



RUSD Parent Advisory Committee
Local Control & Accountability Plan (LCAP)

Location: Sierra Middle School MPR & Virtually: bit.ly/RUSDPACLCAP | **Time:** 9:00 - 10:30am

Date: December 4, 2025 | **Time:** 6:00 - 7:30pm

Agenda Item/ Presenter	Notes/Follow up
Welcome Call meeting to order	Dr. Dean opened the meeting by introducing the RUSD staff and taking attendance of all Parent Advisory Committee members. She outlined the agenda, which included reviewing previous meeting minutes, discussing LCAP updates, measuring effectiveness of actions, and discussing The California Dashboard with Ms. Laura Ferreira, The Assistant Director of Research, Assessment, and Evaluation. Dr. Dean conducted a welcome activity. Each participant introduced themselves, shared their relationship to RUSD, and highlighted a favorite family or friend tradition they enjoy during the upcoming Christmas holiday season. The established meeting norms were revisited by Dr. Dean. Dr. Dean asked attendees to review the minutes from the prior meeting, noting new approaches such as Delilah taking minutes and using AI technology to summarize notes. The minutes combined information from both morning and afternoon sessions for a complete overview. Dr. Dean outlined the purpose of LCAP PAC as the 3 C's: • Connect with RUSD Community • Collaborate Openly • Create a Plan for the Future
LCAP Updates	The meeting focused on updates and plans for the Local Control and Accountability Plan (LCAP) in RUSD. Dr. Dean provided updates on student focus groups, survey participation, and upcoming community input forums. So far our LCAP Department has conducted Student Focus Groups at all Middle schools, High Schools, and 3 Elementary Schools. During November, we reviewed participation in the recent Thought Exchange surveys: • 889 Parents participated • 900 Employees participated • 4,865 Students (7-12) participated

	Question: A parent asked how was the Thought Exchange Survey sent out to families? - Dr. Dean explained how the LCAP survey was sent out on Parent Square, the District website, and through flyers with QR codes at all Elementary schools, particularly during parent-teacher conferences in November. One parent mentioned she received the survey notification survey on Parent Square and also saw the flyers we sent out to each Elementary site to post during parent teacher conferences to increase awareness. Question: A parent shared she was able to complete the survey but faced technical difficulties when trying to rate other parents' comments. - Dr. Backstrom noted that if cookies and cache are not refreshed, returning to the survey link will resume at the exact point where the user previously left off. Question: A parent asked what Elementary schools were picked for a student focus group? - Dr. Dean clarified we visited Washington Elementary because it represented the DLI program, Harrison Elementary for their AVID program and we will be visiting Liberty Elementary next week to wrap up our student focus groups. Dr. Dean provided an update on the upcoming LCAP Mid-Year Review, scheduled for February 12, 2026, with the RUSD Board of Education. She explained how the mid-year review will measure progress toward LCAP goals, evaluate action effectiveness using key metrics, and adjust the projected budget to ensure resources are aligned and priorities remain transparent. Dr. Dean presented a 5 min video created by AI explaining the process of LCAP goal analysis, which centers around four questions: what was done, was the money spent as planned, did the actions work, and what is the plan for next year. The video clarified that an action is considered effective if it produces the desired result. If an action is ineffective for three consecutive years, it must be modified. Dr. Lari Dean added that the district is currently in year two of the cycle and will meet with action leads to assess the midyear effectiveness of 72 actions. These actions are evaluated using 219 different metrics, incorporating both quantitative and qualitative data.
How do we measure effectiveness of the actions?	Dr. Dean raised a question of how we measure effectiveness? Dr. Dean explained that effectiveness is measured by establishing baselines, tracking progress toward goals, and evaluating actions using both quantitative data (assessments) and qualitative feedback (surveys and observations).

	Academic and Achievement Metrics: • Standardized tests and grades measure student achievement • These tests are important because they show if students are meeting learning goals • Tracking enrollment in advanced courses or career pathways demonstrate college and career readiness and help student success with future opportunities. • Tangible student work gives a more complete picture of growth than just one test score Student Engagement & Support: • Attendance & participation reveal student engagement and connection to the learning process • Tracking use of support services like tutoring and counseling show how students use available resources for success • Monitoring how students participate in online learning tools, discussion boards and learning platforms help us understand their involvement and presence in digital learning Holistic Development & Well-being: • Reviewing important life skills like critical thinking, communication, teamwork, and time management. • We gather student opinions through surveys, focus groups, and interviews. This helps schools understand their experiences and make sure programs meet their needs. • School Climate & Culture Surveys check how safe, fair, and supportive the school feels for students. Surveys ask about relationships, safety, school environment, engagement, and sense of belonging. Long-term Outcomes: • Tracking how many students continue their education each year or finish their programs shows how well the school supports students to stay on track and succeed. • Analyzing discipline data for frequency and the type of referrals provides school climate, student behavior patterns, and where extra support may be needed.
CA 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.

