



Local Control Accountability Plan and Community Engagement

Parent Advisory Meeting - May 6, 2026

Interpretation/Interpretación

n

Zoom



Click on the ^ for Spanish interpretation

Haga clic en ^ para interpretación al español

In-Person



See our interpreter for a headset

Vea a nuestro intérprete para obtener los audífonos

Agenda

2026-27: Year 3

- Educational Partner Feedback
- Action Review: Proposed Adjustments
- Questions
- Next Steps



Focus Student Groups:

English Learners

Low-income

Foster Youth

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			

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**



RUSD

RIVERSIDE UNIFIED
SCHOOL DISTRICT

RUSD

EQUITY

DEFINITION

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

EQUITY TENETS



**Eliminate
disparities and
inequitable
practices**



**Implement
inclusive practices and
policies**

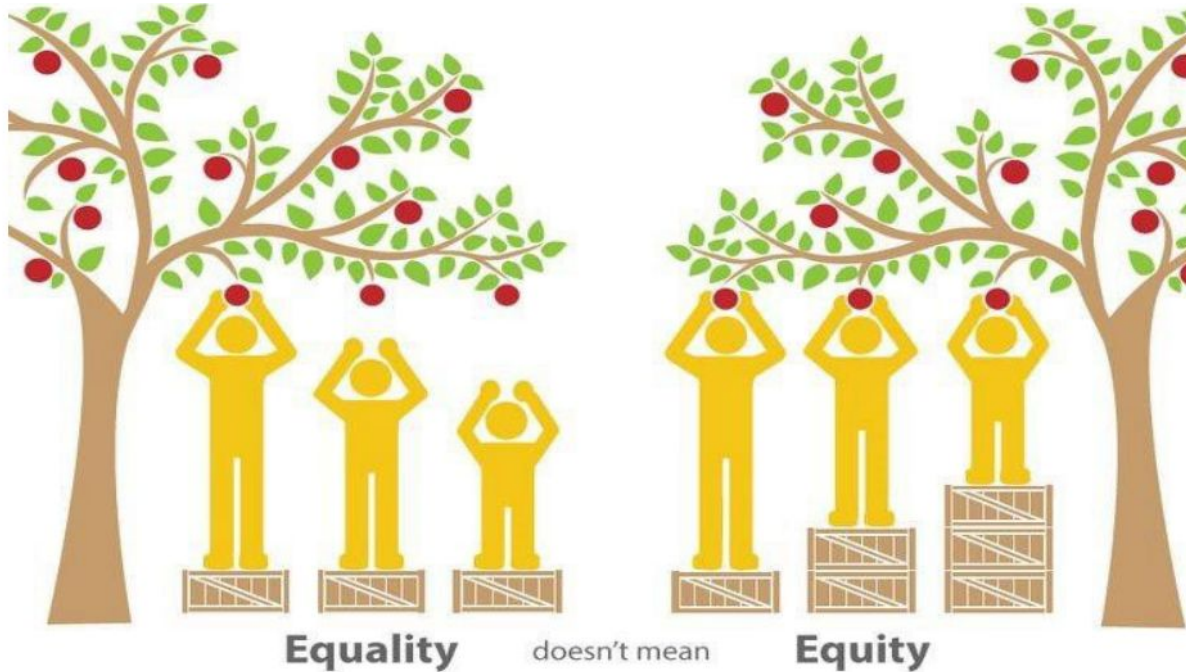


**Honor
individuality with
a focus on high
outcomes for all**



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

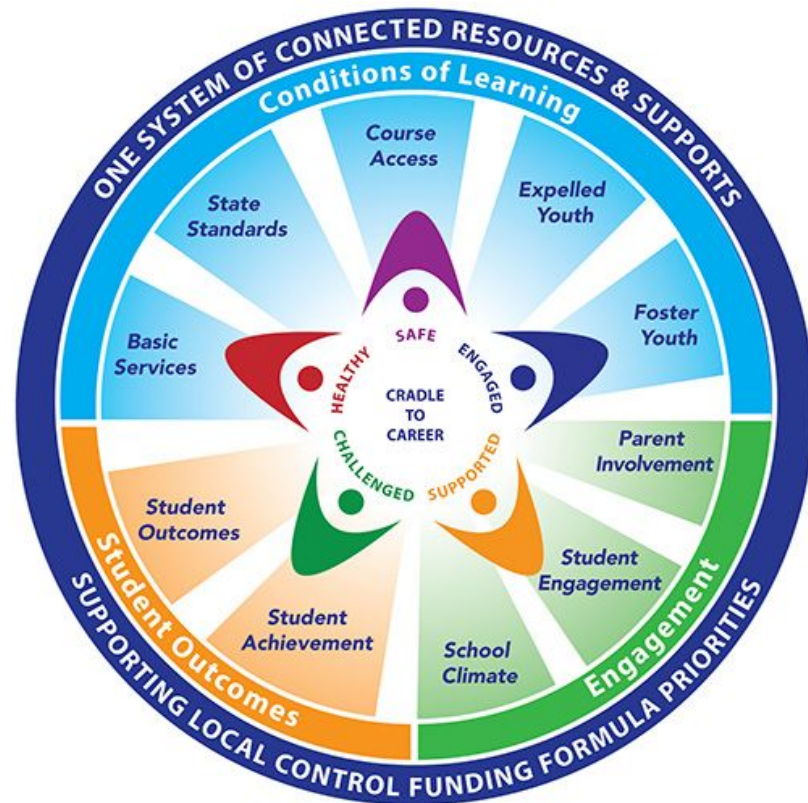
Purposeful Decision Making



Students
get what
they need,
when the
need it.

What is the LCAP?

- Three (3) year plan
- Student data
- Parent, student, employee, and community partner feedback
- Additional funds for needs of:
 - Foster Youth
 - English Learner
 - Low-income



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)

Highlights: Academic Programs, Interventions, and Support



Dual Language Immersion (DLI)

Parents across LCAP, DELAC, Somos DLI, and community sessions **praised the program** for fostering bilingualism, cultural awareness, and academic rigor.

[LCAP Action 2.3c](#)



AVID

Highly regarded by families, students, and teachers for **teaching goal setting, critical thinking, organization, and collaboration**. [LCAP Action 2.4a](#)



Career Technical Ed (CTE)

Students across all grade levels, as well as DAAPAC and community sessions, value CTE programs and offerings for **providing practical skills and professional certifications**. [LCAP Action 2.3a](#)



Instructional Quality

Parents reported good **student progress**. Principals noted success of MTSS Liaisons and ELD TOSAs in **building staff relationships and skills**.

