

Riverside Unified School District
2024-27 Local Control & Accountability Plan (LCAP)
YEAR 3: 2026-27 ACTIONS (Adopted June 25, 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)

Priority	Goal Type	Title
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
ENGLISH LANGUAGE DEVELOPMENT	Focus Goal 1.7	Designated English Language Development (ELD)

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Priority	Goal Type	Title
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		Lincoln, Opportunity, and Raincross and <i>Summit View (added for 25-26)</i>

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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	Action Title	Description	2026-27 Adopted Funds
1.1a	Professional Learning to Support Grade-Level Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of academic grade-level State Standards, the Frameworks, and research-based practices to target the learner variability of students with a priority on English learners, Low-income, Foster Youth, and Students with Disabilities. Research-based practices include the implementation of the following: • Universal Design for Learning • Essential Standards and Learning Targets • Grading Practices aligned to Essential Standards and Learning Targets	LCFF \$969,366
1.1b	Instructional Coaching to Support Multi-Tiered System of Supports (MTSS)	Provide site-based instructional coaching at all school sites provided by MTSS Liaisons on delivering effective first instruction and in-class intervention based on district and formative assessment results that are standards aligned emphasizing the three elements of constructive collaboration: a focus on learning and well-being, a culture of collective responsibility, and a results orientation.	LCFF \$4,310,083
1.1c	Instructional Coaching to Support Inclusive Practices	Provide site-based instructional coaching at all elementary school sites provided by Inclusive Practices Specialists and Special Education Teachers on Special Assignment with the focus of implementing accommodations for Students with Disabilities (SWD) to ensure access to grade-level standards with a focus on ELA and Math learning outcomes.	LCFF \$727,518 Other State: Special Education \$553,215
1.1d	Expanded Instructional Planning	Expand planning time by one half-hour within the contracted day to give teachers increased opportunities to analyze common formative assessments and district interim assessments using the cycle of inquiry, share best practices, and plan instructional strategies to better address learner variability with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$13,099,853
1.1e	Expanded Summer Programs for Elementary and Middle School Students	Expand learning time for elementary and middle school students based on student needs to narrow learning gaps in grade-level standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English learners, Foster Youth, Low-income, and Students with Disabilities; support will be identified through local assessments, and pre-and post-assessments will be administered to determine the progress and effectiveness of the summer program.	Other State: ELOP Grant \$5,813,686

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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	Action Title	Description	2026-27 Adopted Funds
1.1f	Preschool Academic Foundations	Provide students increased and expanded preschool opportunities to build a strong academic foundation in oral language development, early literacy and numeracy with a priority on Low-income students.	LCFF \$165,190

Focused Actions 1.2 English Language Arts			
Action	Action Title	Description	2025-26 Adopted Funds
1.2a	Professional Learning to Support Grade-Level ELA Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in English language arts, the Framework, and research-based practices to target the learner variability of students, with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities. Research-based practices include the implementation of the following: • The adopted English language arts curriculum to teach the grade-level standards • The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards in English language arts • Integrated English Language Development • Reading, writing, language, listening, and speaking within English language arts and across content areas.	LCFF \$925,781
1.2b	Early Literacy Development	Teach early literacy skills in grades K-2 through the implementation of direct and explicit, structured, multi-sensory instruction, with a priority on English learners, Low-income, and Students with Disabilities.	LCFF \$60,474 Other State: \$40,000
1.2c	Reading Intervention for Secondary Students	Provide additional strategic and intensive reading interventions aligned to grade level standards at secondary schools that utilize explicit, systematic, structured, and multisensory teaching strategies to narrow the outcome gaps of student groups with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$921,588

