Meeting Host

Dr. Lari Dean

Director, LCAP & Community Engagement

Parent Advisory Committee Meeting

Date

October 26, 2026

Morning Session

9:00 – 10:30 AM

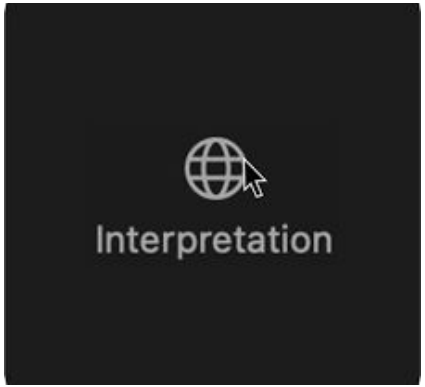
Evening Session

5:30 – 7:00 PM

Interpretation / Interpretación

Zoom Meeting Language Controls • Controles de Idioma en Zoom

Zoom Control Panel



Look for the **Interpretation** icon on your screen toolbar.

English Instructions

1. Locate the **Interpretation** globe icon on the Zoom toolbar.
2. Click on the **^** symbol for **Spanish** interpretation.

Instrucciones en Español

1. Ubique el icono de globo de **Interpretación** en Zoom.
2. Haga clic en el símbolo **^** para interpretación al **español**.

Purpose of the LCAP Parent Advisory Committee



Connect with RUSD Community



Collaborate Openly



Create a Plan for the Future

LCAP Parent Advisory Committee - 2026-27

Elementary Schools	
Adams Elementary	Amysue Stevens
Alcott Elementary	Sindy Ayon
Beatty Elementary	Rafaela Rivas
Bryant Elementary	
Casa Blanca Elementary	Monique Vidro
Castle View Elementary	Saili Monk
Emerson Elementary	Elizabeth Navar Bustamante
Franklin Elementary	Diprenda Subedi
Fremont Elementary	Stephanie Calvillo Liz Przybylski
Harada Elementary	Marla Warren
Harrison Elementary	Vanessa House
Hawthorne Elementary	
Highgrove Elementary	Jocelyn Gonzalez
Jackson Elementary	Cindy De Leon
Jefferson Elementary	Julia Salguero
Kennedy Elementary	Mariem Elmokhtar
Lake Mathews Elementary	Miguel Contreras
Liberty Elementary	Jessica Parras
Longfellow Elementary	Rosa Lucatero
Madison Elementary	Sandra Flores
Magnolia Elementary	Vanessa Haile
Monroe Elementary	
Mountain View Elementary	Julia Rodriguez-Henschel
Pachappa Elementary	Malina Medina
Rivera Elementary	Christy Ekman
Taft Elementary	Jaqueline Garcia Zermeno
Twain Elementary	Carrie Vahidi
Victoria Elementary	Patricia Rynearson
Washington Elementary	
Woodcrest Elementary	Tiffany Bellinger
Middle Schools:	
Central Middle School	
Chemawa Middle School	Gisela Lozano
Earhart Middle School	Aracely Sarmiento
Gage Middle School	Sandra Jacobo
Miller Middle School	
Sierra Middle School	Maria Campos
University Heights Middle School	Jessica Clark

High Schools:	
Arlington	Lori Watkins
John W. North	Ericka Roshell
Lincoln	
Martin Luther King	Carrie Vahidi
Raincross (EOC)	
Ramona	Yvonne Melano
Riverside Polytechnic	Steve Bell
Riverside STEM High School	Vanessa Rogers
Riverside Virtual School	Priscilla Ochoa
Parent Groups	
DAAPAC	Ann Davis
DELAC	
SECAC	
Community Partner/UCR	
LCAP & Community Engagement Dept	
Lari Dean, Ed.D	Director LCAP & CE
Valerie Backstrom, Ph.D	Grants Manager
Delilah Villegas	Admin Secretary II
Diana Torres	Asst. Superintendent

Meeting Norms

1. Punctuality

Be on time and prepared. If you can't make it, let us know.

2. Stay on Topic

Keep discussions focused on the current agenda item.

3. Equitable Participation

Ensure everyone gets a chance to speak and share input.

4. Broader Perspective

Consider the needs of those you represent, as well as your own.

5. Assume Positive Intent

Believe everyone is acting with the best interests of students at heart.

Today we'll answer these five questions :

01 What is the LCAP?

02 What is the purpose of the PAC?

03 How do we measure effectiveness?

04 Where are we now?

05 Where are we going?

Why does the LCAP even exist?

Moving from a rigid, one-size-fits-all model to a flexible, student-centered approach.

Old Model

Rigid & One-Size-Fits-All



State funding had strict, fixed rules. Every school was forced to spend money the exact same way, regardless of unique local student needs.

Local Control

Community-Driven Decisions



Empowers parents, schools, and community members to decide together how funds are used to best serve local students.

Student Outcomes

Equity & Growth



Ensures full transparency and directs funds toward targeted support, academic growth, and success for every student.

How LCFF works

Local Control Funding Formula (LCFF) — Built on Simplicity, Flexibility, and Equity

"This funding shall be used to increase or improve services for unduplicated pupils…"

Base Funding

Basic Grant Per Student



Main Base

Calculated on Average Daily Attendance (ADA) by grade level span.

Includes annual Cost-of-Living Adjustments (COLA).

Supplemental

Targeted Support Services



Unduplicated Pupils

Additional 20% grant bump for high-need student groups.

Supports English Learners, Foster Youth, and Low-Income students.

Concentration

High-Density Need Districts



Districts with >55% Need

Extra funding block allocated to districts with high concentrations of eligible students.

Ensures resources reach students where impact is needed most.

What This Means for Districts

1. SPENDING RESPONSIBILITY

Districts are directly **responsible for how the money will be spent**.

2. STUDENT NEEDS FOCUS

Districts must **act based on the needs** of all their students.

3. LCAP ACCOUNTABILITY

Required to **produce an LCAP**, demonstrating how LCFF funds are linked to meeting student needs.

4. EDUCATIONAL PARTNERSHIPS

Required to **work with educational partners** to develop the LCAP, outlining actions to attain goals & 8 priorities.

