



Local Control Accountability Plan and Community Engagement

Parent Advisory Meeting - February 26, 2026

WELCOME!

Riverside Unified School
District

RUSD Parent Advisory Committee

Local Control Accountability Plan (LCAP)

February 26, 2026

Virtual Meeting

9:00-10:30 am

In-Person -

6:00-7:30 pm

Lari Dean, Ed.D

Director, LCAP & Community Engagement



RUSD

RIVERSIDE UNIFIED
SCHOOL DISTRICT

Interpretation/Interpretación

n

Zoom



Click on the ^ for Spanish interpretation

Haga clic en ^ para interpretación al español

In-Person



See our interpreter for a headset

Vea a nuestro intérprete para obtener los audífonos

Members of LCAP Parent Advisory Committee

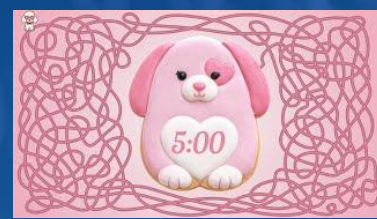


Elementary Schools			Longfellow Elementary	Tannia Acosta ²		High Schools:	
Adams Elementary	Amysue Stevens		Madison Elementary	Sandra Flores		Arlington	
Alcott Elementary	Sindy Ayon		Magnolia Elementary	Sean Halloran		John W. North	
Beatty Elementary			Monroe Elementary	Sunshine Little ³		Lincoln	
Bryant Elementary			Mountain View Elementary			Martin Luther King	Carrie Vahidi
Casa Blanca Elementary	Monique Vidrio		Pachappa Elementary	Malina Medina		Raincross (EOC)	
Castle View Elementary			Rivera Elementary	Christy Ekman		Ramona	Yvonne Melano ¹
Emerson Elementary	Elizabeth Navar Bustamante		Taft Elementary	Jaqueline Garcia Zermeno		Riverside Polytechnic	Steve Bell ²
Franklin Elementary	Diprenda Subedi		Twain Elementary	Carrie Vahidi		Riverside STEM High School	Vanessa Rogers
Fremont Elementary	Stephanie Calvillo Liz Przybylski ²		Victoria Elementary	Patricia Rynearson		Riverside Virtual School	Priscilla Ochoa ¹
Harada Elementary	Marla Warren		Washington Elementary	Maria Ramirez		Parent Groups	
Harrison Elementary	Vanessa House		Woodcrest Elementary	Tiffany Bellinger		DAAPAC	Ann Davis
Hawthorne Elementary	Saili Monk		Middle Schools:			DELAC	Martha Rivera
Highgrove Elementary	Jocelyn Gonzalez		Central Middle School			SECAC	
Jackson Elementary	Cindy De Leon		Chemawa Middle School	Jahayra Janeth Solis			
Jefferson Elementary	Julia Salguero		Earhart Middle School	Aracely Sarmiento ³		LCAP & Community Engagement Dept	
Kennedy Elementary			Gage Middle School	Sandra Jacobo		Lari Dean, Ed.D	Director LCAP & CE
Lake Mathews Elementary	Miguel Contreras ¹		Miller Middle School	Jesus Paulos		Valerie Backstrom, Ph.D	Grants Manager
Liberty Elementary	Jessica Parras		Sierra Middle School	Bianca Corales		Delilah Villegas	Admin Secretary
1= Chairpersons 2= Vice Chairpersons 3=Secretaries			University Heights Middle School	Jessica Molina			

AGENDA

Welcome	<i>Lari Dean, Ed.D Director LCAP</i>
Review of <u>Previous Meeting Notes</u>	
Budget Overview for Parents	<i>Nickie Hoff, Director Shelley Ruzzamenti, Manager Business Services</i>
Transportation Plan	<i>Reggie Royster, Director Maintenance, Operations, & Transportation</i>
Parent Guide to CAASPP	<i>Marisa Rivas, Ed.D, Specialist Research, Assessment, Evaluation</i>
Next Steps & Closure	<i>Lari Dean, Ed.D</i>

Artificial Intelligence (AI) Fun



<https://quickdraw.withgoogle.com/>

Meeting Norms



“ Coming together
is the beginning.

