



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

Date: January 29, 2026

Location: Virtually: bit.ly/RUSDPACLCAP | **Time:** 9:00 - 10:30am

Location: Sierra Middle School MPR | **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 welcoming all in attendance. She outlined the agenda, which included reviewing previous meeting minutes, discussing the Mid-Year review, explaining Quantitative vs Qualitative Data, and the reviewing of Qualitative Data to date with Dr. Valerie Backstrom. Dr. Dean reviewed the meeting norms with participants. The purpose of LCAP PAC as the 3 C's were outlined: • Connect with RUSD Community • Collaborate Openly • Create a Plan for the Future Dr. Dean conducted a connection activity. Activity questions: What was your favorite part of school and why? What was your least favorite part of school and why? Participants shared their favorite and least favorite aspects of school, highlighting the importance of critical thinking, hands-on learning, and teacher support. Dr. Lari Dean provided an overview of the LCAP, emphasizing its role in ensuring equitable access to resources for all students, particularly those with the highest needs. The discussion concluded with a review of the current LCAP goals, actions, and budget expenditures, emphasizing the need for continuous alignment and review of the plan to meet students' academic and social advancement needs.
Monitoring the LCAP What is the Mid-Year Review?	Dr. Dean began by providing an overview of the district's Local Control and Accountability Plan (LCAP) monitoring process. Key elements emphasized included the alignment between the LCAP and School Plan for Student Achievement (SPSA), the use of gap analysis, and the continuous improvement framework provided by the Plan-Do-Act cycle. The discussion stressed the importance of tracking actions and budgets to maintain accountability and ensure a cohesive districtwide strategy.

	Dr. Dean then addressed the mandatory requirement for local educational agencies to present a mid-year update to the school board and constituents by February 28th. The district is scheduled to deliver this update on February 12th, focusing on select goals and actions. The need for ongoing measurement of effectiveness and making necessary data-driven adjustments was highlighted. The presentation will incorporate qualitative data from community engagement activities, such as LCAP surveys and focus groups, while awaiting middle-of-the-year assessment results to demonstrate academic growth achieved through current actions. Finally, Dr. Dean reviewed the essential purposes of the LCAP Mid-Year Review. These include: monitoring progress toward LCAP goals and actions, analyzing data to pinpoint areas of success and those needing improvement, using findings to inform necessary adjustments to the current LCAP and the development of the subsequent LCAP, and ensuring transparency and accountability to all educational partners.
Measuring effectiveness? Quantitative vs. Qualitative Data	Dr. Dean explained that Quantitative Data is numerical and measurable. This data is expressed in numbers and statistics. Some examples are test scores, attendance rates, and survey ratings. The main focus is on how much or how many. Dr. Dean also explained Qualitative Data is descriptive and observed. This data is expressed in words and descriptions. Some examples are interview transcripts, open-ended survey responses, and focus group notes. The main focus is on why or how. Dr. Dean emphasized that both types of data are essential for comprehensive LCAP planning and understanding student needs. Parents were able to give examples of Quantitative & Qualitative data. A parent responded Quantitative are the metrics we reviewed from the last meeting, Qualitative are the surveys that went out? Another parent mentioned progress reports that go out can be qualitative data because there are comments. Question: Do estimated actuals include encumbrances? - Estimated actual expenditures reflect amounts spent to date plus any outstanding encumbrances (such as purchase orders or contracted services) that are expected to be paid by year-end. This provides a more accurate picture of total projected costs for LCAP actions. Dr. Dean previewed content planned for a future board presentation, highlighting high-cost actions and their respective impacts. She also noted that the presentation will include themes from survey results, student focus group input, and data from site walkthroughs, while acknowledging that academic growth score data from interim assessments is not yet available for comparison.