Key Expectation: *"They have to be good stewards of the funds."*

Riverside Unified School District

Schools & Staff

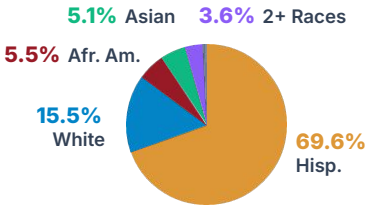
~38,000
Students

~4,000
Employees
Certificated & Classified

51
Schools Total

- 30 Elementary
- 7 Middle Schools
- 5 High Schools
- 9 Specialty Schools

Demographics



Racial / Ethnic Breakdown

Hispanic 69.6%
White 15.5%
African Amer. 5.5%
Asian 5.1%
2+ Races 3.6%
Islander 0.3%
Amer. Indian 0.3%

51 Languages Spoken
89% of ELs speak Span

Student Needs

Unduplicated Students

Low-Income **72%**

English Learners **16.5%**

Homeless **2.9%**

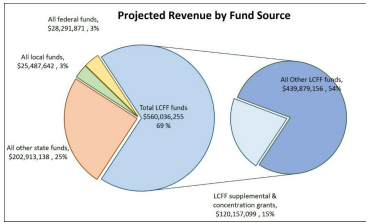
Foster Youth **0.5%**

Budget

Budgeted Expenditures

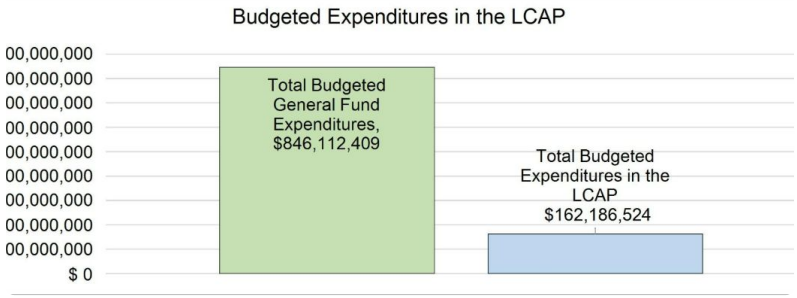
$846.1M
General Fund
$846,112,409 total

$162.2M
LCAP Fund
$120,157,099 from S&C
$162,186,524 total

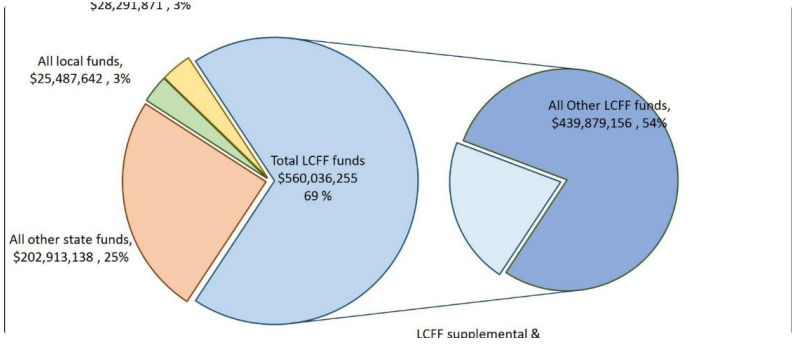


RUSD LCAP Budget & Revenue Alignment

Budgeted Expenditures in LCAP



Projected Revenue by Fund Source



Total General Fund

$846,112,409

Excludes overhead, transit & utilities

LCAP Targeted Expenditures

$162,186,524

Directly funding actions & outcomes

Projected Revenue Streams: $816,728,906 Total

LCFF Primary Engine: 69% ($560,036,255)

- **LCFF Base Funds:** $439,879,156 (54%) — Operational funding
- **Supplemental & Concentration:** $120,157,099 (15%) — High-needs/unduplicated students

Other State Funds: 25% ($202,913,138)

Includes LREBG, A-G Grant, Prop 28 (Arts), and Equity Multiplier allocations.

Federal: $28.3M (3%)

Title I, II, III, IV, & Head Start

Local: $25.5M (3%)

Revenues, grants & contributions

TARGETED STUDENT EQUITY

Supplemental & Concentration funding is specifically generated based on the enrollment of foster youth, English learners, and low-income students.

Defining the Purpose, Scope, and Boundaries of the Local Control Accountability Plan

Understanding The LCAP Process

What the LCAP IS



3-Year Strategic Plan
Focuses on improving student outcomes & aligning district budgets.



Equity & Student Focus
Directs targeted funds for low-income, English learners & foster youth.



Community-Driven
Built with direct input from parents, educators, and local committees.



Living, Annual Cycle
Updated every year to evaluate progress and refine actions.

What the LCAP IS NOT



Not the Entire Budget
Covers targeted state LCFF funds, not operational costs like utilities.



Not a Fixed Mandate
Adapts annually based on real student data and community feedback.



Not a Generic Checklist
A locally tailored strategy, not just a state compliance form.



Not an Isolated Audit
Directly links spending to actual student outcomes and programs.

What is the purpose of the Parent Advisory Committee (PAC)?

Our Legal Mandate & Equity Lens for Riverside Unified School District



Formally Advisory Role

The PAC serves to directly advise the Superintendent and Board of Education on key LCAP actions, ensuring parent voices shape policy decisions.



Targeted Funding Guidance

Helps guide state Local Control Funding Formula (LCFF) allocations to ensure financial resources are directed where they matter most.



Focus on Equity

Applies a dedicated equity lens to deepen support for Low-Income students, English Learners, and Foster Youth populations.

Transition to the Next 3-Year LCAP Cycle

Looking Forward: The 2027–2030 LCAP Cycle

01



1. Evaluate Current Plan

Wrapping up and reviewing **progress, metrics, and outcomes** from the current cycle to identify successes and gaps.

02



2. Visioning & Priorities

Engaging stakeholders to set strategic direction and **priority focus areas** for upcoming school years.

03



3. Develop New Plan

Formulating the new **3-year LCAP (2027–2030)** aligned with state priorities and community input.