**Keeping together
is progress.**

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

- Henry Ford

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

Purpose of the L^oCAP Parent Advisory Committee



**Connect with
RUSD
Community**



**Collaborate
Openly**



**Create a Plan
for the
Future**



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RUSD

EQUITY

DEFINITION

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

EQUITY TENETS



**Eliminate
disparities and
inequitable
practices**



**Implement
inclusive practices and
policies**

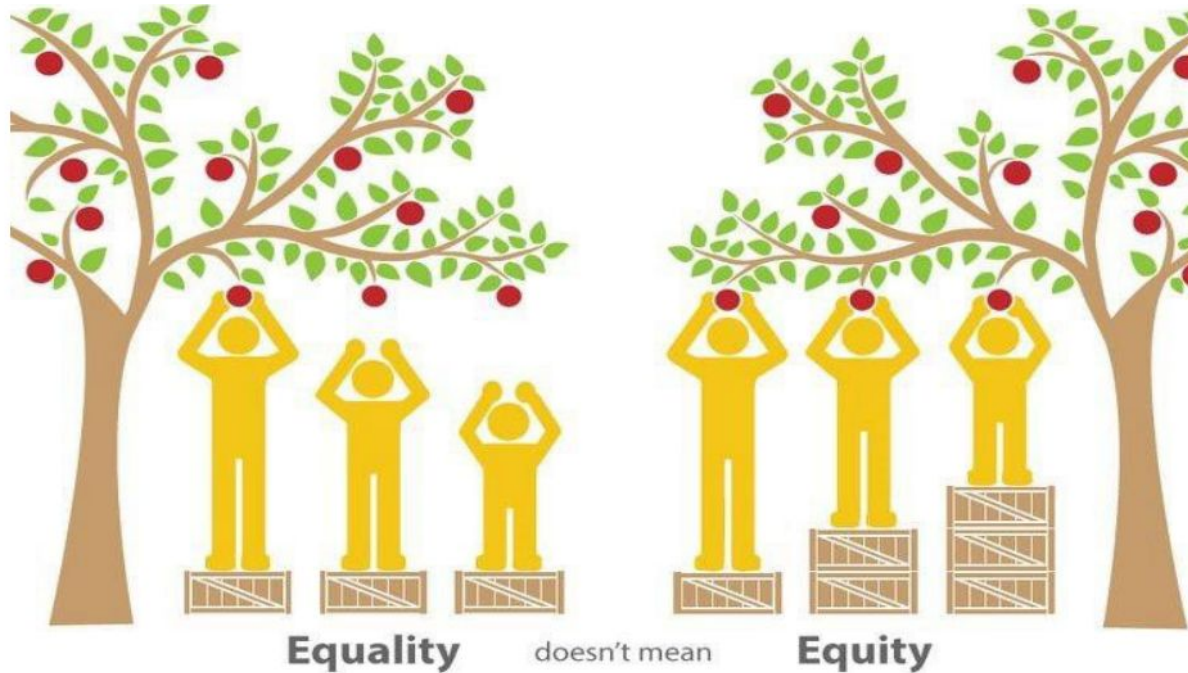


**Honor
individuality with
a focus on high
outcomes for all**



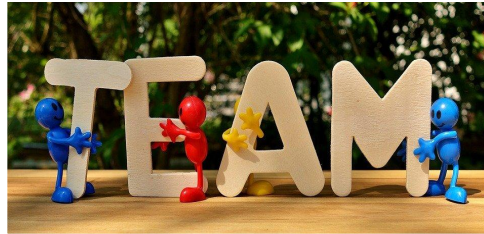
**Guarantee
respectful treatment
where all individuals
feel valued**

Purposeful Decision Making



Students
get what
they need,
when the
need it.

The LCAP helps to tell RUSD's Story



2024-27 LCAP

1



GRADE LEVEL STANDARDS

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

▪



ENGLISH LANGUAGE DEVELOPMENT

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

2



COLLEGE AND CAREER READY

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

3



SCHOOL CONNECTEDNESS

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

4



SUPPORTS FOR LEARNING ENVIRONMENTS

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

5



EQUITY MULTIPLIER

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

LCAP Community Input Sessions 2025-26

Date	Location
Tuesday, January 13, 2026	University Heights Middle School
Thursday, January 15, 2026	Matthew Gage Middle School
Thursday, January 22, 2026	Sierra Middle School
Monday, January 26, 2026	Earhart Middle School
Wednesday, January 28, 2026	Miller Middle School
Tuesday, February 3, 2026	Central Middle School
Monday, February 9, 2026	Riverside STEM Academy
Tuesday, February 23, 2026	Chemawa Middle School
Wednesday, February 25, 2026	VIRTUAL

GOAL 1: GRADE-LEVEL STANDARDS (Academic Support & Summer Programs)



Key Strengths

- Effective strategies (small group instruction, intervention specialists).
- Engaging summer programs (free childcare, full-day schedule, club days).



Concerns & Barriers

Academic Support:

- Math struggles begin early.
- "TOSA pull-out" model dilutes classroom quality.
- Limited before/after-school tutoring access.

Summer Programs:

- Transportation is the primary barrier.
- Issues with content quality (too many worksheets/computer time).
- Lack of clear communication/schedules.



Suggestions for Improvement

- Increase funding for early, site-level intervention (especially for math fundamentals).
- Hire more bilingual support staff.
- Provide transportation and clearer curriculum for summer programs.

