness of what triggers their negative reactions to stress.			
	2025-26 LCAP Survey Results			

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement					
	Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	
	Students (grades 7-12) N=4,936	My school provides adequate supports for: Students who need social-emotional support	72%	0%	
	Parents / Guardians N=895	My child's school provides adequate supports for: Students who need social-emotional support	73%	+9%	
	Employees N=910	RUSD provides adequate interventions so that students can remain in the classroom, specifically for: Students who need intense social-emotional support	43%	+4%	
3.2g Home Visits and Partnerships for At-Risk Students	Implementation of Action: <i>In Progress; Implemented as Planned</i> Planned actions are well underway, focusing on targeted home visits for students who are most vulnerable for chronic absenteeism (e.g. Foster, Low-Income, SWD), with an emphasis on students who were chronically absent during the previous school year. In addition to monthly site attendance team meetings and bi-weekly "Learning Labs", TOSAs and site staff are routinely tracking and reporting attendance data. This allows consistent identification of specific schools and students who require a home visit. TOSAs and/or site attendance staff submit home visit referrals electronically. To maximize efficiency, TOSAs collaborate with Child Welfare Investigators (CWIs) to group visits with a specific geographic area (e.g. cluster), minimizing travel time. Furthermore, we have secured grant funding for additional support. This provides monies to timecard site attendance team members and hiring of temporary community bilingual assistants to specifically conduct home visits in the evenings and weekends. We also provide routine incentives to recognize sites that reduce their chronic absenteeism rates month-to-month and/or excel in the 20-day attendance challenges. Efforts are particularly focused on eight (8) TK-8 schools with a high concentration of student groups identified in the "very high" chronic absenteeism status, based on the 2025 CA Dashboard results. We are leveraging the existing "Learning Lab" structure - a collaborative group of dedicated attendance TOSAs, administrators, and support staff - to regularly discuss best practices and outcomes.				\$144,911 Source: LCFF
					\$146,861

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement

This "Learning Lab" structure provides targeted support for the focus schools. We have arranged for RCOE Staff to facilitate a root cause analysis process and organically develop an action plan to identify and address barriers that contribute to chronic absenteeism. The initial meeting is scheduled for January 21, 2026 and will be held in person.

Effectiveness of Action: *Effective*

To date, CWIs have conducted a total of **192 home visits**. Our goal to reduce chronic absenteeism is as follows: By May 2026, the chronic absenteeism rate for All Students will **decrease by 2%** from 18% to 16%. Furthermore, we will decrease chronic absenteeism by 3% for student groups and programs in the "very high" status (see table below).

Chronic Absenteeism Rates - Groups designated as "High or Very High Status"		
Student Group	2025 CA Dashboard	August - November 2025
Foster Youth	27.6%	16.39%
Homeless	29.4%	18.8%
Socioeconomically Disadvantaged	20.9%	10.5%
Students with Disabilities	23.7%	14.43%
African American	22.3%	13.14%
American Indian	32.9%	9.32%
Hispanic	19.2%	18.81%
Pacific Islander	27.4%	14.85%

3.2h
Foster Youth Case Management

Implementation of Action: *In Progress; Implemented as Planned*

The action is currently being implemented as planned. Successes include providing **787 different support actions**:

Support Actions Administer to Foster Youth	
Administrative and Logistical Support	Number of Interventions
Records	136

\$42,987
\$625,333

Source:
LCFF/
Federal Title

\$43,894
\$640,389

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.2 Student Engagement

Transportation	113
Attendance	245
Enrollment	127
Family Well-Being	43
Meetings (IEP, 504, SARB)	222
Outside Agency Referrals	34
Internal Referrals (District Services)	19
AB Evaluations	16
Referrals to Student Assistance Program (SAP)	7
Supplies	31
Grades.Work Completion	8

Effectiveness of Action: *Effective*

The **data also points to specific discipline issues**, showing that out of 32 Foster Youth with discipline entries, a group of 16 Foster Youth were involved in 27 suspensions, which contributed to a combined total of 76 discipline entries.

Regarding academic progress, the senior class is strong, with **20 out of 25 seniors currently on track to graduate**, and 20 Foster Youth participating in the RCC welcome day event.

According to Aeries data from November 2025, the Foster Youth chronic absenteeism rate is **13%** (compared to 27.6% in 2024-25). The current suspension rate is **8.82%** (compared to 11.9% in 2024-25). This data indicates a **positive downward trend in both suspension and chronic absenteeism rates**.

3.3 School Belonging

Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
--------	---------------	----------	---------------------------------

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

3.3a Equity, Culture, and Climate	<u>Implementation of Action:</u> <i>Implemented Differently</i> This action, to foster diversity and belonging through enhanced understanding of inclusive practices, is being reassigned following the disbanding of the Equity, Access, and Community Engagement (EACE) Department (which included 1 management, 1 classified position, and allocations for contracts, PD, and supplies). RUSD is seeking a new lead and identifying more schools for training. Castle View, Franklin, Lake Matthews, and Martin Luther King High School previously received "No Place for Hate" training from the Anti-Defamation League, and other schools have expressed interest. <u>Effectiveness of Action:</u> <i>Partially Effective</i> As of the mid-year point in January 2026, the program remains active across the five participating schools, though implementation varies: • Successfully Implementing: Three schools are implementing the program as planned, completing 2-3 activities per year. • Minimal Implementation: One school reports minimal progress, having completed only two activities. • Stalled: One school has not yet implemented any planned activities. Schools have also submitted specific requests, including the need for financial aid, concrete implementation ideas, dedicated funding for activities/assemblies/speakers, and detailed cost breakdowns.	\$578,342 Source: LCFF	\$594,799
3.3b Arts	<u>Implementation of Action:</u> <i>In Progress; Implemented as Planned</i> Implementation of the RUSD Arts Plan, which aims to provide robust, high-quality arts education for all students from pre-school through 12th grade (PS-12), has proceeded very smoothly. Events have been highly successful, resulting in a high-quality educational experience with excellent student participation and engagement. Staffing updates include the successful hiring of one position. The remaining 0.5 FTE vacancy is currently covered by a long-term substitute. Elementary instrumental music enrollment is high, largely because nearly all school sites have adopted an "all-in" approach for 5th and 6th graders. It is anticipated that all sites will achieve 100% enrollment by the 2026-27 school year. To support the increased programming of recent years, a 1.0 FTE position was also hired (partially funded through LCAP). <u>Effectiveness of Action:</u> <i>Effective</i> To date we have had over 130 events, across 11 different projects. Elementary music enrollment is expected to exceed over 90%. 2025-26 LCAP Survey Results	\$3,107,757 Source: LCFF	\$3,083,428