OUR LCAP PLANNING OBJECTIVE

Evaluating current outcomes while establishing a clear 3-year vision to guide district investments, student outcomes, and community priorities.

Where are we now?

Looking Back: Current LCAP Progress & Metrics

Goal-by-Goal Snapshot

Reviewing what actions were implemented this year.

Data Indicators

State and local metrics (academic achievement, English Learner Progress, college and career readiness, graduation rates, attendance,suspension rates).

Budget vs. Actual

How funds were spent on planned actions.

Successes & Gaps

What worked well, and where student groups fell short of targets.

State Required LCAP Metrics

Ensuring Transparency & Progress Across California Schools

State Priority Alignment

Measures performance across **8 State Priorities** to standardize progress evaluation statewide.

Standardized Performance Data

Uses California School Dashboard data to track status and year-over-year change.

Core State Required Metrics Include:

Academic Indicators

- SBAC ELA & Math performance
- English Learner progress
- Science assessment (CAST)

College & Career

- Post-secondary preparation metrics
- High school cohort outcomes

Engagement & Climate

- Chronic absenteeism rates
- Graduation rates
- Suspension rates

California School Dashboard

Empowering Parents & Educators Through Data

California School DASHBOARD

The California School Dashboard **provides** parents and educators with **meaningful** information on school and district progress so they can **participate** in **decisions** to **improve** student learning.

Meaningful Data

Delivering clear, transparent progress metrics across schools and overall district performance.

Shared Action

Empowering parents and educators to collaboratively engage in key educational decisions.

Student Success

Focusing resources and strategies directly on improving learning outcomes for all students.

2026 CA Dashboard Indicators

State Performance Measures & Performance Level Standards

Seven State Indicators

Academic Indicator (ELA & Math) 3-8. 11	**English Learner** Progress K-12	**High School** Graduation Rate 9-12	**Chronic** Absenteeism TK-8	**Suspension** Rate K-12	**College & Career** Readiness 9-12	**Science** Indicator 5, 8, HS

Performance Gauge Standards - YEAR-OVER-YEAR CHANGE

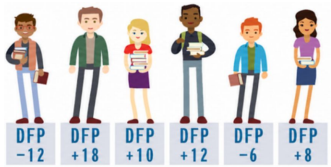


Understanding "Distance from *Proficient*" (DFP) *formerly "Distance from Standard" (DFS)*

Distance From Proficiency (DFP): The distance between a student's scale score and the Proficient Achievement Level threshold (i.e. the lowest scale score for Level 3).

Calculating Average DFP

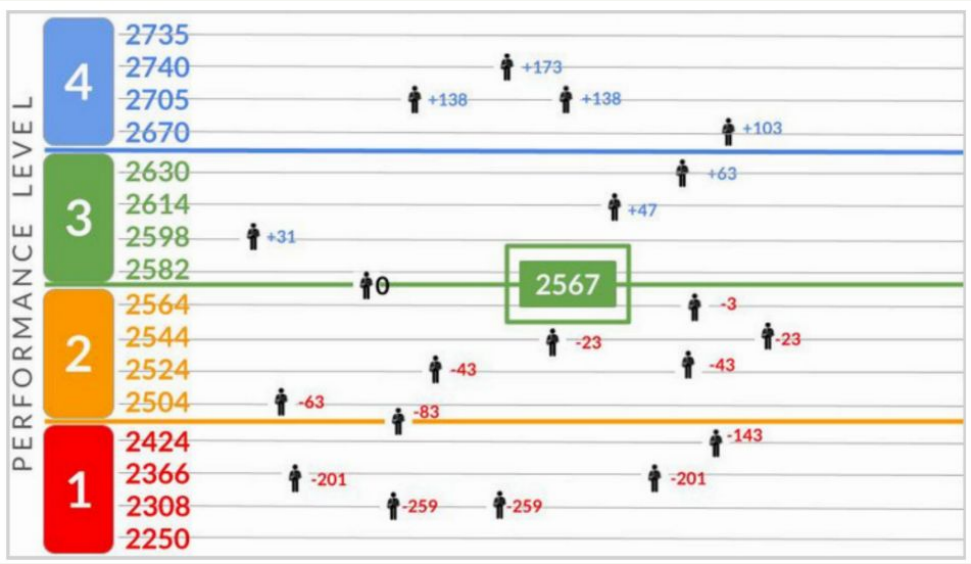
Step 1: Add all student DFP values *(Sum: -653)*
Step 2: Divide sum by total students *(20 students)*



$$\frac{-12 + 18 + 10 + 12 - 6 + 8}{6} = 5^{**} \text{ points}$$

🔗 **bit.ly/AcademicIndicatorsFlyer**

In this example the **Distance From Proficiency (DFP)** is -35.5



*The average DFP calculation will also include LOSS scores if the federal 95% participation rate target is not met.
**The average DFP for each indicator is used to determine the Status level on the CA Dashboard.

Reviewing our 2024-27 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 & CAREER READY

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



SCHOOL CONNECTEDNESS

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



SUPPORTS FOR LEARNING

Provide safe, engaging, and equitable learning environments - including high-quality staff, classroom tech, and data-driven support.



EQUITY MULTIPLIER

Action plan for schools supporting low-income students with high mobility (Lincoln Continuation HS, Opportunity, Raincross HS).

GOAL 1: Grade Level Standards

Total Funding
$50,012,921

LCFF: $27,584,350
Other State: $21,862,541
Federal: $566,030



RUSD will demonstrate growth toward all students meeting **academic grade level standards** and narrow the outcome gaps between student groups.