GOAL 2: COLLEGE AND CAREER READINESS (College Guidance, CTE, DLI, & Advanced Academics)



Key Strengths

- Helpful events (FAFSA program).
- Expanding CTE pathways.
- High value placed on Dual Language Immersion (DLI) program for cultural and academic impact.



Concerns & Barriers

- **Late Awareness:** Key information (A-G, college, CTE) arrives late (11-12 grade).
- **Lack of Flexibility:** Rigid pathways force premature choices (e.g., AVID vs. CTE vs. DLI)
- **Support Access:** High student-to-counselor ratios; more bilingual support is needed.
- **DLI Issues:** "Continuation Anxiety": difficult access (waitlists, transfers), and conflicts with electives/interventions.
- **CTE Issues:** Low pathway awareness; logistics (transportation, scheduling) complicate off-site courses.



Suggestions for Improvement

- **Standardize Outreach:** Start college/CTE/A-G conversations by 3rd
- **Create Clear Guidance:** Develop a "Decision Tree" or "Menu" for families to navigate options early.
- **Increase Flexibility:** Standardize zero/7th periods or a middle school "Elective Wheel" to resolve program conflicts and allow exploration.
- **Expand DLI:** Open DLI to more schools/languages and ensure adequate bilingual staff (include support staff).
- **Address Logistics:** Provide transportation for off-site CTE or build STEM centers at high schools.

GOAL 3: SCHOOL CONNECTEDNESS (SEL, PBS, Attendance & Extracurriculars)



Key Strengths

- Praised SAP counselors and the shift toward proactive behavioral frameworks (PBS).
- Extracurriculars like band and sports are vital for mental health and confidence.



Concerns & Barriers

- **Social-Emotional Support (SEL):** Lack of full-time SAP counselors, high ratios, and a "Fishbowl" stigma surrounding high school Wellness Centers due to lack of privacy.
- **Positive Behavior Supports (PBS):** Inconsistent implementation and "Reward Fatigue" (e.g., rewarding basic attendance). Operational failures like frequently out-of-stock digital reward prizes.
- **Attendance:** Root causes like transportation, anxiety, and rude teacher comments are not addressed by punitive/shaming policies.
- **Extracurriculars:** "Hidden Costs" for uniforms/gear remain a barrier. Lack of transportation for after-school events and storage space at middle schools.



Suggestions for Improvement

- Ensure full-time SAP presence at all sites and normalize wellness access in younger grades to reduce stigma.
- Improve privacy in wellness centers.
- Address root causes of absenteeism (e.g., transportation).
- Provide transportation and financial support for extracurriculars.
- Implement conflict mediation curriculum.

GOAL 4: SUPPORTS FOR SCHOOLS (Facilities & Technology)



Key Strengths

- Security protocols (Raptor system, single-point entry, cameras) are broadly endorsed and effective.
- Custodial staff are praised for maintaining clean lunch tables.



Concerns & Barriers

- **Facilities & Safety:** Urgent concerns about restroom privacy and hygiene (gaps in stall doors, lack of mid-day custodial staff). Lack of adequate shade structures forces students to eat in direct sunlight. Traffic and speeding cars near campuses are external safety risks.
- **Classroom Technology:** "Screen Size Gap" for high school students doing complex work. Hardware inequity where some receive "fast" newer models and others get "slow" legacy Chromebooks. A debate exists between the need for stricter filters (blocking YouTube) and enhanced access for advanced projects (AI tools).



Suggestions for Improvement

- Install privacy screens in restrooms and fences.
- Add mid-day custodial staff.
- Build shade structures.
- Provide high school students with larger-screen or more robust devices.
- Provide guidance on AI tools (Gemini/ChatGPT) and purchase full software licenses.

