



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

Date: February 26, 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	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 Budget Overview for Parents with Nickie Hoff and Shelley Ruzzamenti, The Transportation Plan with Reggie Royster and Shawn Owen, and an explanation of the CAASP testing system. Parents were encouraged to participate in the Climate and Culture Survey and to provide input on the LCAP before its final adoption in June. Meeting norms were reviewed and the purpose of LCAP PAC as the 3 C's were outlined: • Connect with RUSD Community • Collaborate Openly • Create a Plan for the Future She 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. They then participated in a fun activity with Artificial Intelligence(AI). Participants engaged in a Pictionary-style activity where they drew assigned objects, and an AI tool attempted to identify each drawing. This was followed by a discussion on how AI works by analyzing user inputs to make predictions, and emphasized the importance of teaching children about AI's reliance on user data.
LCAP Family and Community Input Sessions Review	Dr. Dean reviewed the results of nine community input sessions, where participants provided feedback on various educational initiatives including grade-level standards, college and career readiness, and school facilities. Goal 1: • Key strengths in academic support and summer programs. • Concerns included early math struggles, limited tutoring access, transportation barriers, and curriculum issues. • Suggestions included increased early intervention funding, more bilingual staff, and improved transportation and communication.

	Goal 2: - Concerns about late college/CTE awareness, limited pathway flexibility, counselor capacity, and DLI/CTE access issues. - Recommendations such as earlier outreach beginning in 3rd grade, clearer guidance tools for families, increased scheduling flexibility, expanded DLI programs, and improved transportation or onsite options for CTE. Goal 3: - Strengths in school connectedness, including strong SAP counselor support and beneficial extracurriculars. - Concerns around limited SEL staffing, inconsistent PBS implementation, attendance challenges, and financial or transportation barriers to activities. - Suggestions: increasing full-time SAP staffing, improving wellness center privacy, addressing root attendance issues, and expanding support for extracurricular participation. Goal 4: - Strengths: strong campus safety systems and praised custodial support, - Concerns about restroom privacy, lack of shade, traffic hazards, and inconsistencies in classroom technology. - Suggested improvements: restroom privacy upgrades, added mid-day custodial staffing, more shade structures, equitable device access, and clearer guidance on AI tools. Parent Comment: A parent shared that their child is gifted in math and often tutors classmates. They recommended creating a peer tutoring program. They noted that students sometimes learn better from other students, who may explain concepts differently than teachers. This could also provide a cost-effective support option for RUSD. Question: Math instruction in elementary, can you share what supports are in place beyond the work of TOSAs to strengthen math teaching and learning in that area? Response: The district updated its professional development model this year. Teachers now receive training in small groups and attend multiple sessions, rather than the “train the trainers” model. All teachers will be trained, but in the meantime, the expectation that those trained will also bring what they learn back to their sites. TOSAs are also being trained, but their impact varies depending on how each school chooses to utilize them.
Budget Overview for Parents Nickie Hoff Director of Business Services	Nickie Hoff provided an overview of The Annual Budget Reporting Cycle, outlining key fiscal deadlines. The presentation covered the Adopted Budget and Estimated Actuals finalized between July and December, followed by the First Interim and audited figures due in December. It also highlighted the mid-year reporting period from February to June, including the LCAP Mid-Year Review, Second Interim, and the final Third Interim report used to reconcile the budget before year-end.

Shelley Ruzzamenti Manager of Business Services	The presentation included an overview of the Local Control Funding Formula (LCFF), explaining its three funding components: Base funding, Supplemental funding for English learners, foster youth, and low-income students, and Concentration funding for districts with more than 55% of these targeted student groups. Supplemental funding provides an additional 20% of the grant to the LCAP for each unduplicated student. Concentration Grant is an additional 65% of the base grant for each unduplicated high need student. This additional funding must be used to increase or improve services for students who need extra support to grow and thrive. She explained district revenue projections, comparing the Adopted Budget to the First Interim update. Slides showed that LCFF funding remains the district's primary revenue source, with additional contributions from state, federal, and local funds. Updates between the Adopted Budget and First Interim reflected changes in state funding, federal allocations, and local revenue estimates. Nickie Hoff compared budgeted expenditures from the Adopted Budget to the First Interim update. Slides showed an increase in Total Budgeted General Fund Expenditures, rising from approximately \$799 million to \$827 million, and an increase in LCAP-related expenditures from about \$157 million to \$161 million. These updates reflected revised spending needs and adjustments made during the First Interim review. Nickie highlighted the district's Total Budgeted Expenditures for the First Interim. A breakdown of spending by LCAP goal was also reviewed, showing Adopted Budget amounts, Estimated Actuals, and First Interim expenditures for areas such as Grade-Level Standards, English Language Development, College & Career Readiness, School Connectedness, Supports for Learning Environments, and the Equity Multiplier. Question: Will the mid-year update be available for viewing on the district website? Answer: Yes, it is already on our LCAP website Question: Do we know how much funding we are losing due to chronic absenteeism? Answer: There is no calculation that was done recently but it is something we can calculate and share with the LCAP team. Question: A parent asked whether all schools receive resources equally, or if Title I schools receive more funding and support compared to non-Title I schools. Response: Title I schools receive additional Title I funds. Non-Title I schools are funded based on per-student enrollment. Most overall LCAP/LCFF funding supports districtwide actions rather than individual school allocations, although sites do get money for 4.1g - Supports to Schools, and secondary gets an allocation from 3.3c for Schools +2, as well for other specific actions.
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	Question: A parent expressed concern that when schools receive funding, if they spend all of it, what happens when they need more money? Response: School sites go through frequent AFR (Additional Funding Request) reviews. When a site requests more funds, they must provide accurate documentation, and Shelley verifies whether the school has any remaining funds available before additional money is approved.
Transportation Plan Reggie Royster Director of Maintenance, Operations & Transportation Shawn Owen Transportation Lead	Reggie Royster and Shawn Owen provided details on the district's Transportation Plan 2026-27 Overview, noting state requirements under Education Code 39800.1 and 41850.1 for board adoption by April 1st each year. The plan outlines the district's commitment to providing safe and consistent transportation, detailing services available to students and enabling the district to receive up to 60% reimbursement of transportation costs. The transportation update included an overview of the district's contracted vendor, First Student, which operates 229 vehicles—including 20 zero-emission buses—running 188 daily routes and serving 5,970 students, along with supporting over 4,600 scheduled field trips annually. The presentation also reviewed bus pass requirements for grades 7–12 and outlined 2024–25 bus pass pricing, including round-trip, one-way, installment options, and replacement fees. An invitation was provided for participants to preview the plan on the district website and submit feedback by March 1, 2026. Contact information for questions was provided for Samuel Precie, Executive Director of MOT & Government Relations. Question: Do students with free & reduced lunch get a prorated fee for transportation? Answer: We use the same guidelines as Nutrition Services and offer free bussing to those students who qualify. Question: Are the free bus passes for RUSD buses or public buses? Response: It is an RUSD bus pass so we can keep track and know which students are on the bus. Question: Will your department still accept feedback even past the deadline of March 1st? Response: Yes, we will take any feedback that comes through.
Parent Guide to CAASPP Marisa Rivas Ed.D Specialist of Research, Assessment, & Evaluation	Dr. Dean provided an overview of CAASPP testing and resources available to help support student success. The presentation highlighted the features of the Starting Smarter platform, which supports families in understanding and using CAASPP results. The speaker explained that the site is organized into three key areas: Score Reports, which help families interpret performance levels and identify student strengths and needs; Sample Test Questions, which allow families to view grade- and subject-specific examples; and Additional Resources, which provide tools for supporting learning at home and guiding parent-teacher discussions. The purpose of the site is to help families turn assessment data into meaningful conversations and actionable next steps. The Starting Smarter website helps families interpret their child's CAASPP Student Score Report. Families can view downloadable sample reports for ELA, math, science, and alternate assessments, with clear breakdowns of