State Priorities Addressed

- 02 **Priority 2:** State Standards (Conditions of Learning)
- 04 **Priority 4:** Pupil Achievement (Pupil Outcomes)
- 05 **Priority 5:** Pupil Engagement (Engagement)
- 08 **Priority 8:** Other Pupil Outcomes (Pupil Outcomes)

Metrics

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

#	ACTIONS
1.1a, 1.2a, 1.3a, 1.4a, 1.5a, 1.6a	Professional Learning to Support Grade-Level Standards - ELA, Mathematics, Next Generation Science Standards, History Social Science, Instructional Technology Integration, ELD
1.1b, 1.1c, 1.3b, 1.7b	Instructional Coaching to Support Multi-Tiered Systems of Support, Inclusive Practices, Mathematics, and ELD
1.1d	Expand Instructional Planning
1.1e	Expanded Summer Programs for ES and MS Students
1.1f	Preschool Academic Foundations
1.2b	Early Literacy Development
1.3c	Supplemental Mathematics Resources Students
1.4b, 1.4c	Elementary and Secondary Science Experiential Learning
1.4d	Expanded STEM Learning
1.5b	Ethnic Studies Curriculum Development
1.5c	Civics
1.6b	Learning Support for Instructional Technology
1.6c	Digital Citizenship Curriculum
1.6d	Computer Science and Computational Thinking Opportunities
1.7c	Instructional Pathways for English Learners
1.7d	Reclassification of English Learners
1.7e, 1.7f	Expanded Learning Opportunities for Newcomers in Secondary and Additional Support for Newcomers

ENGLISH LANGUAGE ARTS

ELA Student Performance Progress

Distance from Standard (DFS) (now proficient) tracks progress toward state learning goals across school years.

STUDENT GROUP	2023 BASELINE	2024 YEAR 1	2025 YEAR 2	2026 YEAR 3	TOTAL CHANGE
All Students	DFS: -16.8	DFS: -16.2	DFS: -9.8	 Orange DFP: -10.4	+6.4 pts
Low Income	DFS: -33.8	DFS: -32.5	DFS: -25.8	 Orange DFP: -28.5	+5.3 pts
English Learners	DFS: -82.3	DFS: -77.8	DFS: -63.9	 Yellow DFP: -60.5	+21.8 pts
Foster Youth	DFS: -67.9	DFS: -66.1	DFS: -46.3	 Red DFP: -77.7	-9.8 pts

MATHEMATICS

Math Performance Trends

Distance from Standard (DFS) (now proficient) tracks progress toward state learning goals across school years.

STUDENT GROUP	2023 BASELINE	2024 YEAR 1	2025 YEAR 2	2026 YEAR 3	TOTAL CHANGE
All Students	DFS: -57.5	DFS: -55.6	DFS: -51.1	 Yellow DFP: -47.5	+10.0 pts
Low Income	DFS: -76.1	DFS: -74.1	DFS: -69.5	 Orange DFP: -67.4	+8.7 pts
English Learners	DFS: -108.3	DFS: -104.6	DFS: -96.5	 Yellow DFP: -89.0	+19.3 pts
Foster Youth	DFS: -108.6	DFS: -102.9	DFS: -95.0	 Red DFP: -125.5	-16.9 pts

ENGLISH LEARNER PROGRESS INDICATOR

ELPI Framework & Overview

Key targets, acquisition timelines, and proficiency level expectations.

Target Student Population

Grades 1 – 12

Applies to all eligible English Learner students across district schools.

Acquisition Timeline

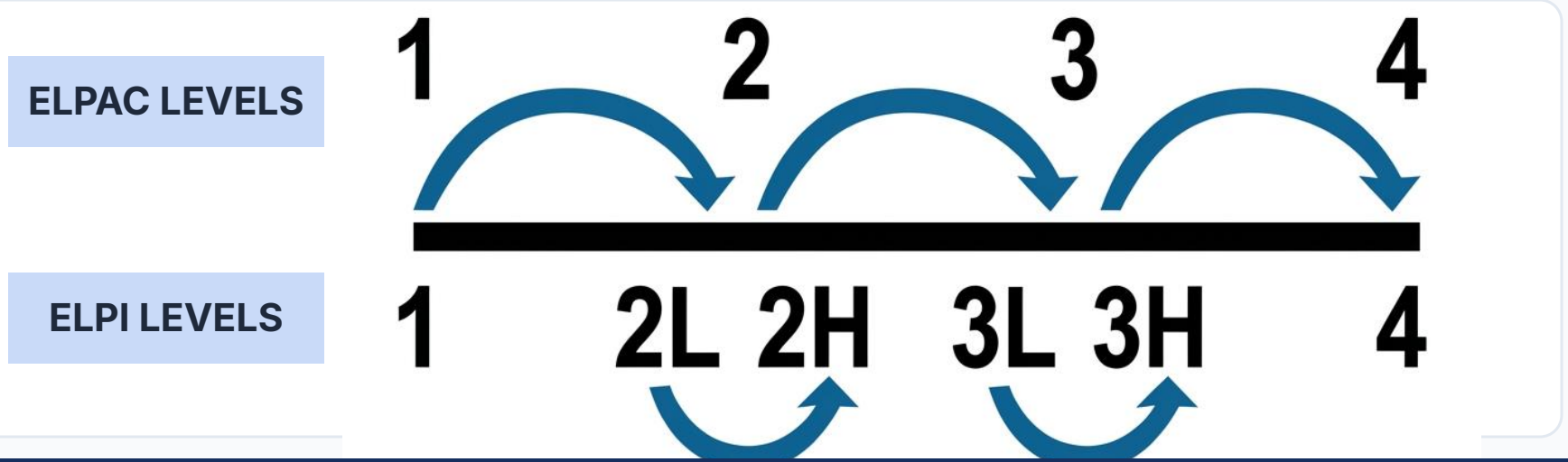
5 – 7 Years

Expected timeframe for students to acquire full English proficiency.

Making Progress Goal

+1 Level Yearly

Increase 1 ELPI level annually
*or maintain Level 4 proficiency status



ELPI INDICATOR

English Learner Progress

Annual ELPAC Growth (% Making Progress across school years).