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

	<table><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>Participating in arts opportunities such as band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series has helped me reach my highest creative potential.</td><td>66%</td><td>-1%</td></tr><tr><td>Parents / Guardians N=895</td><td>Arts instruction (e.g., elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series) helps to ensure my child reaches their highest creative potential.</td><td>85%</td><td>+7%</td></tr><tr><td>Employees N=910</td><td>Arts instruction (e.g., elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series) helps to ensure students reach their highest creative potential.</td><td>88%</td><td>+6%</td></tr></table>	Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	Participating in arts opportunities such as band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series has helped me reach my highest creative potential.	66%	-1%	Parents / Guardians N=895	Arts instruction (e.g., elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series) helps to ensure my child reaches their highest creative potential.	85%	+7%	Employees N=910	Arts instruction (e.g., elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series) helps to ensure students reach their highest creative potential.	88%	+6%		
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																
Students (grades 7-12) N=4,936	Participating in arts opportunities such as band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series has helped me reach my highest creative potential.	66%	-1%																
Parents / Guardians N=895	Arts instruction (e.g., elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series) helps to ensure my child reaches their highest creative potential.	85%	+7%																
Employees N=910	Arts instruction (e.g., elementary music, band/theater/choir festivals, chalk day, art shows, honors musical, live tech, and masterclass series) helps to ensure students reach their highest creative potential.	88%	+6%																
	Results from our 2025-26 LCAP <u>high school</u> student focus groups reveal: Students who participate in creative activities, particularly the performing arts (Theater, Choir, Band, Honors Musical), highly appreciate these programs for fostering skill development, communication, collaboration, and confidence. These activities provide a creative outlet and an escape from academic classes. Despite the positive feedback from participants, many notes indicated low overall participation or awareness of these opportunities, especially at the alternative schools (EOC, RVS). Students consistently requested better advertising and communication to ensure all students know about available events and programs, such as Chalk Day. Additionally, students requested a wider range of creative options, including Orchestra and increased funding for Dance and Theater programs. Results from our 2025-26 LCAP <u>middle school</u> student focus groups reveal: Students consistently emphasized that art, music, and other creative activities are highly valuable for emotional well-being, creativity, and self-expression. These programs provide students with a necessary break from traditional academics, helping them relax, emotionally regulate, and improve focus in other classes. Specific activities like band, choir, and theater were frequently highlighted for their ability to build confidence, teach discipline, improve communication, and provide opportunities to perform or collaborate with peers. Students also noted that these activities help them socialize, discover hidden talents, and explore potential career paths in the arts.																		
3.3c	Implementation of Action: <i>In Progress; Implemented Differently</i>			\$7,224,439	\$7,297,040														

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Schools +2	Previously, the School +2 metric was gathered by tracking student participation in site-specific activities. ASB coordinators are responsible for compiling spreadsheets of all students engaged in clubs, extracurricular activities, and athletics, which were uploaded to an activities table in Aeries. We transitioned this year to use the Orenda Promote software to track this information for us. Effectiveness of Action: <i>Partially Effective</i> Semester 1 data will be the first iteration of data and will serve as a new baseline. The data will be used to build actions and the second iteration of data will inform leaders on if the actions were successful, need to be revised, or need to be stopped. <table border="1" data-bbox="415 548 1560 1112"> <thead> <tr> <th colspan="4">2025-26 LCAP Survey Results</th></tr> <tr> <th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr> </thead> <tbody> <tr> <td>Students (grades 7-12) N=4,936</td><td>I am satisfied with the extracurricular opportunities at my school, such as clubs, sports, school events, and field trips.</td><td>73%</td><td>-2%</td></tr> <tr> <td>Parents / Guardians N=895</td><td>My child has a variety of opportunities to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events.</td><td>68%</td><td>+3%</td></tr> <tr> <td>Employees N=910</td><td>RUSD provides a variety of opportunities for students to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events.</td><td>83%</td><td>+3%</td></tr> </tbody> </table> Results from our 2025-26 LCAP high school student focus groups reveal: Extracurricular activities are valued for building friendships, connectedness, leadership skills, and strengthening resumes. However, a predominant concern across schools is the inequitable distribution of resources and funding. Students feel that certain sports (like football) receive disproportionate funding and favorable treatment (e.g., better lunches or buses), while other sports struggle with shared jerseys, lack of coaches, or poor facility maintenance. High out-of-pocket costs for activities like Cheerleading (over \$1,000) were also noted. Students requested more funding for field trips to reduce the reliance on student fundraising. Fundraising requirements adds stress for students who should focus on learning and engaging rather than fundraising. A universal request was for better advertising and promotion of all clubs and events to increase student involvement. Alternative education schools requested more varied sports options, such as football, wrestling, and soccer.	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	I am satisfied with the extracurricular opportunities at my school, such as clubs, sports, school events, and field trips.	73%	-2%	Parents / Guardians N=895	My child has a variety of opportunities to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events.	68%	+3%	Employees N=910	RUSD provides a variety of opportunities for students to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events.	83%	+3%	Source: LCFF	
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	I am satisfied with the extracurricular opportunities at my school, such as clubs, sports, school events, and field trips.	73%	-2%																				
Parents / Guardians N=895	My child has a variety of opportunities to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events.	68%	+3%																				
Employees N=910	RUSD provides a variety of opportunities for students to participate in extracurricular activities at their school such as clubs, sports, field trips, and school events.	83%	+3%																				

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

	Results from our 2025-26 LCAP middle school student focus groups reveal: Extracurricular activities are recognized across all schools as crucial for building connections to the school, fostering friendships, and teaching valuable teamwork and collaboration skills. Sports programs are particularly valued for promoting physical activity, healthy lifestyles, and serving as a strong motivator for academic performance due to the GPA requirements necessary for participation. Students expressed a desire for a greater variety of both sports and academic clubs. Furthermore, field trips are universally celebrated as an important part of the school experience, offering enrichment, opportunities for learning outside the classroom, and necessary socialization.		
3.3d Partnership Programs for Students	Implementation of Action: <i>In Progress; Implemented as Planned</i> 60 active Community-Based Littles currently matched with mentors (Big Brothers/Big Sisters) 16 Littles from RUSD who are fully enrolled and ready to be matched. Effectiveness of Action: <i>Partially Effective</i> Data is currently being compiled regarding: attendance, suspension rates, and grades of students in this community partnership program. Due to delays with our internal RFP process, this partnership was postponed last year. Therefore, the data collected this year will serve as a baseline.	\$54,375 Source: Federal Title IV	\$54,375