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Focused Actions 1.3 Mathematics			
Action	Action Title	Description	2025-26 Adopted Funds
1.3a	Professional Learning to Support Grade-Level Mathematics Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in mathematics, the Framework, and research-based practices to target the learner variability of students, with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities. Research-based practices include the implementation of the following: • The adopted mathematics curriculum to teach the grade-level standards • The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards mathematics instruction • Integrated English Language Development • Early numeracy skills, purposeful math fluency practices, content knowledge, and conceptual understanding in mathematics	LCFF \$886,574
1.3b	Instructional Coaching to Support Strategies in Mathematics	Provide site-based instructional coaching at school sites provided by Elementary and Secondary Mathematics Teachers on Special Assignment on delivering effective first instruction and in-class intervention based on district and formative assessment results that is standards aligned emphasizing engaging students with multiple mathematical representations, rich mathematical tasks, deep conceptual understanding, and purposeful fact fluency with a priority on English learners, Foster Youth, Low-income, American Indian Students, and Students with Disabilities.	Other State: LREBG \$2,907,193
1.3c	Supplemental Mathematics Resources for Elementary & Secondary Students	Provide supplemental mathematics resources and applications at school and home to increase conceptual understanding and mastery of grade level standards, resources include targeted interventions, ongoing assessment, and progress monitoring.	LCFF \$12,001 Other State: LREBG \$388,505
1.3d	Math Intervention for Secondary Students	Provide opportunities for students who have been chronically unsuccessful in Math, identified using assessments and grades, to be enrolled in a structured grade level standards and content aligned math course with lower class sizes with a priority on English learners, Foster Youth, Low-income, American Indian Students, and Students with Disabilities.	LCFF \$54,442 Other State: LREBG \$2,834,898

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Focused Actions 1.4 Science			
Action	Action Title	Description	2026-27 Adopted Funds
1.4a	Professional Learning to support Grade-Level Next Generation Science Standards (NGSS)	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in science, the Framework, and research-based practices to target the learner variability of students, with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities. Research-based practices include the implementation of the following: • The adopted science curriculum to teach the grade-level standards. • The adopted alternate curriculum to provide students with exceptional needs access to grade-level aligned standards science instruction and experiential learning opportunities. • Integrated English Language Development • Understanding and use of the Science and Engineering Practices (SEPs) of NGSS	LCFF \$573,248
1.4b	Elementary Science Experiential Learning	Provide elementary grade students with at least three experiential learning opportunities aligned to grade level science standards, including sixth grade science camp, to increase background knowledge with a priority on English learners, Foster Youth, and Low-income students.	LCFF \$1,333,350
1.4c	Secondary Science Experiential Learning	Expand common grade level standards and content-aligned experiential learning activities within the school day for middle and high school students across the district to increase background knowledge with a priority on English learners, Foster Youth, and Low-income students.	LCFF \$115,759
1.4d	Expanded STEM Learning	Provide STEM learning opportunities outside of the school day and during the summer, with a priority on English learners, Foster Youth, and Low-income students.	Other State: ELOP \$974,214

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Focused Actions 1.5 History Social Science

Action	Action Title	Description	2025-26 Adopted Funds
1.5a	Professional Learning to support Grade-Level Standards & Course Content in History Social Science	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of grade-level State Standards in History Social Science, the Framework, and research-based practices to target the learner variability of students, with a priority on English learners, Foster Youth, Low-income students. Research-based practices include the implementation of the following: • The adopted History Social Science curriculum to teach the grade-level standards. • Integrated English Language Development • Critical thinking and historical reasoning skills through the practice of inquiry with accurate, age-appropriate resources that highlight multiple perspectives.	LCFF \$219,543
1.5b	Ethnic Studies Curriculum Development	Implement the comprehensive Ethnic Studies plan that includes increased diverse course offerings that include the experiences, teach the history, and highlight the contributions of people of color with prioritized support for English learners, Foster Youth, Hispanic, African American/Black, Asian Pacific Islander, and American Indian students.	LCFF \$35,730 Other State: LREBG \$368,667
1.5c	Civics	Implement the civic engagement plan to expand students' civic skills and values and develop social, political, and civic participation through school and community projects; increase the number of students who earn the State Seal of Civic Engagement with a priority on English learners and Low-income.	LCFF \$130,000

Focused Actions 1.6 Instructional Technology

Action	Action Title	Description	2026-27 Adopted Funds
1.6a	Professional Learning to Support Instructional Technology Integration	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of International Society for Technology in Education (ISTE) Standards for Educators and Students, classroom engagement strategies, and integration of technology to support standards-based instruction. Research-based practices include the implementation of: • Utilization of research-proven instructional strategies that support all learners • Digital Media Literacy & Citizenship • Computational Thinking • Design Thinking	LCFF \$763,004 Other State Funding: \$196,164