2023 Baseline

44.5%

Making Progress

Baseline Year

2024 Year 1

39.8%

Making Progress

-4.7 pts

2025 Year 2

43.7%

Making Progress

+3.9 pts

2026 Year 3



Green

46.1%

Making Progress

+2.4 pts

GOAL 2: College & Career Ready

Total Funding
$33,039,942

LCFF: $28,210,819
Other State: $3,748,258
Federal: $1,080,865



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

State Priorities Addressed

- 02 **Priority 2:** State Standards (Conditions of Learning)
- 03 **Priority 3:** Parental Involvement (Engagement)
- 04 **Priority 4:** Pupil Achievement (Pupil Outcomes)
- 05 **Priority 5:** Pupil Engagement (Engagement)
- 07 **Priority 7:** Course Access (Conditions of Learning)

Metrics

- Implementation of PD Strategies
- Students completing “A-G”
- Students enrolled/completing CTE Pathway
- AP and IB Course Enrollment/Exams
- CA Dashboard Graduation Rate
- MS/HS Dropout Rate
- CA Dashboard College/Career CCI

#	ACTIONS
2.2a	Credit Recovery
2.2b	Dropout prevention
2.2c	Expanded Summer Programs for HS Students
2.3a	Career Technical Education (CTE) Pathway
2.3b	Dual Enrollment Course Offerings
2.3d	Advanced Placement (AP) Course Offerings and Exams
2.3e	Seal of Biliteracy Pathway
2.4a	Advancement Via Individual Determination (AVID) Course Offerings and Exams
2.4b	Additional Targeted Supports for A-G Attainment
2.4c	A-G Awareness Campaigns
2.4d	Academic Planning for A-G Attainment

Graduation Rate Trends

Distance from Standard (DFS) (now proficient) tracks progress toward state learning goals across school years.

STUDENT GROUP	2023 BASELINE	2024 YEAR 1	2025 YEAR 2	2026 YEAR 3	TOTAL CHANGE
All Students	92.6%	94.5%	95.6%	 Blue 95.5%	+2.9%
Low Income	91.4%	93.9%	95.1%	 Blue 96.1%	+1.7%
English Learners	81.0%	84.5%	88.3%	 Green 89.6%	+8.6%
Foster Youth	81.5%	76.0%	92.9%	 Orange 78.3%	-3.2%

College/Career Indicator

College and Career Readiness Progress

Evaluates high school graduate preparedness. Classified as **"Prepared"** by meeting criteria in any pathway below:

*CTE, College Credit *AP / IB *State Assessments *Seal of Biliteracy *Leadership / Military *Pre-Apprenticeship

STUDENT GROUP	2023 BASELINE	2024 YEAR 1	2025 YEAR 2	2026 YEAR 3	TOTAL CHANGE
All Students	41.2% Prepared	45.6% Prepared	52.6% Prepared	 Green 62.3% Prepared	+21.1%
Low Income	33.4% Prepared	39.4% Prepared	46.4% Prepared	 Green 56.3% Prepared	+22.9%
English Learners	5.7% Prepared	10.3% Prepared	21.6% Prepared	 Yellow 30.5% Prepared	+24.8%
Foster Youth	13.6% Prepared	20.8% Prepared	17.9% Prepared	 Orange 21.7% Prepared	+8.1%

Approach to Increasing Student Outcomes

A Multi-Tiered Framework for Attendance, Engagement, and Academic Achievement

GET

Students to School

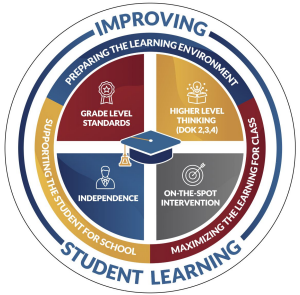
Maximizing daily attendance, supporting families, and creating welcoming, safe school environments.

KEEP

Students in School

Providing targeted interventions, positive behavior supports, and strong student engagement.

IMPROVE Student Learning





GOAL 3: School Connectedness

Total Funding
$49,614,608

LCFF: $48,138,640
Other State: $318,122
Federal: $1,157,846



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

State Priorities Addressed

- 03 **Priority 3:** Parental Involvement (Engagement)
- 05 **Priority 5:** Pupil Engagement (Engagement)
- 06 **Priority 6:** School Climate (Engagement)

Metrics

- CA Dashboard Chronic Absenteeism
- School Attendance
- CA Dashboard Suspension
- Expulsion Rate
- Student/Parent/Staff Climate Survey
- Building Partnerships for Student Outcomes
- Implementation of PD Strategies

#	ACTIONS
3.1a	Family Engagement
3.1b	Translation/Interpretation
3.1c	Communications
3.1d	Culture & Climate Survey
3.2a	Professional Learning Support Behavior and Social-Emotional
3.2b	Attendance Case Management
3.2c	Positive Behavior Supports and Disciplinary Practices
3.2d	Restorative Practices
3.2e	Additional Behavior Support
3.2f	Additional Social-Emotional Supports
3.2g	Home Visits and Partnerships for At-Risk Students
3.2h	Foster Youth Case Management
3.3a	Equity, Culture, and Climate
3.3b	Arts
3.3c	Partnership Programs for Students

Attendance

Chronic Absenteeism

Student in kindergarten through grade 8 who are absent 10% or more of the instructional days they were enrolled.

STUDENT GROUP	2023 BASELINE	2024 YEAR 1	2025 YEAR 2	2026 YEAR 3	TOTAL CHANGE
All Students	23.7%	18.8%	18.0%	 Yellow 15.8%	decreased 7.9%
Low Income	27.2%	22.0%	20.9%	 Yellow 18.7%	decreased 8.5%
English Learners	23.9%	19.1%	17.1%	 Yellow 15.1%	decreased 8.8%
Foster Youth	29.4%	25.9%	27.6%	 Red 31.6%	increased 2.2%

Suspension Rate

Percentage of students in TK-12 who have a combined total suspension of at least on full day during the school year. Students who are suspended multiple times or for multiple days are only counted once.