Goal 4.1 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.			
Action	Mid-Year Data	Budgeted	Estimated Actuals (1st Interim)
4.1a Safe Facilities	Implementation of Action: <i>In Progress; Implemented as Planned</i> The designated action items have been implemented according to the established plan. The Restroom Safety, Access, and Cleanliness project has yielded significant success , benefiting from the participation of multiple district and parent stakeholder groups. Necessary equipment, supplies, and materials have been procured and deployed. Feedback gathered from students has been overwhelmingly positive, with the exception of perceptions of cleanliness from the student perspective, which dropped 16% from last year. All Deferred Maintenance projects have been completed as scheduled , with remaining projects progressing throughout the year. Effectiveness of Action: <i>Effective</i> Key milestones have been achieved . Safety projects have been finalized .	\$2,263,103 \$5,000,000 \$157,926 Source: LCFF/ Deferred Maintenance Federal:	\$2,207,947 \$5,000,000 \$157,926

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.				
	Safety Projects			Title IV	
	Comprehensive School Safety	- All school sites completed their School Safety training - Updates for 2025-26 Safety Plans are in progress			
	Single Point of Entry	Miller (final phase), Castleview (complete), STEM (pending DSA review)			
	Fence and Gate Upgrades	- All sites complete - Installation of privacy slats on Kinder playgrounds - all site complete			
	Upgrades to Video and Camera Surveillance Systems	- Installation of 336 additional high-resolution security cameras across the District has been completed - Upgrades to the security monitoring infrastructure at the District data center are complete			
	Window tinting installation on exterior community-facing windows	All sites complete			
	2025-26 LCAP Survey Results				
	Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	
	Students (grades 7-12) N=4,936	I feel safe and secure at my school.	63%	+2%	
		My school's restrooms are kept adequately...			
		Clean	39%	-16%	
		Safe	51%	-4%	
Available		55%	-6%		
	Repaired after Destruction	50%	0%		

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.										
	<table><tr><td>Parents / Guardians N=895</td><td>My child's school campus is safe and secure. My child's school maintains clean facilities, including restrooms.</td><td>84% 73%</td><td>+10% +9</td></tr><tr><td>Employees N=910</td><td>My work site is safe and secure.</td><td>73%</td><td>0%</td></tr></table>	Parents / Guardians N=895	My child's school campus is safe and secure. My child's school maintains clean facilities, including restrooms.	84% 73%	+10% +9	Employees N=910	My work site is safe and secure.	73%	0%		
Parents / Guardians N=895	My child's school campus is safe and secure. My child's school maintains clean facilities, including restrooms.	84% 73%	+10% +9								
Employees N=910	My work site is safe and secure.	73%	0%								
	Results from our 2025-26 LCAP high school student focus groups reveal: Physical Spaces at School (including virtual space for RVS) - Students generally feel safe on campus, primarily attributing this security to the visible presence of Campus Supervisors and School Resource Officers (SROs), who often contribute a friendly and welcoming atmosphere. In the virtual school environment (RVS), students reported feeling safe, noting a lack of bullying and a positive, productive workspace. Conversely, the most significant physical safety concern across multiple sites (King, North, Poly) is the ease of unauthorized campus access, including open gates, outsiders jumping fences, or alumni blending in with the student body. Students recommended monitoring or closing gates and covering windows in portable classrooms. Other facility issues included the loss of certain athletic spaces due to construction and overcrowding/lack of shade during lunch, prompting requests for indoor eating areas. Student Restrooms - Restroom conditions are a major source of frustration across the district, with an overwhelming consensus regarding poor cleanliness, lack of maintenance, and insufficient accessibility. Students consistently complained that too many restrooms are locked or closed during the day, resulting in overcrowding, long walks across campus, and increased tardiness. Behavioral issues, primarily vaping and fighting, are widespread in the restrooms and often lead to facilities being locked. Common physical issues include broken stall locks, poor water pressure, and a lack of mirrors. Across the schools, students frequently commented on supply issues with inadequate amounts of toilet paper, paper towels, hand soap, and feminine hygiene products. Students repeatedly requested trash cans inside stalls to reduce plumbing issues and improved privacy (higher stall walls or urinal dividers). Students expressed appreciation for the privacy screens that were installed in between stall doors. Students consistently complained about the Minga app because it was time-consuming to use, caused delays in using restrooms, there were challenges getting it										

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.		
	to load, it only provided a limited number of restroom passes, and students disliked the time limits for restroom passes. Results from our 2025-26 LCAP <u>middle</u> school student focus groups reveal: Physical Spaces at School - Student feedback on physical spaces centered heavily on safety, security, and the physical condition of the campus grounds. Safety concerns included the need for taller and stronger fencing around the campus perimeter to prevent intruders or access by external populations (e.g., homeless encampments). Students widely requested improvements to fields and outdoor areas, noting tripping hazards caused by holes in the grass, overgrown weeds, or tree roots, and some requested the installation of actual track fields. Students also rely on the presence of security cameras, consistent campus supervision, and closed gates to feel safe. Other suggested improvements included repairing broken water fountains and providing more shade structures. Student Restrooms - Restroom facilities were identified as a critical area needing maintenance and upgrades across all schools. The most frequent complaints focused on poor cleanliness, unpleasant odors, and the consistent lack of basic supplies such as soap, paper towels, and sufficient, higher-quality toilet paper. Privacy is a significant student concern, leading to requests for repairing or replacing broken door locks, fixing gaps in stalls, installing higher stall walls, and adding partitions between urinals. Additionally, students noted issues with accessibility and congestion, citing too many locked restrooms, small stalls, overcrowding, and misbehavior (such as loitering or vandalism) which affects usability and safety.		
4.1b High-Quality Employees	<u>Implementation of Action:</u> <i>In Progress; Implemented as Planned</i> The district has successfully increased the number of new hires to better align with the student demographic composition. Regarding certificated staff, 100% of all classroom teaching positions were filled by the start of the new academic year, which has a direct, positive impact on student instruction. Participation in various job fairs and hosting our own recruitment event significantly aids in hiring and attracting a diverse and highly qualified staff. The primary challenge that persists is the recruitment of highly qualified employees with credentials in mild/moderate or extensive support needs (moderate/severe) special education. To ensure all vacancies were addressed, several special education teachers were hired on intern credentials or emergency permits. <u>Effectiveness of Action:</u> <i>Effective</i>	\$272,968 Source: LCFF	\$275,509