Virtual Meeting Presenter: Sean Curtin Director of Research, Assessment & Evaluation	Mr. Sean Curtin provided an overview of the California Dashboard, explaining its purpose of providing parents and educators with meaningful information on school and district progress. He discussed the seven state indicators, focusing on the academic indicator and English Learner Progress Indicator. Mr. Curtin clarified the difference between the California Assessment of Student Performance and Progress (CAASP) and internal assessments, emphasizing that the CAASP is used for accountability measures. He also explained the concept of "distance from standard" used in the dashboard to measure student performance and growth. Mr. Curtin explained the importance of achieving a 95% participation rate in student assessments, as lower rates can result in a loss score that negatively affects overall performance metrics. He clarified that this requirement applies to all student groups, including those who are absent, opt out, or do not complete tests. He discussed the differences between the California Dashboard and school accountability report cards, noting that the Dashboard focuses on distance from standards while the SARC provides information on CAASP scores. He demonstrated how to navigate the California Dashboard, highlighting various indicators such as academic performance, engagement, and climate, and explained the significance of local indicators like the culture and climate survey. Mr. Curtin presented the district's performance data, showing an improvement in distance from standard points from 2024 to the current year, and discussed how to interpret student group performance data on the dashboard. The meeting focused on reviewing academic performance data, particularly for English learners and math indicators. Mr. Curtin explained that English learners were 63.9 points below the standard, but showed growth of 13.9 points from the previous year. He emphasized that while growth in large districts like RUSD is slow, they aim for at least 4 points of growth district-wide, with 6-7 points being ideal for English learners. The discussion concluded with questions about chronic absenteeism data, which Sean clarified is not publicly reported on the California dashboard for high schools, but is tracked internally and shared with school sites through monthly reports. Mr. Curtin discussed district performance metrics and resource allocation for schools. Sean explained that reports are generated to track school performance, with chronic absenteeism being a significant factor affecting academic achievement. The district prioritizes addressing disproportionalities in student performance and has accountability measures in place, such as ATSI for student groups and CSI for school-wide issues. The discussion
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In-person Meeting Presenter: Laura Ferreira Assistant Director of Research, Assessment & Evaluation	also covered the English Learner Progress Indicator (ELPI), which measures progress towards English proficiency, with a focus on reading as the primary area of need. The conversation ended with an overview of ELPI data, showing an increase in the percentage of students making progress from 2024 to the current year. An example CAASPP (California Assessment of Student Performance and Progress) score report was presented to guide parents in understanding the performance indicators and achievement levels shown on the assessment. Parents were also reminded that they can access their child’s state test scores by logging into their AERIES Parent Portal. This resource allows families to review detailed assessment information and track academic progress. Dr. Dean introduced Ms. Laura Ferreira, Assistant Director of Research, Assessment, & Evaluation (RAE), who provided an overview of the California Dashboard. This dashboard serves as the state’s official accountability system and is a key resource for analyzing LCAP goals and actions. The California Dashboard reports on seven state indicators, including: • Academic performance in English Language Arts and Mathematics • Graduation rates • Chronic absenteeism • College and career readiness • Science Indicator By showing both performance levels and progress over time, the dashboard helps guide districts in continuing effective practices and reevaluating areas that need improvement. Ms. Ferreira explained how the California Dashboard uses a grid to determine color ratings by comparing the current year’s performance with the previous year’s change. Dr. Dean clarified that the LCAP focuses on unduplicated pupils—including English learners, students from low-income households, and foster youth as well as any students that score in the red on the dashboard. Ms. Ferreira also shared that academic indicators, such as ELA and Math, use a “distance from standard” metric based on student
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scores to calculate overall group status.

Ms. Ferreira emphasized the importance of a 95% participation rate for standardized testing, noting that failure to take the test results in the lowest possible score, negatively impacting the district's distance from standard calculation.

Testing details include:

- ELA and Math assessments begin in third grade.
- English Learner Proficiency Assessments for California (ELPAC) start in kindergarten, but only grades 1–12 count toward the English learner progress indicator used to measure growth.

The district is proud of its strong reclassification rate, with about 90% of eligible students reclassified annually, meaning they have achieved fluent English proficiency.