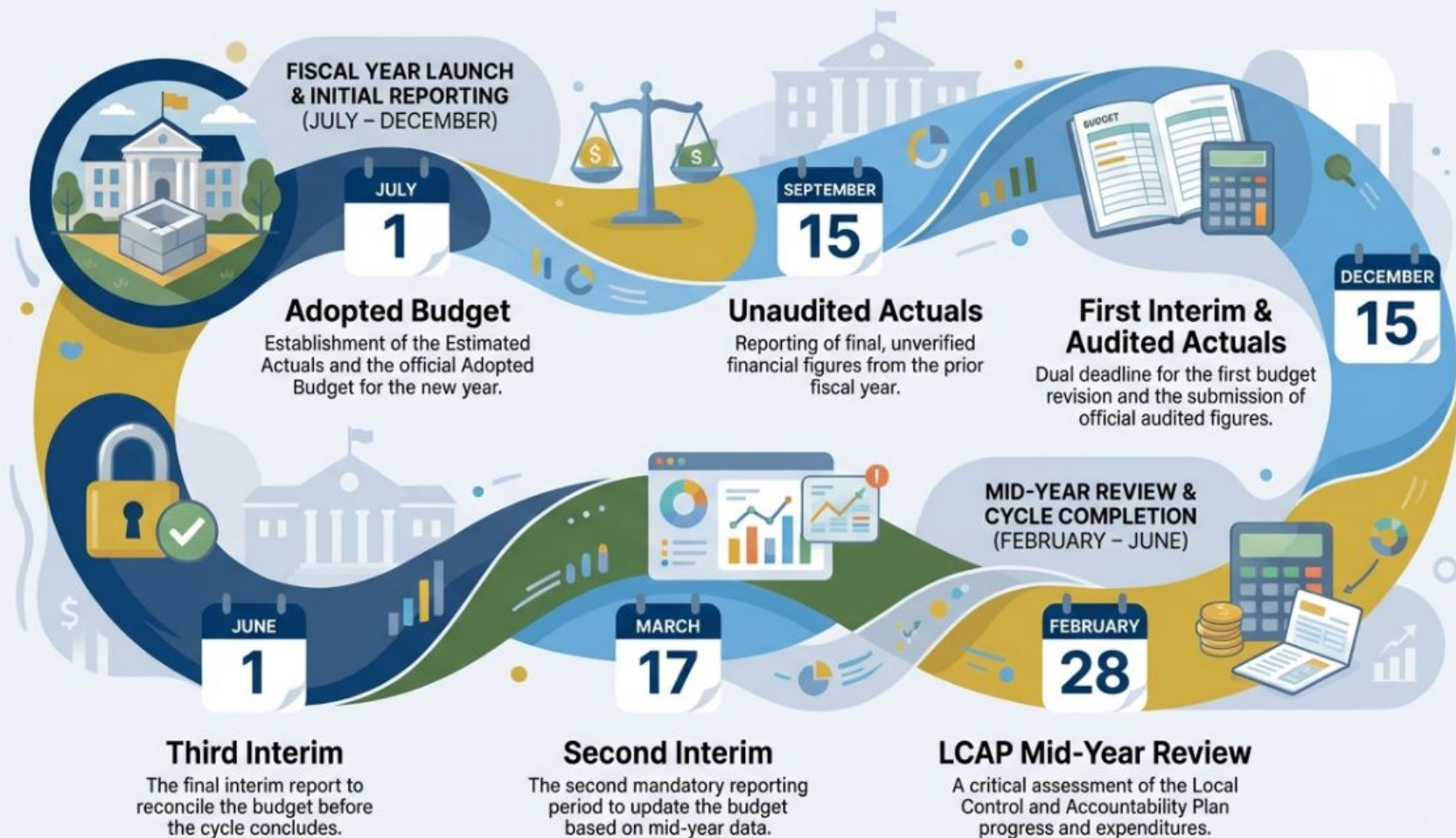
Budget Overview for Parents (BOP)

Nickie Hoff, Director of Business Services
and

Shelley Ruzzamenti, Business
Services Manager



The Annual Budget Reporting Cycle: Key Milestones & Deadlines



Local Control Funding Formula (LCFF)

Built on Simplicity, Flexibility, and Equity to better serve California's students

Base

(Grade Level Adjustments)