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.																													
	Our efforts to increase the diversity of employee hires, aiming to better align with the composition of our student population, have achieved substantial success. Given that 70% of our students identify as Hispanic/Latino, 57% of the total employees hired for the 2025-26 school year were of Hispanic/Latino heritage. Moreover, our recruitment strategies for certificated personnel, which focused on securing highly qualified and fully credentialed teachers, also produced great outcomes. Specifically, 126 of the 130 certificated employees hired (97%) satisfied the highly qualified criteria. <table><tr><th colspan="3">2025 -26 RUSD Employee Demographics</th></tr><tr><th>Group</th><th>Number</th><th>% of Employees</th></tr><tr><td>Active</td><td>4,771</td><td>100%</td></tr><tr><td>African American</td><td>305</td><td>6.4%</td></tr><tr><td>Asian/Other Pacific Islander</td><td>179</td><td>3.7%</td></tr><tr><td>Hispanic/Latino</td><td>2,361</td><td>49.5%</td></tr><tr><td>Native American</td><td>30</td><td>0.6%</td></tr><tr><td>Other/Unspecified</td><td>109</td><td>2.3%</td></tr><tr><td>White</td><td>1,787</td><td>37.5%</td></tr></table>	2025 -26 RUSD Employee Demographics			Group	Number	% of Employees	Active	4,771	100%	African American	305	6.4%	Asian/Other Pacific Islander	179	3.7%	Hispanic/Latino	2,361	49.5%	Native American	30	0.6%	Other/Unspecified	109	2.3%	White	1,787	37.5%		
2025 -26 RUSD Employee Demographics																														
Group	Number	% of Employees																												
Active	4,771	100%																												
African American	305	6.4%																												
Asian/Other Pacific Islander	179	3.7%																												
Hispanic/Latino	2,361	49.5%																												
Native American	30	0.6%																												
Other/Unspecified	109	2.3%																												
White	1,787	37.5%																												
4.1c Professional Growth Systems	Implementation of Action: <i>In Progress; Implemented as Planned</i> The RUSD Professional Growth Systems’ (PGS) mission is to ensure that every student is taught by a well-prepared, highly effective educator and supported by skilled, mission-aligned staff. Unlike traditional evaluation-based models, RUSD PGS utilizes a confidential, non-evaluative coaching framework. This creates a "psychologically safe" environment that accelerates professional mastery and improves long-term retention—directly supporting District Strategic Goal 1: High-Quality Teaching and Learning Environments. Certificated Teachers and Administrators: In response to feedback from participants, the Professional Growth System (PGS) has refined its approach to professional development	\$2,429,811 \$178,851 \$1,018,144 Source: LCFF/ Other State EEBG Federal/	\$2,414,229 \$183,749 \$1,111,901																											

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Goal 4.1	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.		
	delivery. Survey results indicated that attendees found participation in afterschool offerings challenging. Consequently, this year, PGS provided one full-day professional development session in collaboration with Innovation and Learner Engagement (ILE), including substitute coverage. Furthermore, the same professional development was offered in both virtual and in-person formats, allowing participants to select the option best suited to their needs. While time constraints remain a reported challenge in a mid-year survey, participants expressed appreciation for the increased flexibility in options. Our commitment to leadership development extends to offering robust support for our newest site administrators. This year, the program is actively supporting seventeen individuals in their first or second year of their position, including five principals and twelve assistant principals. The structure of the support is differentiated based on the administrator's role: • New Principals: Each new principal receives highly individualized, one-to-one coaching specifically tailored to address their particular site needs, challenges, and goals. These regular coaching sessions are structured to focus on District deliverables, instructional leadership through site walk-throughs, and comprehensive data analysis discussions. A foundational element of this support structure is the implementation of "triad meetings," which are essential for ensuring alignment on performance expectations, facilitating critical reflective practice, and establishing a robust, unified support system centered on the principal's professional development and the achievement of site success. • New Assistant Principals: The assistant principals participate in bi-monthly cohort meetings. This structured group setting is designed to facilitate robust collaboration among peers, allowing them to share best practices, discuss common site-level issues, and build a strong professional network. Furthermore, these meetings serve as a platform for timely and relevant professional development, addressing key topics pertinent to their administrative responsibilities, such as student discipline, instructional leadership, school operations, and conflict resolution. Classified Staff: PGS continues to offer individualized coaching and professional development opportunities for classified staff. To date, Classified PGS has hosted the Classified Learning Series, four welcome workshops, and two dedicated professional development sessions. Participant availability continues to pose a challenge in the implementation of coaching and professional development. To ensure student services are not interrupted, coaching and professional development are now being offered outside of the regular workday. Effectiveness of Action: <i>Partially Effective</i> The PGS Department has hosted 3 professional development sessions this school year - 27 in	Title II	

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.																		
	person full days, 24 virtual after school sessions, and 10 in person after school sessions. Based on the attendance, it appears attendance increases when the sessions are offered during the school day or virtually. Classified PGS continues to seek solutions for reaching classified staff. The Classified Learning Series had record attendance with 350 people registered and 271 attendees. We are currently averaging 11 attendees at professional development sessions. Classified Staff have indicated various reasons for not attending professional development such as having a second job, meetings on campus and lack of childcare. <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>My teachers provide high-quality instruction even if they are new to RUSD.</td><td>69%</td><td>+3%</td></tr><tr><td>Employees N=910</td><td>Professional Growth Systems (PGS) provides new staff (teachers, site-based administrators, and classified staff) with adequate coaching and professional development to ensure a smooth transition into RUSD.</td><td>70%</td><td>+6%</td></tr></table>	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	My teachers provide high-quality instruction even if they are new to RUSD.	69%	+3%	Employees N=910	Professional Growth Systems (PGS) provides new staff (teachers, site-based administrators, and classified staff) with adequate coaching and professional development to ensure a smooth transition into RUSD.	70%	+6%		
2025-26 LCAP Survey Results																			
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																
Students (grades 7-12) N=4,936	My teachers provide high-quality instruction even if they are new to RUSD.	69%	+3%																
Employees N=910	Professional Growth Systems (PGS) provides new staff (teachers, site-based administrators, and classified staff) with adequate coaching and professional development to ensure a smooth transition into RUSD.	70%	+6%																
4.1d Classroom Technology and Support and Digital Safety	Implementation of Action: <i>In Progress; Implemented as Planned</i> The District continues to utilize Local Control Accountability Plan (LCAP) funds to procure classroom technology for students and staff, thereby enhancing the educational experience. Consistent with prior practice, LCAP funding has been instrumental in ensuring equitable access to technology for both students and educators throughout the District. Effectiveness of Action: <i>Partially Effective</i> This action continues to be effective in providing classrooms, teachers, and students with the technology necessary to enhance instructional delivery. As of December 2025: ● 100% of students have access to a digital device ● 100% of teachers have an up-to-date device to deliver instruction			\$7,230,979 Source: LCFF	\$7,280,430														