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1.6b	Learning Support for Instructional technology	Provide instructional technology resources to support core curricula across all schools that will bridge gaps in student learning with a priority on English learners, Foster Youth, and Low-Income students.	LCFF \$162,924
1.6c	Digital Citizenship Curriculum	Continue building a culture of Digital Literacy and Digital Citizenship among RUSD students by implementing a research-based classroom curriculum. Engage families with resources to continue building a positive digital culture at home.	LCFF \$186,026
1.6d	Computer Science and Computational Thinking Opportunities	Provide increased access for unduplicated student groups to district-wide Computer Science/Computational Thinking enrichment opportunities in order to broaden student options for Computational and Design Thinking-focused pathways and future careers, including; • Computer Science/CS Clubs • Ignite Her Mind • Data Science Academy • Digital Storytelling Engage families with district-wide Family Innovation Nights in order to foster broader student opportunities in digital literacy, computer science, computational, and design thinking.	LCFF \$154,724

Focus Goal 1.7	1.7 Designated English Language Development (ELD) Within three years, the district will: • Increase the percent of English learners making progress toward English language proficiency by 9% • Increase the percent of English learners who progressed on the Summative Alternate ELPAC or who maintained a 3 by 12% • Increase the percent of English learners who reclassify by 9%		
Action	Action Title	Description	2026-27 Adopted Funds
1.7a	Professional Learning to Support ELD Standards	Develop teacher and leader capacity to collaboratively design lessons at grade level rigor by enhancing the knowledge and understanding of English Language Proficiency Assessments, reclassification procedures, ELA/English Language Development (ELD) Framework, ELD standards, designated ELD, and research-based practices to target the unique language needs of EL, Newcomers, and Long-Term English learners (LTEL).	LCFF: \$1,183,788 LREBG \$122,903 Federal: Title I \$99,799 Title III \$95,999

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Focus Goal 1.7	1.7 Designated English Language Development (ELD)		
	Within three years, the district will: • Increase the percent of English learners making progress toward English language proficiency by 9% • Increase the percent of English learners who progressed on the Summative Alternate ELPAC or who maintained a 3 by 12% • Increase the percent of English learners who reclassify by 9%		
Action	Action Title	Description	2026-27 Adopted Funds
1.7b	Instructional Coaching	Provide site-based instructional coaching at elementary school sites with the highest numbers of English learners provided by ELD Teachers on Special Assignment with the focus of supporting teachers with implementing Integrated and Designated English Language Development, analyzing assessments and monitoring progress, and the use of research-based practices that focus on addressing the needs of English learner students at various levels.	LREBG \$3,996,209
1.7c	Instructional Pathways for English learners	Provide instructional pathways that utilize explicit, systematic Designated English Language Development instruction in a Structured English Immersion setting to support language acquisition and increase language proficiency to narrow outcome gaps for English learners.	LCFF \$593,384 LREBG \$3,666,887
1.7d	Reclassification of English learners	Monitor the progress of English learners, long-term English learners, and Reclassified Fluent English Proficient (RFEP) students by analyzing assessment data to inform instruction and develop action plans to address the unique needs of English learners using the “Ellevation” platform.	Federal: Title III \$84,000
1.7e	Expanded Learning Opportunities for Newcomers in Secondary	Provide summer school for Newcomers to accelerate the acquisition of the English language.	Federal: Title III \$199,999
1.7f	Additional Supports for Newcomers	Provide tutoring at the secondary level to support access to grade level core content classes for newcomers before and after school hours.	Federal: Title III \$86,233

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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	Action Title	Description	2026-27 Adopted Funds
2.1a	Professional Learning to support College and Career Readiness	Develop school counselor and leader capacity to enhance the knowledge and understanding of research-based practices to help all students with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities. Research-based practices include the implementation of: • Applying academic achievement strategies • Managing emotions and applying interpersonal skills • Planning for postsecondary options	LCFF \$256,109 Title IV \$60,000
2.1b	School Counseling Support	Provide comprehensive school counseling programs at middle and high schools to strengthen relationships with students and families and address barriers to student attendance, school connectedness, and academic achievement with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$2,008,162
2.1c	College Career Guidance Alignment	Provide collaboration time with site leaders, teacher leaders, and counselors focused on aligning and monitoring schoolwide practices to ensure student progress on key metrics for College and Career Readiness by student group with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$72,475 Other State LREBG \$739,767
2.1d	Parent and Student College Career Ready Workshops	Provide college and career ready workshops to support students and families with the transition from high school to college enrollment with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$317,065

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Focused Actions 2.2 Graduation Rate