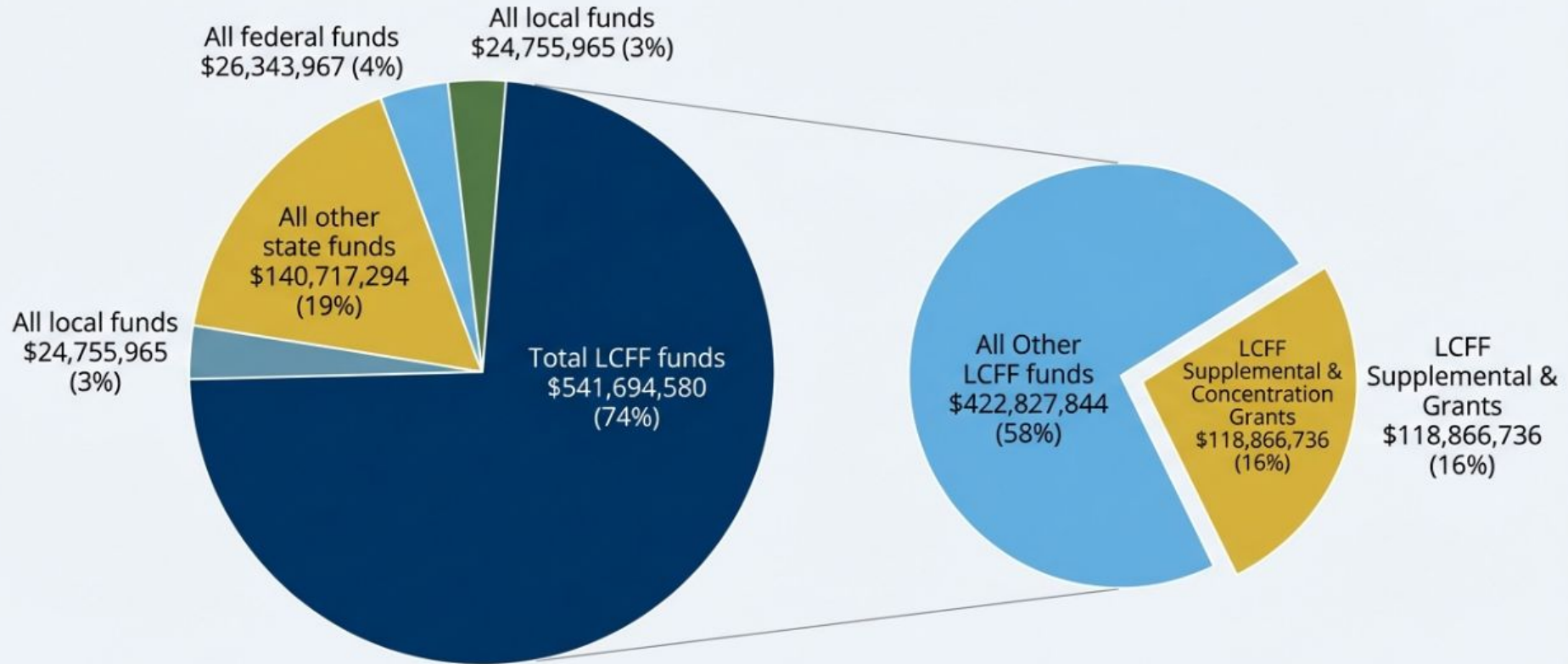
Supplemental

(English Learner, Foster Youth, Low-Income)

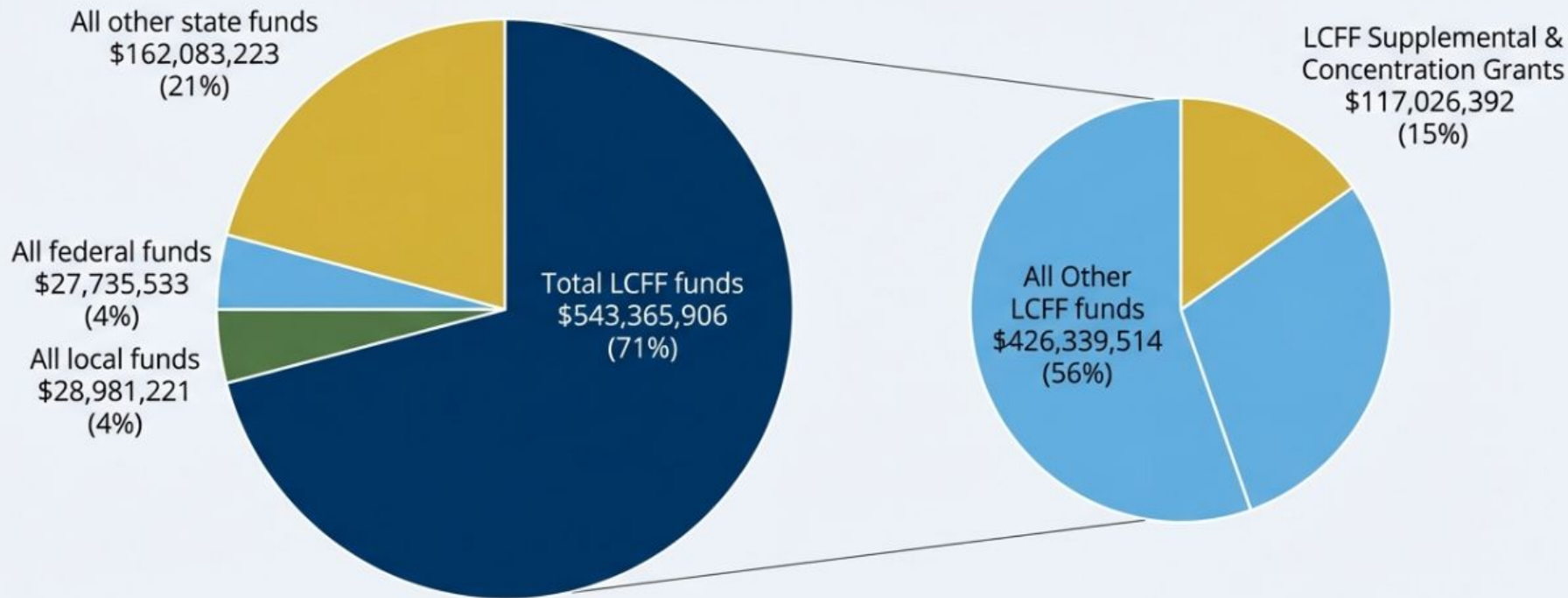
Concentration

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

Projected Revenue by Fund Source (Adopted Budget)