[LCAP Action 1.1a, 1.1b, 1.7b](#)



Targeted Interventions

CSEA Effective **one-on-one assistance for at-risk students**. Parents and RCTA praised for **summer programs and tutoring academies**. [LCAP Actions 1.1e, 5.1b](#)



STEM, Coding & Science

6th Grade Science Camp and Digital Learning Team programs like Coding Clubs, Family Innovation Nights, and “Ignite Her Mind” are highly acclaimed by students and RCTA members. [LCAP Action 1.4b, 1.6a, 1.6d](#)

Highlights: School Connectedness and Extracurriculars

Extracurricular activities and programs that promote a sense of belonging received universal praise:



Schools +2, Athletics, and Clubs

Parents, students, and principals view sports programs, after-school clubs (like HEARTS, Mecha, and JROTC), and **extracurricular activities as vital** to building student confidence, engagement, and school connectedness.

[LCAP Action 3.3c](#)



Visual and Performing Arts (VAPA)

Middle and high school students emphasized that marching band, choir, dance, and theater provide an **essential creative outlet and support emotional well-being**.

[LCAP Action 3.3b](#)



Sense of Belonging and Community

Surveys across families, teachers, and staff showed strong favorability ratings regarding **school climate**. Students specifically **value these connections**.

[LCAP Action 3.3a](#)

Highlights: Engaged and Safe Learning Environments

Feedback emphasized the importance of safety, positive behavior structures, and the dedication of district staff:



Positive Behavior & Supervision

Community members and Principals report effective ticket systems, reward programs, and approachable Campus Supervisors improve climate and reduce absenteeism.

[LCAP Action 3.2c](#)



Supportive Staff & Wellness

Parents and students frequently cited caring teachers and counselors who ensure students feel loved. CSEA also benefit from accessible wellness opportunities.

[LCAP Actions 4.1b, 4.1c](#)



Safe Facilities & Technology

Educational partners noted general increase safety ratings with upgraded facilities like the new North HS gym and satisfying, reliable technology.