Action	Action Title	Description	2026-27 Adopted Funds
2.2a	Credit Recovery	Provide strategic and intensive intervention at secondary schools to narrow the outcome gaps and increase opportunities for students to recover course credits with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities for the purpose of staying on track for graduation and A-G eligibility at their comprehensive high school.	LCFF \$1,501,032 Other State: \$284,072
2.2b	Dropout Prevention	Monitor dropout rates and indicators to provide programming for students who need support for dropout prevention in grades 8-12, with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities; and strengthen relationships with students and families.	LCFF \$153,644
2.2c	Expanded Summer Programs for High School Students	Expand learning time for high school students to narrow learning gaps in course content standards and accelerate progress by providing summer learning programs for all student groups, prioritizing services for English learners, Foster Youth, Low-income, and Students with Disabilities; student need will be identified through grades, course credits, and academic plan.	LCFF \$1,109,248 Other State LREBG \$2,572,313

Focused Actions 2.3 College Career Indicator

Action	Action Title	Description	2026-27 Adopted Funds
2.3a	Career Technical Education (CTE) Pathway	Continue to design and expand RUSD Career Technical Education (CTE) programs, including advanced manufacturing, in partnership with Riverside County Office of Education(RCOE), higher education, and community partners to enhance implementation of CTE standards and pathways; provide additional courses and apprenticeship opportunities with a priority on English learners, Foster Youth, Low-income students, and Students with Disabilities.	LCFF \$4,618,227 Other State: Partnership Academies Prog \$90,504

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Focused Actions 2.3 College Career Indicator

Action	Action Title	Description	2026-27 Adopted Funds
2.3b	Dual Enrollment Course Offerings	Increase Dual Enrollment participation and the number of courses completed at RUSD high schools to provide early college experiences for students with a priority on English learners, Low-income students, Foster Youth and Students with Disabilities.	LCFF \$145,000
2.3c	International Baccalaureate (IB) Program	Provide a challenging IB program to 10th-12th grade students, consisting of personalized counseling, mentorship, tutoring, and other additional supports for IB diploma program track students with a priority on Low-income students, Foster Youth, English learners and Students with Disabilities.	LCFF \$362,572
2.3d	Advanced Placement (AP) Course Offerings & Exams	Increase opportunities and remove barriers for students in Advanced Placement Courses to take the AP exam, including providing free exams, with a priority on English learners, Low-income students, Foster Youth, and Students with Disabilities.	LCFF \$338,815 Federal Title IV \$110,000
2.3e	Seal of Biliteracy Pathway	Promote multilingualism/multiliteracy skills by providing a Dual Language Immersion program at elementary, middle and high school levels, monitoring student academic and language progress and preparation for the Seal of Biliteracy with a priority on English learners, Low-income students Foster Youth and Students with Disabilities.	LCFF \$15,428,718

Focused Actions 2.4 Additional Supports for A-G Attainment

Action	Action Title	Description	2026-27 Adopted Funds
2.4a	Advancement Via Individual Determination (AVID)	Increase A-G attainment through the implementation of elementary and secondary AVID and AVID Excel programs, which provide targeted academic support and tutoring focused on critical thinking, collaboration, and goal setting with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$1,311,156 Other State: LREBG \$61,502 Federal Title 1 \$544,215

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Focused Actions 2.4 Additional Supports for A-G Attainment

Action	Action Title	Description	2026-27 Adopted Funds
2.4b	Additional Targeted Supports for A-G Attainment	Provide student support programs to underrepresented students in grades 9-12 with targeted academic and social-emotional support, including progress monitoring of A-G attainment, mentoring, academic tutoring, and college visits leading to increased A-G attainment for African American/Black Students, English learners, and Hispanic students. • Heritage Program (African American/Black Students) • Legacy Program (English learner Students) • Puente Program (Hispanic/Latino Students)	LCFF \$588,597 Federal: Title III \$366,650