Projected Revenue by Fund Source (First Interim Update)



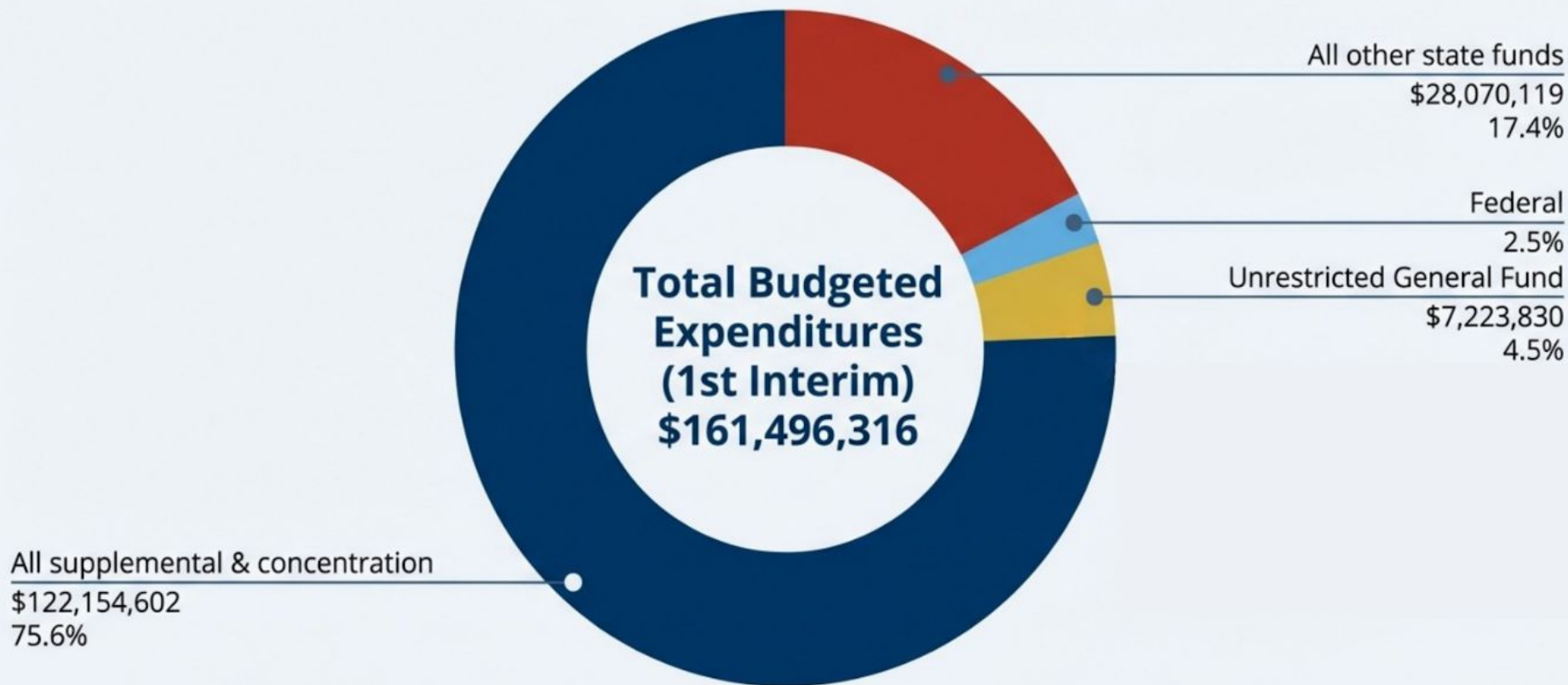
Budgeted Expenditures Context (Adopted)



Budgeted Expenditures Context (First Interim)



Breakdown of LCAP Expenditures (First Interim)



Total Budgeted Expenditures

 Goal/Priority	Total Adopted Budget 	Estimated Actuals 1st Interim 	Expenditures/ Encumbrances as of 1st Interim
 Grade Level Standards	\$39,316,783	\$41,150,640	\$35,155,610
 English Language Development	\$5,838,994	\$5,925,032	\$5,503,495
 College and Career Ready	\$34,546,234	\$36,571,340	\$29,736,137
 School Connectedness	\$48,545,154	\$49,095,876	\$46,156,936
 Supports for Learning Environments	\$27,730,085	\$27,835,528	\$18,739,198
 Equity Multiplier	\$953,498	\$917,899	\$633,553

TRANSPORTATION PLAN 2026/2027 OVERVIEW



Reggie Royster, Director of MOT
Shawn Owen, Transportation



TRANSPORTATION PLAN 2026/2027 - OVERVIEW

Education Code (E.C.) 39800.1 and 41850.1, transportation plan to be adopted by Governing Board by April 1st of each school year.