overall performance levels and specific skill areas. A short step-by-step video is also available to guide families through reading the report. The goal is to help families understand student growth.

The presentation demonstrated how families can preview grade-level expectations using the Starting Smarter website. Families can select a subject, grade level, and skill area to view a description of the skill being measured, a real sample test question, and an example of a correct response. This feature helps families understand the rigor of CAASPP questions, the type of thinking students are expected to demonstrate, and how students explain their reasoning. The speaker noted that reviewing just a few sample items at home can reduce test anxiety, build familiarity with the format, and increase student confidence before testing.

Information was provided on additional family resources available through the Starting Smarter platform to support learning beyond testing. Tools included the downloadable 'Partners in Learning' guide, which provides questions families can ask teachers and outlines ways schools and families can work together to support student progress—especially useful during parent-teacher conferences. Additional featured resources included 'Be a Learning Hero,' offering grade-level roadmaps, and 'Support Your Child's Learning,' which provides at-home strategies for reinforcing key skills. These tools help families feel prepared, strengthen home-school collaboration, and keep the focus on continuous student growth rather than testing alone.

Question: A parent asked whether students are required to use correct spelling in math and science now that some test questions require written responses instead of multiple-choice, and whether incorrect spelling will negatively affect their score?

Response: No, students are not penalized for spelling in math or science, since those questions assess content knowledge, not writing skills. However, for ELA/Writing, correct spelling does matter.

Question: Will any of the practice examples students complete during preparation end up appearing on the actual test?

Response: No. Practice examples never appear on the actual test—CAASPP maintains strict test security. The items students see in practice are released questions provided specifically for preparation. Training tests are also available to help students get familiar with the testing tools and navigation before taking the real assessment.

Dr. Rivas noted that 11th-grade students taking the ELA and math CAASPP assessments have the option to release their Early Assessment Program (EAP) results to universities.

Question: Is the test used to determine a student's grade-level placement or identify where they are performing within their grade level?

Response: The state uses CAASPP results as part of its accountability system to evaluate how well schools and districts are performing. The data helps measure progress toward meeting grade-level standards and shows student growth over time. RAE conducts extensive data analysis to understand student performance trends and how RUSD compares to other districts.

	Parent comment: Our family has had to take these test scores with a grain of salt, in light of our student's actual grades and conversations with the teacher. We attribute some of the discrepancy to some test anxiety, but I hope parents understand there can be other factors that result in test scores. Question: Does that mean all the tests are conducted on a computer? How does this work with math? Are kids given scratch paper ? And is AI being used to score these? Answer: Teachers are given resources to help students take the test on the computer. There are also resources for parents as well to help their students practice taking the test. Question: Do colleges look at these test scores or are they related to student grades? Answer: These help us measure effectiveness; they are not connected to student grades but used as information to see how much the student knows. Question: How can I review the opinions that have been inputted through the family surveys. Is there a way to see the comments before it is adopted in June? Answer: Yes, you will find that in our Mid-Year report which is located on our website. It includes implementation, qualitative, and quantitative data.
Future Meeting Dates Closing	In closing Dr. Dean encouraged participants to take the Climate and Culture Survey, open through March 13th. Our last Parent Advisory Meeting will be April 23, 2026 at 9:00am Virtually and 6:00pm In-person at Sierra Middle School. At this meeting, we will look at proposed updates to the LCAP and will gather questions for the Superintendent. The 2026-27 LCAP plan will go to public hearing on June 4 and adoption on June 25.

LCAP & Community Engagement Department Contact Information	
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