STUDENT GROUP	2023 BASELINE	2024 YEAR 1	2025 YEAR 2	2026 YEAR 3	TOTAL CHANGE
All Students	4.6%	4.0%	4.0%	 Green 3.7%	decreased 0.9%
Low Income	5.5%	4.7%	4.5%	 Green 4.2%	decreased 1.3%
English Learners	4.5%	3.9%	4.1%	 Green 3.7%	decreased 0.8%
Foster Youth	12.7%	11.5%	11.9%	 Red 13.1%	increased 0.4%

LCFF PRIORITY 5

Pupil Engagement

Academic Impact

Key Insight

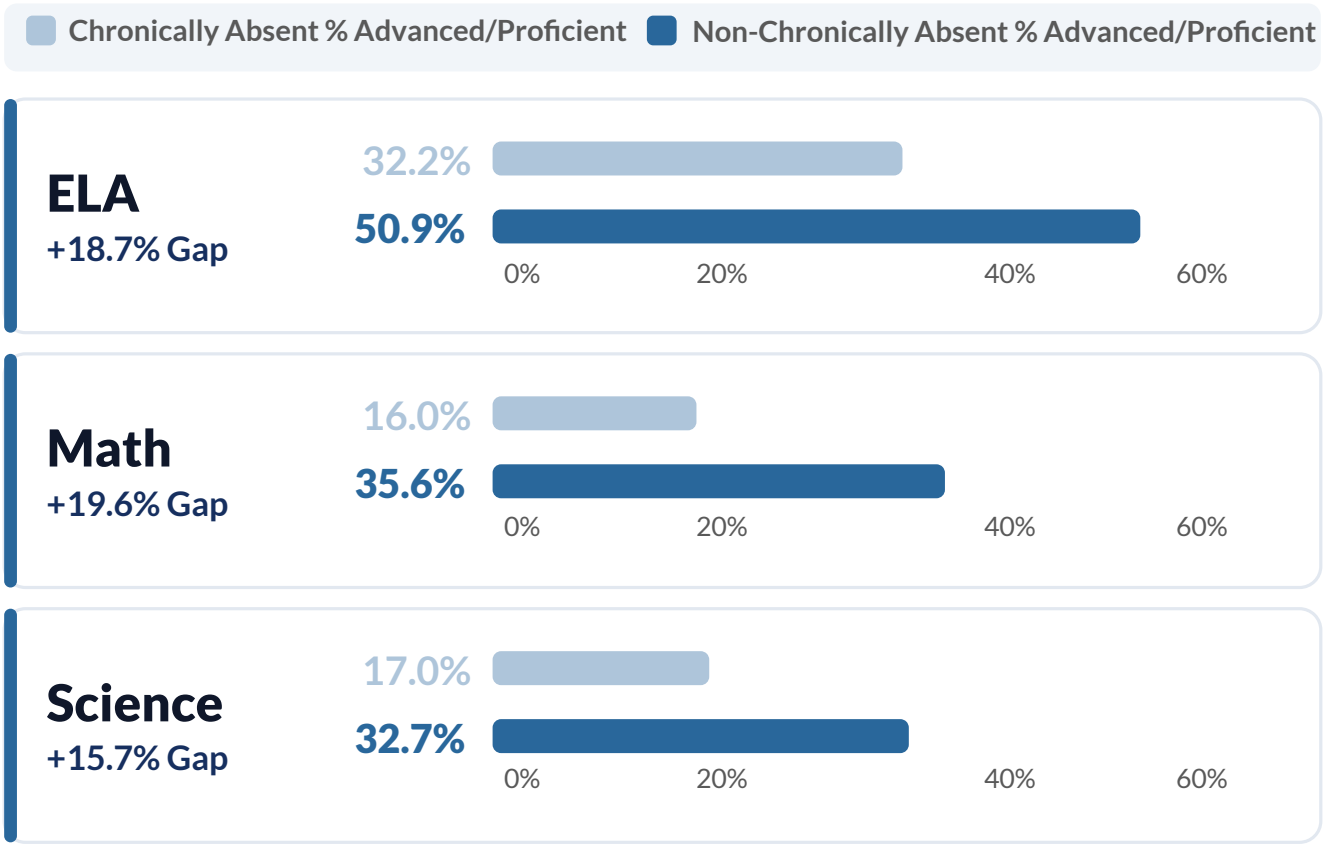
Attendance directly drives proficiency.

Non-chronically absent students achieve dramatically higher proficiency rates across all state assessments:

- +18.7% higher in ELA
- +19.6% higher in Math
- +15.7% higher in Science

Chronic v. Non-Chronically Absent Students

Percentage of All Students Scoring Advanced / Proficient



LCFF PRIORITY 6

School Climate

Academic Impact

Key Insight

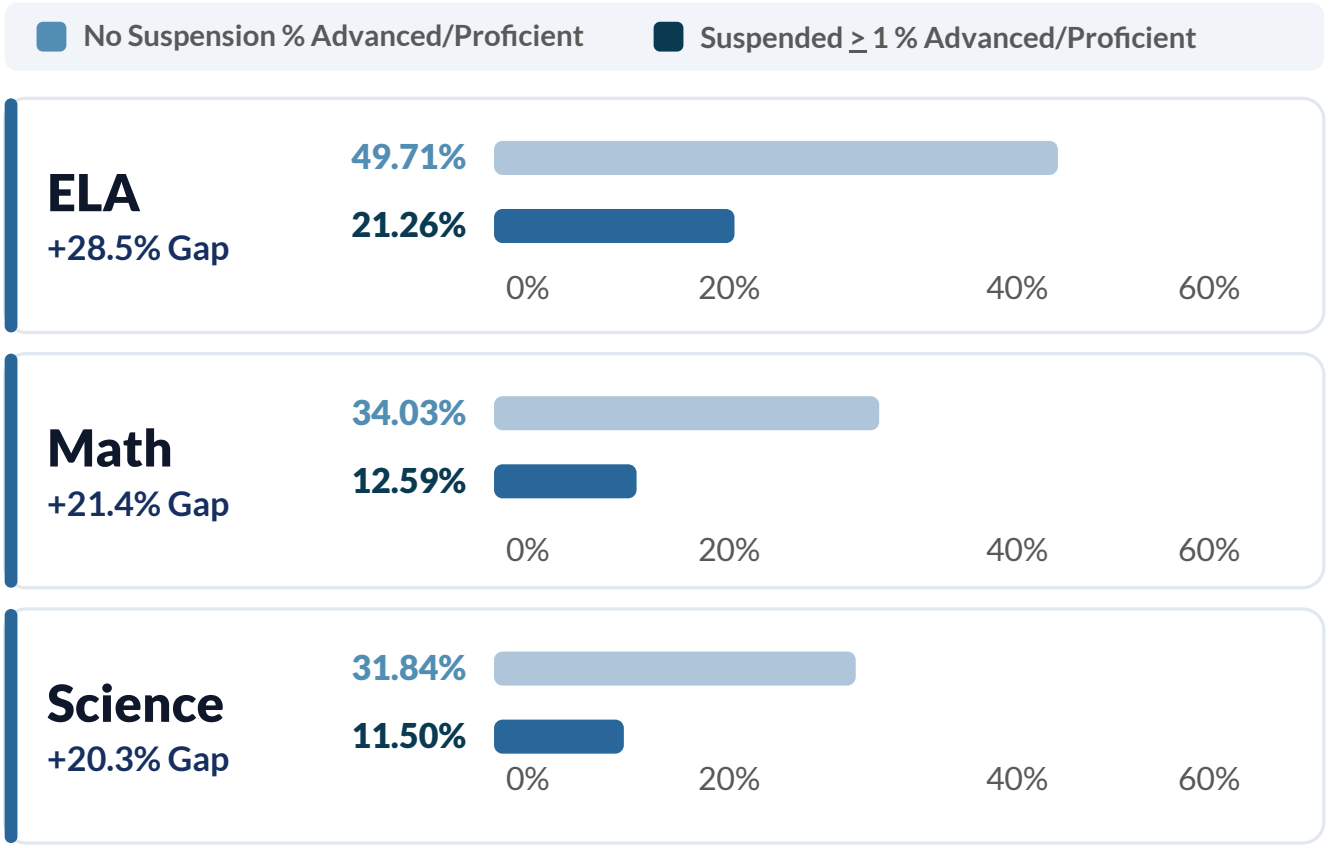
Suspensions directly impact student proficiency.