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.																							
	● 95% of classrooms have an up-to-date classroom display ● 100% of teachers who requested a document camera have been provided one ● 100% of students who indicated need for a hotspot off campus, have been provided one																							
	<table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>My school provides adequate technology tools (hardware, software, applications) for students to engage in learning.</td><td>77%</td><td>+2%</td></tr><tr><td>Parents / Guardians N=895</td><td>The District provides technology tools (hardware, software, applications) for students and teachers that enhance and extend learning.</td><td>84%</td><td>+4%</td></tr><tr><td>Employees N=910</td><td>The District provides technology tools (hardware, software, applications) for students and classroom staff that allows for full engagement in core and supplemental curriculum.</td><td>78%</td><td>+3%</td></tr></table>				2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	My school provides adequate technology tools (hardware, software, applications) for students to engage in learning.	77%	+2%	Parents / Guardians N=895	The District provides technology tools (hardware, software, applications) for students and teachers that enhance and extend learning.	84%	+4%	Employees N=910	The District provides technology tools (hardware, software, applications) for students and classroom staff that allows for full engagement in core and supplemental curriculum.	78%	+3%
2025-26 LCAP Survey Results																								
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																					
Students (grades 7-12) N=4,936	My school provides adequate technology tools (hardware, software, applications) for students to engage in learning.	77%	+2%																					
Parents / Guardians N=895	The District provides technology tools (hardware, software, applications) for students and teachers that enhance and extend learning.	84%	+4%																					
Employees N=910	The District provides technology tools (hardware, software, applications) for students and classroom staff that allows for full engagement in core and supplemental curriculum.	78%	+3%																					
	Results from our 2025-26 LCAP high school student focus groups reveal: Pervasive technology challenges significantly impede the learning environment across the district. The most persistent concerns revolve around slow, outdated, or damaged Chromebooks and unreliable or insufficient Wi-Fi connectivity. A critical impediment to effective instruction is the RUSD content filter, which students report to routinely obstructs access to essential educational websites, links provided by instructors, and fundamental Google search functionality. This frequently requires students to wait until they are at home or utilize personal devices and mobile hotspots. Students across all schools reported being compelled to use their personal computers at school to complete assignments due to the restrictions imposed by the content filter. The MINGA application for hall passes was widely regarded as frustrating due to its restrictive nature, time consumption, and contribution to delays. Students requested updated devices, improved availability of charging																							

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.		
	stations, and instructional training on applications beyond the Google suite (e.g., Adobe, Microsoft Excel, and Word). Results from our 2025-26 LCAP middle school student focus groups reveal: The primary obstacles regarding technology are slow or lagging Wi-Fi/internet connectivity and the overly strict RUSD content filter, which frequently blocks websites necessary for research and academic assignments. Despite these limitations, students valued the utility of Chromebooks and various educational applications (such as Google Classroom, AERIES, and IXL) for organizational support, grade verification, rapid information retrieval, and support for English Learners (i.e. translation). Students also expressed interest in gaining access to Artificial Intelligence (AI) tools and commended teachers who leverage technology effectively, such as offering Google Meet livestreams or recordings for absent students. Results from our 2025-26 LCAP elementary school student focus groups reveal: Technology is perceived as a tool that makes learning "fun" and keeps students organized. Common themes include the frequent use of Chromebooks and district apps (like Lexia, ST Math, and Extra Math) for core subjects, as well as the use of Google Classroom to track assignments and resources. Advanced tools, such as projectors and coding with Ozobots, were highlighted for sparking high levels of student interest.		
4.1e Professional Development Systems and Structures	Implementation of Action: <i>In Progress; Implemented as Planned</i> Professional development for staff continues to be delivered, tracked, and managed through our two professional development platforms, KickUp and Rise 360. As of December 2025, over 880 live training sessions have been offered to both certificated and classified staff. Nearly 60 online courses are available for both certificated and classified staff. Effectiveness of Action: <i>Partially Effective</i> As of December 2025: ● 96% of professional development participants agreed or strongly agreed that the objectives of their professional learning experience were met. ● 91% of professional development participants left their professional learning experiences with a plan to apply their learning in practice.	\$91,496 Source: LCFF	\$91,496
4.1f Access to Standards	Implementation of Action: <i>In Progress; Implemented as Planned</i> The Instruction team developed a robust communication plan for the 2025-26 school year. This plan was designed to give site leaders and district staff a better understanding of the Williams Act	\$1,116,198 	\$1,108,169

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.																						
Aligned Materials	visit process, the system for tracking and distributing student materials, and the resources available to guarantee all students receive their required instructional materials. Effectiveness of Action: <i>Effective</i> Despite a significant increase in Williams Act visits (22 schools, nearly double from last year), all sites demonstrated complete compliance, with no deficiencies noted. This confirms that all students possessed the necessary instructional materials. The RUSD Board of Education formally confirmed 100% materials sufficiency by approving the report on September 25, 2025. The LCAP Survey results indicate: <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>I have easy access to my learning supplies (Chromebooks, textbooks, etc).</td><td>88%</td><td>-2%</td></tr><tr><td>Parents / Guardians N=895</td><td>My child’s school provides adequate opportunities for timely distribution of supplemental learning supplies (Chromebooks, textbooks, etc).</td><td>91%</td><td>+6%</td></tr><tr><td>Employees N=910</td><td>RUSD school staff supports the timely distribution and/or access to required and supplemental learning resources that students need at school and home. (Chromebooks, textbooks, etc.).</td><td>84%</td><td>+25%</td></tr></table>	2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	I have easy access to my learning supplies (Chromebooks, textbooks, etc).	88%	-2%	Parents / Guardians N=895	My child’s school provides adequate opportunities for timely distribution of supplemental learning supplies (Chromebooks, textbooks, etc).	91%	+6%	Employees N=910	RUSD school staff supports the timely distribution and/or access to required and supplemental learning resources that students need at school and home. (Chromebooks, textbooks, etc.).	84%	+25%	Source: LCFF	
2025-26 LCAP Survey Results																							
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																				
Students (grades 7-12) N=4,936	I have easy access to my learning supplies (Chromebooks, textbooks, etc).	88%	-2%																				
Parents / Guardians N=895	My child’s school provides adequate opportunities for timely distribution of supplemental learning supplies (Chromebooks, textbooks, etc).	91%	+6%																				
Employees N=910	RUSD school staff supports the timely distribution and/or access to required and supplemental learning resources that students need at school and home. (Chromebooks, textbooks, etc.).	84%	+25%																				
4.1g Supports to Schools	Implementation of Action: <i>In Progress; Implemented as Planned</i> The planned implementation of this action is in progress and funds have been strategically aligned with student needs and targeted strategies. Through collaboration with the Coordinator of State and Federal funds, SPSAs were developed to align LCFF allocations and all funding sources with student needs and targeted strategies. This ensured strategic utilization of LCFF funds		\$6,232,905 Source:	\$6,241,326																			