Plan is designed to:

- Provide safe and consistent transportation
- Describes the services to students
- Allows District to receive up to 60 percent reimbursement of costs

TRANSPORTATION PLAN 2026/2027

Contracted Vendor: First Student

- 229 Vehicles (20 Zero-Emission buses)
- 188 bus routes daily
- 5,970 Students
- 4,613 scheduled field trips annually

Qualified Students, grades 7-12, must have a bus pass.

2024/25 ANNUAL BUS PASS PRICES

- Annual Round Trip \$480.00
- Board authorized Special Accommodations for Secondary students >6 miles
- One Way Trip \$240.00
- 2-Payments Round Trip \$240.00
- 2-Payments One Way Trip \$120.00
- Replacement Pass \$ 20.00



TRANSPORTATION PLAN 2026/2027 - FEEDBACK

Please preview the Transportation Plan on RUSD's website.



Please provide feedback by March 1, 2026, here.



For questions, contact Samuel Precie, Executive Director, MOT & Government Relations at sprecie@riversideunified.org

CAASPP Testing - Setting Up Students for Success



The banner features a white background with yellow and blue watercolor-style shapes in the top corners. At the top left is the 'Starting Smarter' logo in blue and green, followed by the 'caaspp' logo. To the right are links for 'SCORE REPORTS', 'SAMPLE TEST QUESTIONS', and 'FREE RESOURCES', along with a 'ESPAÑOL' button. The main heading 'Starting Smarter' is in large blue and green text. Below it, the subheading 'Understand Your Child's Student Score Report' is in dark blue. A paragraph of text explains the purpose of the resources. To the right is an illustration of a family: a man in a yellow shirt and blue pants, a woman in a blue shirt and red skirt, a young girl in a pink shirt and green pants holding a red box, and another man in a light blue shirt and tan pants.

Starting Smarter

Understand Your Child's Student Score Report

No one knows your child or their needs more than you. Starting Smarter provides you with the resources and information to help you use your child's CAASPP score report to understand the areas where your child is excelling and where they can improve. All of this can begin a conversation with your child's teachers about how your child's learning and progress can be supported in school and at home all year long.

 ca.startingsmarter.org

CAASPP Testing - Starting Smarter Resources

**Starting
Smarter**



1

[SCORE REPORTS](#)

2

[SAMPLE TEST QUESTIONS](#)

3

[FREE RESOURCES](#)

[ESPAÑOL](#)

1

Score Reports

The tests your child takes are meant to measure the skills important for college and career readiness. Each score report is designed to help you and your child's teachers identify where your child is excelling or where they may need further support.

2

**Sample Test
Questions**

Enter your child's subject, grade, and area to get descriptions of the skills and sample test questions in each area.

3

Additional Resources

Use this information to have a meaningful conversation with your child's teacher about the skills and content in the grade level and to support your child's learning at home.

 ca.startingsmarter.org

[Download a Sample Score Report](#)

Jenny's Performance Areas




Reading and Listening

How well did Jenny understand written and spoken information?

 **Near Standard**

2 Starting Smarter - Sample Test Questions



Check out the **Test Questions**

Enter your child's **subject**, **grade**, and **area** to get descriptions of the skills and sample test questions in each area.



Select Subject



Select Grade



Select Area



SUBMIT

 ca.startingsmarter.org

2 Starting Smarter - Sample Test Questions

1

Listen to the presentation. Then answer the question.

Go Fly a Fengzheng

▶ 0:00 / 1:54 — 🔊 ⋮

READ TRANSCRIPT

Select **three** topics that **best** describe what the Chinese learned about from their kite designs.

- ☐ air currents
- ☐ birds
- ☐ gliding
- ☐ heaven
- ☐ wind changes

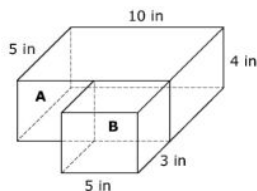
SHOW CORRECT ANSWER ▾

ELA

3

Megan arranges Box A and Box B on her study table.

- The dimensions of Box A are 10 by 5 by 4 inches.
- The dimensions of Box B are 5 by 3 by 4 inches.



Enter the combined volume, in cubic inches, of both boxes.

Student response here

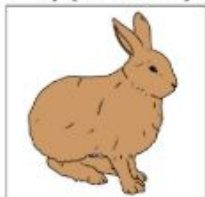
SHOW CORRECT ANSWER ▾

Math

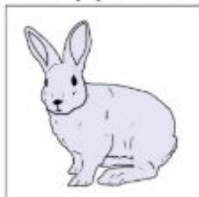
1

Arctic hares live in the northernmost parts of North America where the ground is covered in snow during the coldest months. Arctic hares change fur color by molting and growing new fur twice a year. The diagram shows a hare in July and a hare in January.