Students with no suspensions achieve significantly higher proficiency rates across all subjects:

- **+28.5% higher in ELA**
- **+21.4% higher in Math**
- **+20.3% higher in Science**

No Suspension vs Suspended ≥ 1 Day

Percentage Scoring Advanced / Proficient by Suspension Status



GOAL 4 FOCUS: Supports for Learning

Total Funding
$22,187,005

LCFF: $22,187,005
Deferred Maintenance: $5,250,000
Other State: $267,843
Federal: $1,210,134



Provide safe, engaging, and equitable learning environments - including **high-quality staff**, classroom tech, and data-driven support.

State Priorities Addressed

- 01 **Priority 1:** Basic (Conditions of Learning)
- 02 **Priority 2:** State Standards (Conditions of Learning)

Metrics

- Access to standards aligned Instructional Books and Supplies
- Teach assigned and fully-credentialed
- Facilities in “Good Repair”

#	ACTION
4.1a	Safe Facilities
4.1b	High Quality Employees
4.1c	Professional Growth Systems
4.1d	Classroom Technology and Support and Digital Safety
4.1e	Professional Development Systems and Structures
4.1f	Access to Standards Materials
4.1g	Supports to Schools
4.1h	Data-Based Decision Making

Goal 4 Progress: Safe, Engaging & Equitable Environments

Comprehensive Multi-Year Progress Across Key District Priorities (2023–2026)

Facilities & Safety (Action 4.1a)

100%
Good Repair

- Achieved **100%** of facilities in "Good Repair" districtwide.
- **Safety Perceptions:** 78% of classified staff and 69% of certificated staff report favorable views on school safety.
- *Addressing community feedback via enhanced campus supervision and restroom cleanliness.*

High-Quality Staff (Actions 4.1b, c, e)

91.8%
Credentialed

- Credentialed teachers increased to **91.8%** (up from 87.3% baseline).
- **Exceptional Retention:** 96% teacher retention rate and 100% administrator retention rate.
- Supported by targeted instructional coaching, leadership training, and dedicated PD systems.

Technology & Materials (Actions 4.1d, f)

1:1
Chromebooks

- **100% Student Access:** Over 84% of families & staff confirm timely Chromebook distribution.
- **100% Instructional Materials:** All students receive required standards-aligned materials.
- Digital safety initiatives expanded to include responsible AI integration.

Data-Driven Supports (Actions 4.1g, h)

95%+
Screeners Done

- Universal screeners for Reading, Math, and SEL achieved **95%+ completion rate**.
- **LCAP Alignment:** 100% of School Plans align with LCAP, utilizing >89% of site funds.
- Secured **>$2M in new grants** dedicated to student wellness.

GOAL 5: Equity Multiplier

Total Funding
$688,318

Other State: $688,318
Equity Multiplier: $688,318



Action plan for schools supporting low-income students with high mobility (Lincoln Continuation HS, Raincross, Opportunity).
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State Priorities Addressed

- 01 **Priority 1:** Basic (Conditions of Learning)
- 02 **Priority 2:** State Standards (Conditions of Learning)
- 04 **Priority 4:** Pupil Achievement (Pupil Outcomes)
- 05 **Priority 5:** Pupil Engagement (Engagement)
- 06 **Priority 6:** School Climate (Engagement)

Metrics

- English Learner Progress
- Graduation Rates
- College/Career Preparation
- CA Dashboard - Mathematics, ELA
- Suspension Intervention
- Teachers Assigned and Fully Credentialed

#	ACTION
5.1a	English Learner Growth
5.1b	Increase Graduation Rates
5.1c	College/Career Preparation
5.1d	Mathematics Instruction
5.1e	Suspension Intervention
5.1f	English Language Arts Instruction

Goal 5: Equity Multiplier Actions

Targeted academic and behavioral interventions driving progress across four alternative education sites.

Program Context

The Equity Multiplier initiative provides targeted, intensive support for RUSD's most vulnerable students at four qualifying sites: **Abraham Lincoln Continuation**, **Raincross High Continuation**, **Opportunity Program**, and **Summit View Independent Study** (qualifying due to 70%+ low-income populations and high student enrollment mobility).

Action 5.1a (Lincoln)

Tier II and III tailored supports for multilingual learners successfully met **1-year English Language Arts (ELA) growth targets**.

Action 5.1b (Raincross)

A "Graduation Incentive" program featuring bi-weekly progress monitoring, coaching, and tutoring for credit recovery maintained **Blue status** (highest state performance level) for the Graduation Rate.