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.		
	to improve outcomes for RUSD's English Learners, Foster Youth, and Low-Income students. Spending was monitored monthly to ensure full and allowable utilization as planned. Based on periodic progress monitoring conversations with site leaders, it is anticipated that close to 100% of the funds will be expended by the end of the fiscal year. Grants and External Funding The RUSD Grant Manager significantly enhanced support for teacher and school-level grants this year. Specifically, she has been actively promoting awareness of these grant opportunities through contributions to both the Weekly Newsletter and the Elementary Teacher Newsletter. Furthermore, in collaboration with Business Services, Instruction, ILE, and Risk Management, an official approval process for teacher and school-level grants was developed, necessitating the creation of a new formal approval process. To assist educators, a comprehensive, step-by-step guide on utilizing the DonorsChoose platform to secure funding for their classrooms was also created. Additionally, commencing this school year, two new internal resources have been instituted for use with grant collaborators: (a) "Preliminary Grant Award Notification - Now What?" and (b) "Grant Budget Revision Resource Guide." Also, a strategic communications plan has been developed in partnership with the Communications Department to promote and highlight the five largest grants (each valued at \$1M or more) through press releases and billboards, emphasizing RUSD's success in securing external funds. Effectiveness of Action: <i>Effective</i> The action has proven effective, demonstrated by the following metrics: • School Plan Alignment: As of December 12, 2025, 100% of all School Plans fully incorporate goals and strategies aligned with the 2025-26 Local Control and Accountability Plan (LCAP). • Requisition Alignment: 100% of all approved requisitions align with the established 2025-26 LCAP goals. • Spending Verification: Weekly verification processes confirm that 100% of approved purchase order requisitions, expenditures, and executed contracts are consistent with SPSA strategies and LCAP goals. • Encumbrance Rate: As of December 1, 2025, 67% of school site allocations for action 4.1g (Resource 0417) have been encumbered, as verified by monthly budget reports. Grant Awards and Submissions (July - December 2025): • Awarded: RUSD was awarded \$2,000,000 through the California Department of Education's Learning Communities for School Success Program (LCSSP) grant to support	LCFF	

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

[illegible]

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.																																				
	<table border="1"> <thead> <tr> <th data-bbox="415 418 604 483">Partner</th><th data-bbox="604 418 1031 483"></th><th data-bbox="1031 418 1297 483">Strongly Agree</th><th data-bbox="1297 418 1583 483">2024-25</th><th data-bbox="1583 418 1803 1092"></th><th data-bbox="1803 418 2005 1092"></th></tr> </thead> <tbody> <tr> <td data-bbox="415 483 604 602">Students (grades 7-12) N=4,936</td><td data-bbox="604 483 1031 602">Are you aware that your school offers support and services for the following groups?</td><td data-bbox="1031 483 1297 602"> • ELs 81% • Low Income 49% • Foster Youth 25% </td><td data-bbox="1297 483 1583 602"> • ELs 0% • Low Income +2% • Foster Youth +6% </td><td data-bbox="1583 483 1803 1092"></td><td data-bbox="1803 483 2005 1092"></td></tr> <tr> <td data-bbox="415 602 604 829" rowspan="2">Parents / Guardians N=895</td><td data-bbox="604 602 1031 721" rowspan="2">I am aware of the family engagement opportunities at my school.</td><td data-bbox="1031 602 1297 721">69%</td><td data-bbox="1297 602 1583 721">+21%</td><td data-bbox="1583 602 1803 1092"></td><td data-bbox="1803 602 2005 1092"></td></tr> <tr> <td data-bbox="1031 721 1297 829">80%</td><td data-bbox="1297 721 1583 829">+4%</td><td data-bbox="1583 602 1803 1092"></td><td data-bbox="1803 602 2005 1092"></td></tr> <tr> <td data-bbox="415 829 604 1057" rowspan="2">Employees N=910</td><td data-bbox="604 829 1031 948" rowspan="2">The District provides adequate support and services for the following:</td><td data-bbox="1031 829 1297 948"> • ELs 85% • Low Income 81% • Foster Youth 72% </td><td data-bbox="1297 829 1583 948"> • ELs +49% • Low Income +10% • Foster Youth +14% </td><td data-bbox="1583 829 1803 1092"></td><td data-bbox="1803 829 2005 1092"></td></tr> <tr> <td data-bbox="1031 948 1297 1057"> • ELs 93% • Low Income 88% • Foster Youth 78% </td><td data-bbox="1297 948 1583 1057"> • ELs +3% • Low Income +1% • Foster Youth +2% </td><td data-bbox="1583 829 1803 1092"></td><td data-bbox="1803 829 2005 1092"></td></tr> </tbody> </table>					Partner		Strongly Agree	2024-25			Students (grades 7-12) N=4,936	Are you aware that your school offers support and services for the following groups?	• ELs 81% • Low Income 49% • Foster Youth 25%	• ELs 0% • Low Income +2% • Foster Youth +6%			Parents / Guardians N=895	I am aware of the family engagement opportunities at my school.	69%	+21%			80%	+4%			Employees N=910	The District provides adequate support and services for the following:	• ELs 85% • Low Income 81% • Foster Youth 72%	• ELs +49% • Low Income +10% • Foster Youth +14%			• ELs 93% • Low Income 88% • Foster Youth 78%	• ELs +3% • Low Income +1% • Foster Youth +2%		
Partner		Strongly Agree	2024-25																																		
Students (grades 7-12) N=4,936	Are you aware that your school offers support and services for the following groups?	• ELs 81% • Low Income 49% • Foster Youth 25%	• ELs 0% • Low Income +2% • Foster Youth +6%																																		
Parents / Guardians N=895	I am aware of the family engagement opportunities at my school.	69%	+21%																																		
		80%	+4%																																		
Employees N=910	The District provides adequate support and services for the following:	• ELs 85% • Low Income 81% • Foster Youth 72%	• ELs +49% • Low Income +10% • Foster Youth +14%																																		
		• ELs 93% • Low Income 88% • Foster Youth 78%	• ELs +3% • Low Income +1% • Foster Youth +2%																																		
4.1h Data-Based Decision Making	Implementation of Action: <i>In Progress; Implemented Differently</i> This is a comprehensive topic, and identifying the optimal metric to provide truly informative data for such a broad area presents a challenge. District-wide universal screeners have been successfully implemented to support schools in delivering targeted services to students with identified needs in Social-Emotional Learning (SEL), Reading, and Mathematics. The high rate of screener utilization directly reflects our commitment to identifying and providing necessary services to students. Data confirmation rates are evaluated throughout the year via an Aeries report. The district's back-end systems are vital for providing information and metrics to staff. Platforms such as DnA and Aeries are the primary tools used for accessing student and site information, and for measuring and monitoring progress. Our software engineers ensure that all systems integrated																																				
				\$1,657,332 \$80,372 Source: LCFF/ Other State LRGB	\$1,674,715 \$88,132																																