July (brown fur)



January (white fur)



🔍 ENLARGE

Science

Explain how the change from a brown fur coat to a white fur coat helps arctic hares to survive in the winter.

Enter your answer in the box provided.

Student response here

SHOW CORRECT ANSWER ▾

3

Starting Smarter - Additional Resources



BE A LEARNING HERO!

Visit the Learning Heroes website to find resources and tools—such as Grade-Level Roadmaps, Readiness Checks, and a Parent-Teacher Planning Tool—to help your child thrive in school.

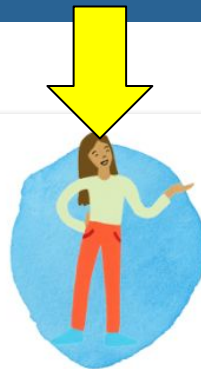
GO TO THE SITE



SUPPORT YOUR CHILD'S LEARNING

Review these steps you can take to further support your child's learning and development outside of the classroom.

GET THE RESOURCE



PARTNERS IN LEARNING

This resource provides information for families as they work as partners to support their child at school. Review this list to help guide conversations with your child's teachers to further support your child.

GET THE RESOURCE

Partners in Learning



This resource provides information for families as they work as partners to support their child at school. It is not intended to be an exhaustive list. Have a conversation with your child's teachers and school staff regarding their progress at school.

Information to Share with Your Child's School

- Your child's educational experience
 - At other schools or classrooms within the same district
 - At previous school districts
 - Prior to coming to the United States (if new to the country)
- Whether or not you have access to your child's previous school records
- Whether your child's prior schools have any academic concerns
- Your child's prior English language instruction (if your child is an English learner student)

Questions to Ask Your Child's Teachers

- How does my child communicate ideas and express themselves at school?
- How can I help my child gain skills to study and stay organized?
- Where can I find texts and other resources, such as videos or audio recordings, to deepen understanding and build vocabulary?
- What other supports can be put in place to support my child?

Items to Ask Your Child's School to Provide to You

- Translations (as needed)
- Class schedule(s)
- Teacher contact information
- Map of the school
- Meal options at school
- Information for free or reduced-price meals
- Transportation information to and from school

You can request an explanation of policies in your native language regarding homework, attendance, illness, discipline, immunization, dress code, and curriculum and course options.

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3 Starting Smarter - Additional Resources



GUIDE TO PARENT TEACHER CONFERENCES

This worksheet can guide you through a discussion with your child's teacher about how well your child is meeting grade-level expectations and progressing in their learning.

[GET THE GUIDE](#)



LEXILE & QUANTILE MEASURES

Lexile and Quantile measures provide a targeted approach for matching students with resources appropriate to their ability. Learn more from the California Department of Education.

[GO TO THE SITE](#)



CAASPP FAQ PAGE

Have some questions? Check out our FAQ page for more information!

[GO TO OUR FAQs](#)



Starting Smarter

Parent-Teacher Conferences

Where the Partnership Starts

When parents and teachers work together as a team, children do better in school. The parent-teacher conference is an ideal time to get the partnership started.

Use the formal teacher-parent conference for a focused, two-way conversation.

- Ask questions about grade level learning goals and your child's progress.
- Discuss any standardized test scores you have received:
 - » Are they consistent with the strengths and weaknesses the teacher sees in your child's performance?
 - » How will the teacher use them to guide instruction for your child?
 - » What can you do to help your child be successful?
- Tell the teacher more about your child so they can do the best job possible.
- If your child is having difficulties in class (either academic or behavioral) discuss them constructively and agree together on an action plan.

Some frequently asked questions about conferences

Q. What are some specific questions I should ask during the conference?

A. Questions you ask during the conference can help you express your hopes and concerns for your student. It's a good idea to make a list and ask the most important questions first, in case time runs out. Here are a few examples of questions you could use.

- How are you measuring my child's progress? Through tests? Portfolios? Class participation? Projects?
- What subject does my student like most? Least?
- What can I do to help my child with subjects he finds difficult?
- Is my child trying as hard as he can?
- Does my child participate in class discussions and activities?
- Is my child in different classes or groups for different subjects?
- Which ones? How are the groups determined?
- How well does my child get along with others?
- Have you noticed changes in the way my child acts? For example, have you noticed squinting, tiredness, or moodiness that might be a sign of physical or other problems?
- What kinds of tests do you give?
- What do the tests show about my child's progress?
- How does my child handle taking tests?



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Questions



Looking Ahead

- Culture and Climate Survey
 - *February 23 - March 13, 2026*
- Data Collection and Analysis
- Parent Advisory Meeting
 - *April 23 - Proposed updates for 2026-27 Plan and LCAP Questions for the Superintendent*
- Board Meetings
 - *Public Hearing: June 4, 2026*
 - *Adoption: June 25, 2026*