Review of Qualitative Data to date Dr. Valerie Backstrom Manager, Grants & Project Development	Dr. Valerie Backstrom reviewed preliminary findings from student, family, and employee feedback this year. Dr. Backstrom presented findings gathered through multiple student engagement methods, including elementary, middle, and high school focus groups; the Superintendent's Student Advisory (feedback will be gathered at a later date); Community input sessions; the LCAP Family Survey; and the Culture and Climate Survey (survey is upcoming). <u>Student Engagement & Key Findings:</u> Students reported valuing strong relationships with school staff and identified Campus Supervisors and Counselors as essential supports for safety and emotional well-being. Students also expressed frustration with the physical and digital school environments and indicated a desire for more real-world, hands-on learning opportunities, including financial literacy and career-oriented instruction. Areas of Strength: Students reported feeling well supported by their teachers, particularly in math and English. They also cited reliable access to Chromebooks and instructional materials, as well as ease of using school applications to check grades and complete assignments. Areas of Growth: Students identified ongoing concerns related to restroom cleanliness and access. Technology challenges were also noted, including slow Wi-Fi and restrictive web filters that impede coursework. Additional areas for growth included opportunities for increased instructional feedback and peer collaboration in the Spanish DLI program, limited impact of STEM learning outside of select programs, and a continued desire for more engaging, real-world instructional experiences. <u>Family Engagement & Key Findings:</u> District staff shared findings from multiple family engagement efforts, including parent group presentations, the LCAP Parent Advisory Committee, Community input sessions, the LCAP Family Survey, and the Culture and Climate Survey. Summary of Findings: Families expressed significant concern regarding student safety and well-being, including a desire for stronger anti-bullying measures and improved protections for students with special needs. While parents value receiving information from schools, they noted frustration with short notice for school closures and requested increased outreach in Spanish. Families also reported concerns that students continue to experience academic impacts from the pandemic and identified a need for additional in-person tutoring and smaller class sizes. Areas of Strength:
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Parents reported satisfaction with the quality of instruction in history, math, and English. They also expressed appreciation for the district's responsiveness in providing instructional supplies and laptops, and praised the Arts programs and services for English Learners.

Areas of Growth:

Families indicated a need for increased awareness and visibility of district programs, including STEM opportunities, Career Technical Education pathways, and targeted supports such as Heritage, Legacy, and Puente programs, across all RUSD neighborhoods.

Employee Engagement & Key Findings:

District staff presented findings from employee engagement efforts, including the LCAP Employee Survey, community input sessions, the Culture and Climate Survey, and feedback from employee presentations.

Summary of Findings:

Employees expressed pride in the district's specialized programs but reported increased feelings of burnout related to limited support for student behavioral needs.

Areas of Strength:

Staff identified strong district support for English Learners, low-income students, and students participating in programs such as AVID and the Arts. Employees also praised the work of the Family Resource Center and cited effective communication with the community as a district strength.

Areas of Growth:

Employees reported a need for additional support for students with significant behavioral and emotional needs, including more counselors and aides. Classified staff indicated challenges accessing professional development due to time and technology constraints. Staff also requested more consistent discipline practices and updated safety plans to promote stable and supportive learning environments.

Questions: Regarding the gaps in support for the high need students, was there an indication that it is a matter of staffing or lack of funding? Was this indicated from the employee survey? - This came from our LCAP staff survey. Employees indicated that support was not adequate (quantitative data)

Question: Is there a staffing shortage to fill these positions to get the extra support for the students with those needs?- Depends on the job, but there appears to be a shortage in special education instructional aides.

Question: Is there a reason for the shortage? Is it the lack of employment requirements for Instruction Aides?- There appears to be a lack of applicants. Sometimes the district has to contract

	outside vendors for these extra supports. Question: I heard there were complaints from Instructional Aides where they were not getting breaks and felt unsupported. Was that a reason?- We can not answer that, that is a question for Human Resources. From our LCAP data it was a general perception of a lack of support. Question: Is the District able to offer incentives to encourage increased parent participation in the LCAP survey? - We can share your suggestion to our Department to further discuss.
Future Meeting Dates Closing	Dr. Dean provided an overview of upcoming Family and Community Input Sessions and shared photos from sessions already conducted. She reviewed the LCAP priorities and explained that the sessions are structured to allow parents and families to provide feedback on various goals and priorities through facilitated small-group discussions, with participants selecting the topics on which they wish to provide input. No questions were raised regarding the selection of topics or the structure of the sessions. It was also noted that one parent plans to attend an upcoming Family and Community Input Session. In closing Dr. Dean shared information about our remaining LCAP Family & Community Input Sessions. Our next Input Session will be Tuesday, February 3, 2026 at Central Middle School from 5:30-7:00pm. The remaining sessions will be Feb. 9th at STEM, Feb. 23 at Chemawa, and Feb. 25 virtually. These sessions provide an opportunity for families to share feedback and help shape District priorities.

LCAP & Community Engagement Department Contact Information	
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