[LCAP Actions 4.1a, 4.1d](#)

Highlights: Family Engagement and Communication

Efforts to keep families informed and included were recognized as a major strength:



Proactive Communications

Parents, students, and members of DELAC and DAAPAC highly value **transparent communication** via ParentSquare and "Cafesito" is highly valued for **keeping families informed** about schedules and progress.

LCAP Action 3.1c



Translation & Interpretation

Principals identified **core services** including Spanish and ASL. CSEA members highlighted bilingual Instructional Assistants as a **vital bridge for effective community communication**.

LCAP Action 3.1b



Resources & Accommodations

Parents appreciate the availability of **digital tools** (Aeries, Starting Smarter), Spanish assessments, and IEP/504 accommodations to **support diverse learners**.

LCAP Actions 1.1c, 3.1a, 4.1d, 4.1h

Suggestions and Proposed Improvements: Academic Programs & Support



Targeted Math Support

Parents recommend a **peer tutoring** program and **interactive tools** beyond basic calculators to ensure students truly conceptualize math.



English Learner (ELD) Needs

Proposals include a "double period ELD/ELA for newcomers" and **supplemental tools** like Rosetta Stone for long-term residents.



Special Education Transition

The SECAC proposes renaming "Project TEAM" to "Project TEAM College" to emphasize a **life skills college transition model**.



Technology & AI

Student leaders suggest a plan for **responsible AI** use and **monitoring of tools** like "Amira" to ensure feedback accuracy.

Suggestions and Proposed Improvements: Staffing & Resource Allocation



Full-Time Site Support

Principals reported that part-time (2-day-a-week) assignments for MTSS Liaisons, ELD TOSAs, and Inclusive Practice Specialists are ineffective. They strongly requested **full-time assignments** to make a "substantial impact".



Class Sizes & TOSAs

Teachers advocate for **eliminating combo classes** and smaller sizes (TK-2). Staff desire transitioning **TOSAs** back to classrooms or direct intervention roles.



Staffing

Requests for **more hours** for Instructional Aide 1s (5 to 8 hours). Suggestion for **rotating principals** every five years to boost morale.

Suggestions and Proposed Improvements: Safety, Wellness, & Facilities



Mental Health Counselors

There was a widespread demand across parent, student, teacher, and classified staff groups for **more full-time** Student Assistance Program (SAP) and MTSS **counselors** at every site to address long waitlists and growing behavioral needs.



Facility Upgrades & Restrooms

Educational partner groups urgently requested **modernized facilities**. Focus was placed on cleaning/maintaining student **restrooms** (fixing locks, providing soap) and establishing **secure** front office entrances where visitors must be buzzed in.

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Funding Differences Overview

LCFF Supplemental & Concentration Grants



2025-26

\$118,866,736

2026-27

\$118,471,685

Total Budgeted Expenditures (includes other State and Federal Funds)



2025-26

\$156,930,749

2026-27

\$162,690,319

2026-2027 Proposed Changes

Staffing & Funding

Involves staffing reallocations and strategic funding shifts to support content-specific professional development.



Programmatic Changes

Focus on enhancing college and career readiness programs across the district.



Instructional Technology

Strategic updates to technology integration to improve student learning outcomes and instructional delivery.



Next Steps

Implementation of these proposed changes is scheduled for the start of the 2026-2027 school year.



Proposed Adjustments for Goals 1.1-1.6

Grade-Level Standards

Professional Learning

Funds from Action 1.1a reallocated to support **content-specific PD** in Math, ELA, Science, and HSS.



Science Staffing

Elimination of 1.0 FTE Staff Development Specialist position (1.4a).



Instructional Tech

Increase in educator training and resources for Artificial Intelligence (AI).



Computer Science

Increasing funding for CS and Computational Thinking for greater participation.



HSS Curriculum (Civics)

Shift of some funds from Ethnic Studies (1.5b) to strengthening **civics implementation and professional learning** (1.5c).



Early Literacy

PD emphasizing **systematic, explicit, multi-sensory** reading instruction (1.2b).



Expanded Learning Programs

Expanded Summer Programs (1.1e) to address increased enrollment for Elem/Middle school students.



Proposed Adjustments to Action 1.7

English Language Development

Instructional Pathways

The district is adding **ELD courses** at the middle school and high school levels.