Question: A parent mentioned the district is scoring well but if we look at an individual school their scores could be very low? - Dr. Dean confirmed this is true. She explained that every district has its own California Dashboard page, which includes reports for all schools. Each school also has a unique page displaying its individual scores. Parents can access these scores by visiting the CA Dashboard and selecting the correct school, district, and county.

Ms. Ferreira presented RUSD's progress on the California Dashboard, noting that for English Language Arts, the district improved from orange in 2024 to yellow in 2025. Student groups in ELA showed eight groups increasing performance, three maintaining, and one decreasing, while in Math, the district also improved from orange to yellow, with 10 out of 11 student groups increasing their performance

Question: Do these tests begin in 3rd grade or in Kinder when they are first registered? - Third grade is when students take the ELA & Math tests.

Ms. Ferreira reported on English Learner student progress, explaining that students earn credit for growth by either improving one Language Proficiency (LP) level or maintaining a level four. Students who reach level four and meet additional requirements including teacher and parent input are eligible for reclassification.

In 2025, the percentage of students at level four increased by 2%, making more students eligible for reclassification. The district is proud of its strong performance, with the English Learner Progress Indicator on the California Dashboard improving from orange in

2024 to yellow in 2025. Overall, 43.7% of EL students made progress, up from 39.8% the previous year.

Dr. Dean noted RUSD may face penalties if participation falls below 95%. This is because students who are absent, do not take the test, or whose parents opt them out receive the lowest possible score, which negatively impacts the district's overall performance calculations. For this reason, RUSD works hard to maintain a high participation rate to avoid any negative impact on the district's results.

The discussion also covered the English Learner Progress Indicator (ELPI), which measures progress towards English proficiency, with a focus on reading as the primary area of need.

Question: A parent expressed concern that Dual Language Immersion (DLI) students learn math in Spanish from kindergarten through sixth grade, but once they enter middle school, instruction and testing are in English. This transition can create challenges for students who may not be familiar with the English terminology used in math. - Ms. Ferreira stated how this is one of the biggest concerns for parents. The state testing system has made significant improvements. Students now have the option to take the math portion of the state test in Spanish, which is very helpful. Additionally, the district provides technology tools to support the transition from instruction in Spanish to English. Strategies such as using cognates words that are similar in both languages are also implemented to help bridge the gap and ensure a smoother transition for students.

Question: A parent asked if a student receives special education services, their IEP includes modifications to support them during testing, which may allow the student to take the assessment in an alternative way? - Dr. Dean confirmed that students with an Individualized Education Program (IEP) or a 504 plan can receive accommodations, which provide the highest level of support. Additionally, designated supports such as the option to take the math test in Spanish can be assigned to any student based on individual need.

Ms. Ferreira provided an example CAASPP (California Assessment of Student Performance and Progress) score report to guide parents in understanding the performance indicators and achievement levels shown on the assessment.

Parents were also reminded that they can access their child's state test scores by logging into their AERIES Parent Portal. This resource allows families to review detailed assessment information and track academic progress.

	Question: If my child passes this test in 5th grade do they have to take it again the following year? - Dr. Dean confirmed yes, the tests change every year according to grade level. These tests serve two purposes: first, to help parents understand how their child is performing, and second, to provide the district with data that informs decisions on how to better support students.
Worksheet Activity	Dr. Dean reviewed a section of the LCAP document highlighting metrics from the California School Dashboard. Participants engaged in a worksheet activity with Dr. Dean to analyze how student performance in ELA and Math has changed across different student groups, identifying areas of growth and decline. Dr. Dean led the activity, the group reviewed district-level data for student groups that were initially in the red on the CA Dashboard. In ELA, English learners improved from red to orange after the first year, and then to yellow in the second year. Students with disabilities also moved from red to orange in language arts. In Math, students with disabilities started at orange, dropped to red, and then moved back up to orange in the current year, showing positive progress. The baseline data focused specifically on groups that scored in the red, which explains why some groups such as foster youth in language arts did not appear on the chart unless they scored red in another area, like math. Question: Can one student be categorized in more than one group? - Yes, for example an asian student who is foster youth, low income and an english learner.
Future Meeting Dates Closing	Dr. Dean showed the parents our last three remaining Parent Advisory Meetings. The Next meeting will be January 29, 2026 at 9:00am Virtually and 6:00pm In-person at Sierra Middle School. Dr. Dean discussed potential topics for upcoming PAC meetings, which were initially suggested by volunteer officers. Parents were invited to contribute additional topics during the meeting or via email at a later time. No new topics were mentioned during the session. Finally, Dr. Dean shared information about upcoming LCAP Family & Community Input Sessions, which will begin next month. These sessions provide an opportunity for families to share feedback and help shape District priorities.

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