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	Action Title	Description	2026-27 Adopted Funds
3.1a	Family Engagement	Support student learning and well-being by building partnerships with families and community members to provide access to comprehensive services to address barriers with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities; provide inclusive and accessible programming that respects and values the diversity of families to encourage partnerships between home and school and build the capacity for active collaboration, engagement, and leadership to support student success, as measured by favorable responses on the annual Culture and Climate survey.	LCFF \$833,095 Federal: Title I \$400,327
3.1b	Translation/ Interpretation	Provide translation and interpretation services to increase parent access to the school community with a priority on families of English learners.	LCFF \$1,879,705
3.1c	Communications	Foster a strong connection with the community by maintaining trust through proactive and transparent communication, with an emphasis on Low-Income and English learner families. Engage the community through expanded print and digital platforms. Create engaging content that resonates with diverse audiences while showcasing district achievements. Empower RUSD staff by providing the tools necessary to communicate the district's mission and values effectively.	LCFF \$1,130,990
3.1d	Culture & Climate Survey	Implement a comprehensive culture and climate survey with students, staff, and families. District leadership will analyze the survey results and develop plans to increase student resiliency, connectedness, and family engagement, with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities. Additionally, results will be analyzed to develop plans for school safety and staff belonging and well-being.	LCFF \$122,925

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Focused Actions 3.2 Student Engagement				
Action	Action Title	Description	2026-27 Adopted Funds	
3.2a	Professional Learning to Support Behavior and Social-Emotional Learning	Develop staff (certificated/classified) and leader capacity to enhance the knowledge and understanding of behavioral and social-emotional learning to target the learner variability and diversity of students with a priority on Foster Youth, Students with Disabilities, and African American/Black students. Research-based practices include the implementation of the following: • Positive Behavior Supports • Disciplinary Practices • Social-Emotional Learning • Trauma Informed Practices • Compassionate Classrooms • Restorative Practices	LCFF \$780,051 Federal: Title IV \$57,500	
3.2b	Attendance Case Management	Facilitate a community of practice to address chronic absenteeism through attendance case management teams with a priority on Foster Youth, Homeless Youth, Low-income, and Students with Disabilities. Attendance teams will: • Analyze overall data on patterns of chronic absenteeism and students who do not show up at the start of the school year. • Develop and implement school-wide attendance plans. • Remove barriers in partnership with staff, families, caregivers, community partners, and local businesses to ensure chronically absent students receive needed support, including health services.	LCFF: 9,495,530 Other State: LCSSP Grant \$318,122	
3.2c	Positive Behavior Supports and Disciplinary Practices	Increase school connectedness and reinforce a positive learning environment through site-level positive behavior teams, including Assistant Principals, MTSS Counselors, and Campus Supervisors, to refine and implement Positive Behavior Supports (PBS) in and outside of the classroom, with a priority on Foster Youth, Low-income, Students with Disabilities, and African American/Black students. • Develop and implement school-wide behavior expectations that are taught and practiced, acknowledged and reinforced through reward systems, corrected, and retaught. • Analyze overall data on patterns of behavior to proactively make adjustments to campus supervision, acknowledgment, and reinforcement of expected behaviors to minimize the need for correction and consequences and ensure consistent responses to problem behaviors. • Remove barriers in partnership with staff, families, caregivers, and community partners to ensure all students receive needed support, including counseling services and on-campus mentorships.	LCFF \$12,726,003	
		Examine suspension and expulsion rates by grade level and student group, including students with Individualized Education Programs. Establish specific suspension reduction goals for individual student		

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Focused Actions 3.2 Student Engagement				
Action	Action Title	Description	2026-27 Adopted Funds	
		groups. Include suspension reduction goals and actions planned to meet them in the District's Local Control and Accountability Plan (LCAP).		
3.2d	Restorative Practices	Implement community circles and use restorative practices as a prevention and intervention strategy at each school site to reduce referrals and provide alternatives to suspensions with a focus on American Indian students, African American/Black students, Low-income, English learners, Foster Youth and Students with Disabilities	LCFF \$31,498	
3.2e	Additional Behavior Supports	Provide strategic and intensive intervention for students with more intense behavioral needs by conducting observations, analyzing data, and developing behavior plans to reshape disruptive behaviors with a priority on Foster Youth, Low-income, and Students with Disabilities to enhance school safety.	LCFF \$2,284,437	
3.2f	Additional Social-Emotional Supports	Provide strategic and intensive intervention for Preschool through 12th-grade students with more intense social-emotional needs by providing check-ins, individual and group counseling, and crisis prevention and intervention with a priority on Foster Youth, Low-income, and Students with Disabilities.	LCFF \$7,921,599	
3.2g	Home Visits and Partnerships for At-Risk Students	Provide targeted support for families of Foster Youth, Low-Income Students, and Students with Disabilities experiencing chronic absenteeism or suspensions. Conduct home visits with families to build trusting relationships and partner in identifying students' needs and providing necessary support.	LCFF \$153,207	
3.2h	Foster Youth Case Management	Continue to remove barriers for Foster and Homeless Youth in order to access school and graduate prepared for college and career through outreach and additional resources such as tutoring, transportation, school supplies, field trips, behavior, and social-emotional support.	LCFF \$219,710 Federal: Title I \$645,644	