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 4.1	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.		
	with Aeries operate effectively to generate data outcomes that inform our next steps. System effectiveness is gauged using work order completion and project completion analytics. <u>Effectiveness of Action:</u> <i>Effective</i> Universal Screener Utilization Rates for Fall Assessment Window: Reading: ● 98.7% of students (16,146) in grades 3-8 completed the FastBridge screener aReading. Math: ● 95.7% of students (n=3946) in grades K-1 completed the FastBridge screener earlyMath. ● 97.5% of students (18,529) in grades 2-8 completed the FastBridge screener aMath. Social Emotional and Behavioral Learning ● 92.4% of students (n=5649) in grades TK-1 completed the FastBridge SEL screener SAEBRS. ● 91% of students (27,805) in grades 2-12 completed the FastBridge SEL screener mySAEBRS. Data Confirmation: 90.75% of student records have been recorded with completed Data Confirmation for the 2025-26 academic year. Assessment Team Workorders Completion (DnA): Work order completion data suggests we are on track to exceed the year-end goal. From 7/1/25 to 11/1/25, the Assessment Technicians resolved 404 work orders with an average response time of 5.1 hours and an average resolution time of 2.2 days. Completion status is currently at 100%. Data Quality Staff Work Order Completion (Aeries): Work order completion data suggests we are on track to exceed the year-end goal. From 7/1/25 to 12/1/25, the Data Quality Technicians resolved 815 work orders with an average response time of 2.8 hours and an average resolution time of 5.8 hours. Completion status is currently at 99.5%. Software Engineer Project Progress & Completion: From 7/1/25 to 12/1/25, the software engineering team has made strong progress with multiple projects in active development and two major initiatives already completed. Projects in Progress: ● PowerSchool Analytics & Insights: Core data integration is built, with daily data transfers active. The team is currently in the data mapping and validation phase. ● Renaissance (DnA) API Integration: The test environment is operational, with data integrity validation currently underway.		

Riverside Unified School District

2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update

February 12, 2026

Goal 4.1	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.																								
	- Aeries SIS Cloud Migration: This critical infrastructure project is in its initial "Planning and Discovery phase". Completed Projects: - TK Report Card Revamp: The system is live and aligns with new state learning foundations. - Free & Reduced Data Consolidation: This project is finished, ensuring accurate reporting. <table><tr><th colspan="4">2025-26 LCAP Survey Results</th></tr><tr><th>Educational Partner</th><th>Survey Question</th><th>% Agree or Strongly Agree</th><th>+/- % Change from 2024-25</th></tr><tr><td>Students (grades 7-12) N=4,936</td><td>It is easy to login to platforms such as Illuminate or FastBridge to complete online District assessments.</td><td>85%</td><td>+2%</td></tr><tr><td>Parents / Guardians N=895</td><td>I receive accurate information about my child through Aeries Parent Portal.</td><td>83%</td><td>+9%</td></tr><tr><td>Employees N=910</td><td>RUSD maintains accuracy with our student data systems that allows data-driven decisions to increase student outcomes.</td><td>76%</td><td>+10%</td></tr></table>			2025-26 LCAP Survey Results				Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25	Students (grades 7-12) N=4,936	It is easy to login to platforms such as Illuminate or FastBridge to complete online District assessments.	85%	+2%	Parents / Guardians N=895	I receive accurate information about my child through Aeries Parent Portal.	83%	+9%	Employees N=910	RUSD maintains accuracy with our student data systems that allows data-driven decisions to increase student outcomes.	76%	+10%		
2025-26 LCAP Survey Results																									
Educational Partner	Survey Question	% Agree or Strongly Agree	+/- % Change from 2024-25																						
Students (grades 7-12) N=4,936	It is easy to login to platforms such as Illuminate or FastBridge to complete online District assessments.	85%	+2%																						
Parents / Guardians N=895	I receive accurate information about my child through Aeries Parent Portal.	83%	+9%																						
Employees N=910	RUSD maintains accuracy with our student data systems that allows data-driven decisions to increase student outcomes.	76%	+10%																						
Goal 5.1	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 High School)																								
Action	Mid-Year Data		Budgeted	Estimated Actuals (1st Interim)																					