Action 5.1c (Lincoln, Raincross, Summit View)

Dual enrollment support, transportation, and monitoring increased College & Career prepared rate to **6.3%** at Lincoln/Raincross and **25%** at Summit View.

Action 5.1d (Lincoln, Raincross, Summit View)

Delivers high-quality, lower-ratio structured math instruction, small-group tutoring, and targeted skill building.

Action 5.1e (Lincoln, Raincross, Opportunity)

Implemented restorative practices, positive behavior support, and parent outreach, resulting in Opportunity Program achieving **Green status** for suspension reduction.

Action 5.1f (Lincoln, Raincross, Summit View)

Provides individual and small-group reading and ELA intervention to accelerate literacy growth across participating sites.

LCAP Programs & Support Currently Provided

Review these key program areas before answering your breakout room questions:

Professional Development & Training
Professional learning for teachers & leaders across core subjects, instructional coaching, MTSS & ELD support.

Instructional Support & Intervention
Targeted reading & math interventions, expanded planning time, credit recovery, and dropout prevention.

Expanded Learning Time & Programs
Summer learning programs (elementary, middle, high), preschool foundations, STEM & English Learner newcomer opportunities.

College, Career & Academic Pathways
CTE pathways, Dual Enrollment, IB, AP, AVID, Seal of Biliteracy, and postsecondary guidance.

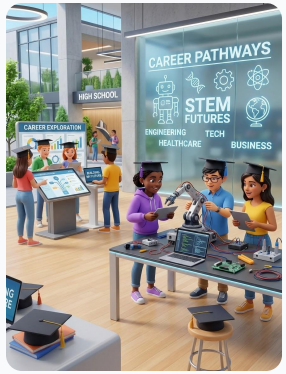
Student Well-Being & Connectedness
PBS, restorative practices, counseling, attendance support, foster youth care, arts & athletics.

Family & Community Partnerships
Family engagement programs, translation & interpretation services, community communications, mentoring.

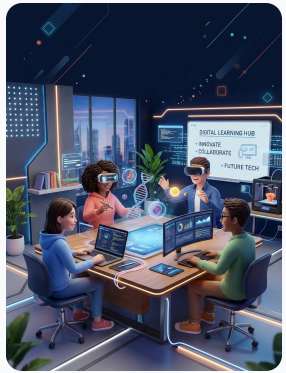
Technology, Materials & Facilities
Classroom tech infrastructure, digital citizenship, computer science, standards materials, safe facilities.

Staffing, Equity & Operational Support
Recruiting & retaining diverse high-quality staff, Professional Growth Systems (PGS), site supports, data systems.









LCAP Programs & Support Currently Provided

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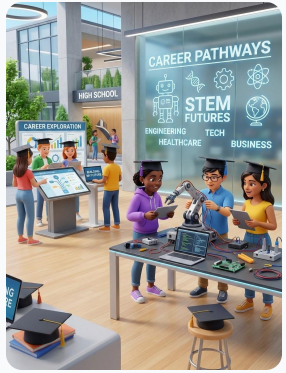
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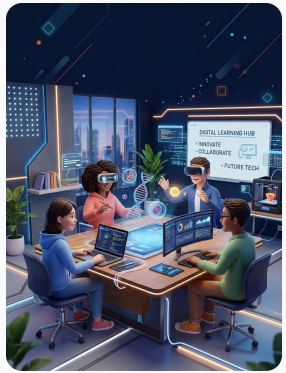
Family & Community Partnerships

Family engagement programs, translation & interpretation services, community communications, mentoring.









PAC Input Activity: Your Voice in the Next 3 Years

Guiding Questions for Breakout Rooms:

01 What is working in our current LCAP that **must** continue into the next 3 years?

02 What urgent student or family need is **missing** from our current plan?

Report-out time: 2–3 minutes per group



Mandatory Changes to Ineffective Actions

The CDE strictly mandates that **Districts must change actions that have not proven effective over a three-year period**.

If our data shows a lack of progress over the last 3-year cycle, we cannot continue funding or executing the exact same actions. Therefore we must:



Modify

ADJUST & REFINE

Adapt, refine, and adjust implementation details, target student groups, or resource allocations to improve action effectiveness.



Replace

PIVOT STRATEGY

Swap out the ineffective strategy entirely with a new, evidence-based alternative designed to yield better progress.



Discontinue

STOP & REALLOCATE

Stop executing and funding the action altogether, redirecting valuable resources to strategies with proven impact.

LCAP Planning Timeline for 2026-27

01
Sep - Nov 2026

Begin Development

02
Oct - Dec 2026

Student Focus Groups

Critical Feedback Period

03
NOVEMBER

LCAP SURVEY WINDOW

Critical Feedback Period

04
Dec - Jan 2027

Mid-Year Monitoring

05
JAN - FEB 2027

COMMUNITY SESSIONS

Critical Feedback Period

06
Feb - Mar 2027

Goal Development

07
Mar - Apr 2027

Budget Alignment

08
May - Jun 2027

Board Adoption

STRICT TIMELINE

The Local Control and Accountability Plan (LCAP) is built on a strict timeline.

WHY YOUR VOICE MATTERS

If you do not share your voice now, the priorities for 2027 through 2030 will be established without your family's perspective.



RUSD RIVERSIDE UNIFIED SCHOOL DISTRICT

Our Students.
Our Future.
Our Plan.

Resources

ONLINE PORTAL

RUSD LCAP Webpage

Access community engagement updates, advisory group directories, and public announcements.

Visit Webpage

SUMMARY REPORT

Year 3: 2026-27 LCAP Actions Summary

Review high-level action summaries, goals, and key planned metrics for Year 3.

View Summary

FULL DOCUMENT

2026-27 LCAP Entire Document

Download or examine the comprehensive board-approved Local Control & Accountability Plan document.

Entire LCAP 26-27

PAC MEETING TOPICS: 2026-27 PAC Meeting Topics

RUSD RIVERSIDE UNIFIED SCHOOL DISTRICT

Thank you!

Next meeting: December 2

Review What the Community is Saying & Review Current Programs

LCAP Survey: November 1-30