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Focused Actions 3.3 School Belonging			
Action	Action Title	Description	2026-27 Adopted Funds
3.3a	Equity, Culture & Climate	Build a school community that honors diversity and promotes a sense of belonging by enhancing the knowledge and understanding of diversity and inclusive practices.	LCFF \$62,300
3.3b	Arts	Support college and career readiness through the implementation of the RUSD Arts Plan, providing robust, high-quality arts education for all students from Preschool through 12th grade to reach their highest creative potential with a priority on English learners, Foster Youth, and Low-income.	LCFF \$3,021,811
3.3c	Schools +2	Increase school connectedness by continuing to provide Schools +2 options to participate in co-curricular and extracurricular activities (clubs and athletics) and continue to monitor student participation in school-sponsored events and clubs, including middle school sports programs and different levels of high school athletic competition with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$7,475,779
3.3d	Partnership Programs for Students	Maintain community partnerships with external organizations to provide mentoring and engagement opportunities for all students, with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	Federal: Title IV \$54,375

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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	Action Title	Description	2026-27 Adopted Funds
4.1a	Safe Facilities	Maintain safety and security for all students and employees on district campuses by providing safe and clean facilities, including restrooms.	LCFF \$2,398,242 Deferred Maintenance: \$5,250,000 Federal: Title IV \$158,765
4.1b	High-Quality Employees	Attract, recruit, and develop highly qualified, highly effective, and ethnically diverse employees to better serve all students with a priority on English learners, Low-income, Foster Youth, and Students with Disabilities; monitor credentials and certificates to ensure hired staff is appropriately qualified; continue Leadership Academy sessions for certificated and classified aspiring leaders in the district; and provide employee wellness opportunities to retain staff and ensure high-quality services to students and families.	LCFF \$279,911
4.1c	Professional Growth Systems	Provide high-quality coaching and professional learning through Professional Growth Systems (PGS) for certificated teaching staff, and site administrators new to the profession or new to RUSD in order to develop teacher and leader capacity to collaboratively design lessons at grade level rigor, enhance knowledge and understanding of academic grade-level State Standards, the Frameworks, and research-based practices to target the learner variability of students with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities; and provide classified staff with high-quality coaching and professional learning to build and sustain a positive campus climate for all students, employees and families interacting at school sites.	LCFF \$3,089,445 Federal Title II \$1,051,369
4.1d	Classroom Technology and Support and Digital Safety	Continue to provide classroom technology for staff and students to fully engage in core and supplemental curriculum, and ensure internet safety and disaster recovery of the RUSD computer network; reliable digital infrastructure, including internet connectivity and digital devices are continuously available to staff and students with priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$7,296,554

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Supports for Learning Environment			
Goal 4.1	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	Action Title	Description	2026-27 Adopted Funds
4.1e	Professional Development Systems and Structures	Provide professional development platforms to house, track, and evaluate all district-wide professional development to ensure high-quality, best first instruction for all students with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$49,082
4.1f	Access to Standards Aligned Materials	Maintain expanded hours for Library Media Assistants to ensure all students have access to required and supplemental learning resources at school and home, with a priority to serve English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$1,151,980
4.1g	Supports to Schools	Align School Plans for Student Achievement (SPSA) to the LCAP goals and actions to provide additional academic and behavioral support and remove barriers to family and student engagement with an emphasis on supporting the learning and well-being of English learners, Foster Youth, and Low-income students. Examples include additional instructional resource teachers, instructional coaching, professional learning for staff, translation, and supplies. Continue to secure additional funding through grants for schools/district programs with a priority on programs that increase diversity and inclusive practices that narrow outcomes gaps for student groups.	LCFF \$6,128,187
4.1h	Data-Based Decision Making	Facilitate data-based system and student-level decisions to increase outcomes and narrow gaps between student groups by administering State and local assessments; maintaining the accuracy and quality of student demographic and assessment information in district data management systems with a priority on English learners, Foster Youth, Low-income, and Students with Disabilities.	LCFF \$1,709,430 Other State LRBG \$267,843