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 5.1	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 High School)											
5.1a English Learner Growth	Implementation of Action: <i>In Progress; Implemented as Planned</i> A detailed tracking sheet was developed to categorize the proficiency levels of our English Learner (EL) students. This data was then used to accurately assess student needs, leading to the application of the Multi-Tiered System of Supports (MTSS) framework for targeted student support. Effectiveness of Action: <i>Effective</i> Evidence of Success (CA Dashboard Data): • Raincross Continuation High School demonstrated significant progress with a 9.3% increase in the English Proficiency Index (EPI). • Abraham Lincoln Continuation High School maintained positive momentum with a 1.8% increase in the EPI. • Summit View and Opportunity schools did not receive a performance color, as they had an insufficient number of English Learner students to report performance data. The implemented strategies have proven successful, as validated by the CA Dashboard results.	\$68,359 Source: Other State/ Equity Multiplier	\$82,411									
5.1b Increase Grad Rates	Implementation of Action: <i>In Progress; Implemented as Planned</i> We implemented various graduation incentives and closely tracked the progress of seniors. The monitoring allowed for the timely implementation of Tier I and Tier II academic interventions. These supports - including tutors, small group instruction, one-on-one assistance, and social-emotional counseling - were successful in removing barriers to academic success. Effectiveness of Action: <i>Effective</i> These strategies proved successful, as indicated by the CA Dashboard data. Raincross Continuation High School experienced a significant increase in its Graduation Rate (+18.8%), while Abraham Lincoln Continuation High School maintained a 0.8% increase, and Summit View's rate increased by 3.4%. Opportunity High School had no reported performance color due to an insufficient number of eligible graduating seniors. <table><tr><th colspan="3">Graduation Rates</th></tr><tr><th>School</th><th>2024-25 % Students On-Track to Graduate Based on 2nd QTR Grades</th><th>2025-26 % Students On-Track to Graduate Based on 2nd QTR Grades</th></tr><tr><td>Abraham Lincoln Continuation</td><td>65%</td><td>72%</td></tr></table>	Graduation Rates			School	2024-25 % Students On-Track to Graduate Based on 2nd QTR Grades	2025-26 % Students On-Track to Graduate Based on 2nd QTR Grades	Abraham Lincoln Continuation	65%	72%	\$273,827 Source: Other State/ Equity Multiplier/ LREBG	\$172,007 \$83,082
Graduation Rates												
School	2024-25 % Students On-Track to Graduate Based on 2nd QTR Grades	2025-26 % Students On-Track to Graduate Based on 2nd QTR Grades										
Abraham Lincoln Continuation	65%	72%										

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 5.1	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 High School)																												
	<table><tr><td>High School</td><td></td><td></td></tr><tr><td>Raincross Continuation High School</td><td>45%</td><td>38%</td></tr></table>			High School			Raincross Continuation High School	45%	38%																				
High School																													
Raincross Continuation High School	45%	38%																											
5.1c College/ Career Prep	Implementation of Action: <i>In Progress; Implemented as Planned</i> The College-Career Access Pathway (CCAP) courses were successfully implemented within our Alternative Education programs, allowing students to enroll at Riverside City College (RCC) and earn college credit. To ensure success, students in CCAP courses received support through both Tier I and Tier II MTSS strategies, which proved to be beneficial. Effectiveness of Action: <i>Effective</i> The positive impact of the implemented strategies is evident in the College-Career Indicator (CCI) performance data from the CA Dashboard. Raincross saw an increase of 5.4%, Abraham Lincoln Continuation High School increased 2.7%, and Summit View achieved a 5.6% increase in CCI. Opportunity Program's performance color was not reported due to insufficient data. Overall, the data confirms that the strategies have yielded demonstrably positive outcomes. <table><tr><th colspan="5">College and Career Access Pathway (CCAP) Enrollment</th></tr><tr><th rowspan="2">School</th><th colspan="2">Students Enrolled in Two CCAP Classes</th><th colspan="2">% Students Passing with a "C" or Better</th></tr><tr><th>2024-25</th><th>2025-26 Semester 1</th><th>2024-25</th><th>2025-26 Semester 1</th></tr><tr><td>Abraham Lincoln Continuation High School</td><td>2</td><td>0</td><td>75%</td><td>100%</td></tr><tr><td>Raincross Continuation High School</td><td>8</td><td>2</td><td>50%</td><td>71%</td></tr></table>			College and Career Access Pathway (CCAP) Enrollment					School	Students Enrolled in Two CCAP Classes		% Students Passing with a "C" or Better		2024-25	2025-26 Semester 1	2024-25	2025-26 Semester 1	Abraham Lincoln Continuation High School	2	0	75%	100%	Raincross Continuation High School	8	2	50%	71%	\$144,228 Source: Other State/ Equity Multiplier	\$160,511
College and Career Access Pathway (CCAP) Enrollment																													
School	Students Enrolled in Two CCAP Classes		% Students Passing with a "C" or Better																										
	2024-25	2025-26 Semester 1	2024-25	2025-26 Semester 1																									
Abraham Lincoln Continuation High School	2	0	75%	100%																									
Raincross Continuation High School	8	2	50%	71%																									

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 5.1	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 High School)		
5.1d Math	Implementation of Action: <i>In Progress; Implemented as Planned</i> We are monitoring progress using trackers and applying our Multi-Tiered System of Supports (MTSS) framework. This framework includes strategies like small group instruction, one-to-one support, and tutoring, which have had varying degrees of success. Effectiveness of Action: <i>Partially Effective</i> A key finding is that students attending continuation schools would benefit from longer, more sustained interventions. The transient nature of the student population also posed a challenge, as their issues led to a slower pace of skill acquisition, making it more difficult for them to succeed with current interventions. Performance data from the CA Dashboard shows mixed results for the identified schools. Raincross Continuation High School, Abraham Lincoln Continuation High School, and Opportunity Program schools did not receive a performance color due to an insufficient number of students tested. However, both Abraham Lincoln and Raincross Continuation High Schools saw an overall increase in their data despite this limitation. Conversely, Summit View experienced a decrease in performance. These results suggest that the implemented interventions were only partially effective.	\$218,111 Source: Other State/ Equity Multiplier	\$205,111
5.1e Suspension Interventions	Implementation of Action: <i>In Progress; Implemented as Planned</i> Tier I interventions were strengthened with the integration of restorative practice strategies aimed at community building, relationship fostering, and repair harm. Additionally, SAP support was introduced to address social-emotional needs. Effectiveness of Action: <i>Partially Effective</i> CA Dashboard data indicates mixed results. According to the CA Dashboard data, Raincross and Abraham Lincoln Continuation High Schools increased slightly. Opportunity Program declined by 7.4% and Summit View maintained a 0% suspension rate. According to the data, we had partially effective results.	\$137,584 Source: Other State/ Equity Multiplier	\$,104,710
5.1f English Language Arts	Implementation of Action: <i>In Progress; Implemented as Planned</i> Planned interventions, using the MTSS framework small group instruction, one-on-one support, tutoring, etc.), were consistently monitored via established trackers. Effectiveness of Action: <i>Partially Effective</i> The interventions showed mixed results. While available data for Abraham Lincoln Continuation High School, Raincross Continuation High School, and Opportunity Program suggests a general performance improvement, these schools did not receive a performance color on the CA		\$110,067

Riverside Unified School District
2025-26 Local Control and Accountability Plan (LCAP) Mid-Year Update
February 12, 2026

Goal 5.1	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 High School)		
	Dashboard due to an insufficient number of students tested. Conversely, Summit View's performance decreased , according to the Dashboard data. Therefore, the overall effectiveness of the interventions was limited.		