Class Size Reduction

The plan includes adding FTEs to reduce ELD class sizes to **<25.1**.



Maintain Course Access

Adding FTEs for **0/7th period** at the high school level to ensure multilingual learners can maintain access to a broad course of study (1.7c).



Proposed Adjustments to Goals 2.1-2.4

College and Career Ready

Program Discontinuation



Actions 2.4c & 2.4d discontinued due to conclusion of A-G Access/Success Grant. Activities now covered under Goal 2.1c.

Staffing & Shift



Elimination of 1.0 FTE in Action 2.4b.

Responsibility Shift (2.1c):

Sites now develop own alignment protocols and analyze data.

Dual Enrollment



Expanding summer course offerings (2.3b). Sections increasing from 1 to 2 at all comprehensive HS and STEM High School.

Program Expansion



- **CTE:** New Welding & Fab at North High.
- **DLI:** Expansion of Seal of Biliteracy to 10th grade.

Proposed Adjustments to Goals 3.1-3.3

School Connectedness

Staffing Reallocation



Two 0.8 FTE **positions redistributed** from Equity, Culture & Climate (3.3a) across four other actions (1.1a, 3.1a, 4.1g, 4.1h) to better align with job responsibilities.

Attendance



Incorporating Learning Communities for School Success Program (**LCSSP**) grant for A2A school incentives and **adding 2 FTE TOSAs to Attendance Team Facilitation** (3.2b).

Co- & Extracurricular (Schools +2)



- Increased **PD on Orenda** Promote System (only contract for software).
- Elimination of 0.4 FTE MS TOSA.
- Addition of 0.4 FTE Director IV, Athletics.

Expansion of Services & Staffing

Family Engagement



3.1a: Expanding Community Engagement Initiative to include a Peer Leading and Learning Network to build sustainable community engagement systems.

Social-Emotional



3.2f: Increased compensation for SAP Counselors for extra duties supporting students with intense needs.

Foster Youth Management



3.2h: Increasing behavioral intervention to reduce suspension and chronic absenteeism via extra staffing.

Proposed Adjustments to Goals 4.1

Supports for Learning Environment

Staffing & Funding Shift



The Professional Growth Systems action (4.1c) is adding **2 FTE** support teachers and **1 FTE** classified mentor, as originally planned in their roll-out plan.

Cost Adjustments



Funding for Safe Facilities (4.1a) and Classroom Technology (4.1d) is increasing to account for increases in inflation and rising vendor costs.

1. Education Equity Block Grant (EEBG) conclusion impacts staffing levels in Goal 4.1c.

Submit Questions/Feedback on LCAP

Share Your Voice

RUSD is finalizing our Local Control and Accountability Plan (LCAP). To ensure our draft reflects community priorities, we invite your feedback for the Superintendent on proposed goals, actions, and budget allocations.



<https://forms.gle/1amLD8ftoLcroZoQ8>



Looking Ahead

June 1-3	LCAP - Public Review
June 4	Board Meeting: Public Hearing
June 25	Board Meeting: Adoption

Preparing for the 2027–2030 LCAP



Timeline for Development

- 01 Fall 2026:** Start engaging educational partners (parents, staff, students) to review the current cycle and identify new needs.
- 02 Winter 2026–27:** Analyze mid-year data and survey results to inform goal setting for the new cycle.
- 03 Spring 2027:** Write the draft LCAP, including new goals, actions, and budget priorities.
- 04 May–June 2027:** Public hearing and Board approval for the new LCAP on or before July 1, 2027.

Key Actions for 2027–2030 Cycle

Engage Partners Early

Input from PAC, DELAC, and student groups starting late 2026.

Review Old Data

Analyze 2024–27 effectiveness to keep, modify, or eliminate actions.

Include Unexpended Funds

Incorporate remaining LREBG funds into 2027–28 LCAP.



Make Your Voice Count Again!

Commitment to Continue Serving on the 2026-27 LCAP Parent Advisory Committee

Why Continue Your Service?

- Ensure perspectives are heard and valued.
- Provide critical feedback on LCAP goals and funding.
- Collaborate with other parents and district leaders.
- Help shape the future of our school community.



Scan or click to submit your confirmation.

<https://forms.gle/EixkZ1teEjpGNSUT6>



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