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Equity
Multiplier

Goal
5.1

Abraham Lincoln Continuation:

- By June 2027, ALC will increase College Career Indicator by 42% for all students
- By June 2027, ALC will increase English Language Arts by 25 points
- By June 2027, ALC will increase Math by 18 points
- By June 2027, ALC will decrease Suspension Rates by 2%
- By June 2027, ALC will increase the English Learner Progress Indicator 2%
- By June 2027, ALC will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5%

Student Groups:

- 2025 English Learner Progress Indicator (Red): English Learners
- 2025 College and Career Indicator (Orange): English Learners, Hispanic, Low-Income
- 2025 Suspension Rate (Orange): English Learners, Long-Term English Learners, Low-Income, and Hispanic
- 2025 English Language Arts (no performance color)
- 2025 Mathematics (no performance color)

Opportunity Program:

- By June 2027, the Opportunity Program will decrease the suspension rate by 2%
- By June 2027, the Opportunity Program will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5%

Student Groups:

- 2025 Suspension Rate (Green): No student groups in Red, Orange, or Yellow

Raincross High Continuation:

- By June 2027, RHC will increase the College/Career Indicator by 2%
- By June 2027, RHC will increase the Graduation Rate by 1%
- By June 2027, RHC will increase English Language Arts by 25 points
- By June 2027, RHC will increase Math by 18 points
- By June 2027, RHC will decrease the suspension rate by 2%
- By June 2027, RHC will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5%

Student Groups:

- 2025 College and Career Indicator (Orange): Hispanic, Low-Income
- 2025 Graduation Rate (Blue): Students with Disabilities (Green)

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• 2025 Suspension Rate (Orange): English Learners, Hispanic, LTEL, Low-Income • 2025 English Language Arts (no performance color) • 2025 Mathematics (no performance color) Summit View: • By June 2027, Summit View will increase the College/Career Indicator by 2% • By June 2027, Summit View will increase English Language Arts by 25 points • By June 2027, Summit View will increase Math by 18 points • By June 2027, Summit View will increase the percentage of teachers authorized by a clear or preliminary credential for their assigned content area by 5% <i>Student Groups:</i> • 2025 College and Career Indicator (no performance level): No performance levels for student groups • 2025 English Language Arts (Red): No performance levels for student groups • 2025 Mathematics (Red): No performance levels for student groups			
Action	Title	Description	2026-27 Adopted Funds
5.1a	English Learner Growth	Implement Tier II Strategic interventions (ie: additional designated and integrated ELD, small group instruction, data analysis, progress monitoring) and Tier III Intensive intervention (ie: one-to-one support, mentoring) at Equity Multiplier Schools: Lincoln Continuation (Red) to specifically address English learner progress and increase growth on annual ELPI.	Other State: Equity Multiplier \$73,416
5.1b	Increase Grad Rates	Implement a “Graduation Incentive” program to include small group and one-to-one coaching for students in credit recovery, along with bi-weekly progress monitoring for students not on track to graduate with tutoring and mentoring for students at Raincross (Blue).	Other State: Equity Multiplier \$171,040
5.1c	College/ Career Prep	Provide support for Dual Enrollment opportunities including transportation and supplies for students; including career awareness activities, tutoring & mentoring to increase college and career readiness and provide close monitoring of credits and grades for students at Lincoln (Orange), Raincross (Orange), and Summit View (no performance color).	Other State: Equity Multiplier \$90,852
5.1d	Math	Provide high quality effective first instruction by credentialed teachers; provide intensive academic intervention/structured math and tutoring for students not demonstrating progress in math, including one-to-one, small group, and individual progress monitoring specifically for students at Lincoln (no performance color), Raincross (no performance color), and Summit View (Red).	Other State: Equity Multiplier \$138,683

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5.1e	Suspension Interventions	Reduce suspensions by Increasing parent outreach, restorative circles, small group instruction, student coaching and classroom observations to teach students prosocial skills, self-advocacy and expectations through positive behavior expectations at Lincoln (Orange), Raincross (Orange), and Opportunity (Green).	Other State: Equity Multiplier \$97,673
5.1f	English Language Arts	Provide Intensive academic intervention and tutoring for students not demonstrating progress in English language arts, including one-to-one, small group, and individual progress monitoring at Lincoln (no performance color), Raincross (no performance colors), and Summit View (Red).	Other State: Equity Multiplier \$116,690