

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California Healthy Kids Survey Results

RECOMMENDATION:

The Superintendent recommends the Board of Trustees receive a report on the California Healthy Kids Survey (CHKS) administered in October of 2022.

BACKGROUND:

The CalSCHLS system, which includes the California Healthy Kids Survey (CHKS), is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation. Across California the CHKS has led to a better understanding of the relationships between students' health behaviors and academic performance. The information gathered from this survey, along with additional climate measures, is incorporated into the Local Control and Accountability Plan regarding school climate and engagement.

The CalSCHLS system was created by the California Department of Education (CDE) in 1997 to efficiently and cost-effectively provide school districts and their partner communities with quality local data which can be used to improve student academic performance and social-emotional, behavioral and physical health of all youth. It assesses key indicators linked to success in school and career, and life. The majority of districts in California now use CalSCHLS data as Local Control and Accountability Plan (LCAP) indicators.

STATUS:

The Board will receive information regarding Rescue Union School District's results for the California Healthy Kids Survey administered to 5th and 7th grade students. The CHKS Core Module provides data on nearly all domains of school climate including: perceived school safety, violence, bullying, caring adult relationships, high expectations, opportunities for meaningful participation, substance abuse, and social emotional supports.

Additionally, the Board will receive information from a local survey administered to 3rd grade students and information from the related California School Staff Survey (CSSS) and the California School Parent Survey (CSPS)

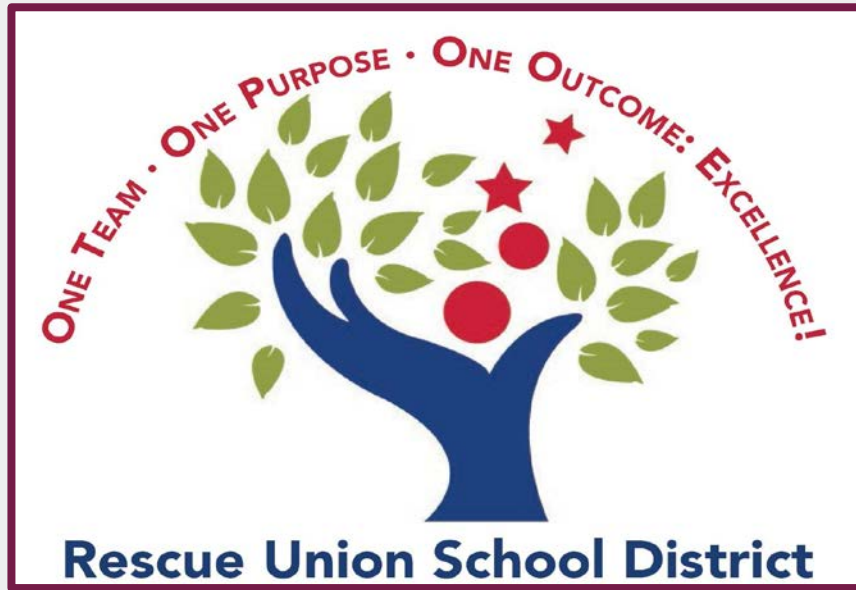
FISCAL IMPACT:

N/A

BOARD GOAL(S):

Board Focus Goal I - STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.



February 7, 2023

**California Healthy Kids Survey
Results from October 2022 Administration**

Rescue Union School District Board of Education

Agenda

- California Healthy Kids Survey Descriptors
- Participation
- Analysis of the Data
- Next Steps
- Questions

*Appendix



California Healthy Kids Survey (CHKS) Descriptors

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in:

- **Fostering safe and supportive school climates, social-emotional competencies, and engagement in learning;**
- **Preventing youth health-risk behaviors** and other barriers to academic achievement; and
- **Promoting positive youth development,** resilience, and well-being.



California Healthy Kids Survey (CHKS) Descriptors

THE IMPACT

In order to improve school climate and the overall social, emotional, and physical health of our students, the results of the California Healthy Kids Survey **are examined alongside other data including:**

- Parent survey results
- Student listening circle feedback
- Reports from teachers, classified employees, and administrators
- Previous CHKS results
- Discipline referrals and suspension rates
- Behavioral observations
- Attendance rates



Student Participation

- 54% of all elementary 3rd grade students participated in a local survey in 2022-23 (This is a new survey created by RUSD based on Board interests).
- 53% of all elementary 5th grade students participated in the survey in 2022-23 (55% Participated in 2021-22).
- 87% of all middle school 7th grade students participated in the survey in 2022-23 (91% Participated in 2021-22).



Parent and Staff Participation

- There were 629 parents who participated in the California School Parent Survey (761 parents participated in 2021-22).
- There were 199 staff members who participated in the California School Staff Survey (192 staff members participated in 2021-22).



Analysis of the Data - Elementary School*

➤ **Bright Spots**

- Academic motivation continues to be evident in students.
- Students are feeling connected to their school and their learning.
- Students are connected to an adult/staff member on campus
- Inappropriate behaviors at school, including bullying, spreading rumors, name calling, and hitting have been reduced this year.
- Cyberbullying incidents have been reduced this year.

➤ **Areas of Focus**

- Parent involvement is lower this year.
- Students need to take better care of themselves (i.e. Plenty of Sleep and eating properly).

*This is based on a comparison with the 2021-2022 CHKS data for 5th grade.



Analysis of the Data - Middle School*

➤ Bright Spots

- Participation rates remain high, providing more confidence in the data.
- Attendance has improved.
- Academic motivation and connectedness has improved.
- Students are taking better care of themselves (i.e. Bedtime and Proper Routines)

➤ Areas of Focus

- Inappropriate behaviors at school, including bullying, and spreading rumors have increased.
- Emotional stress and support continue to be an area of concern.

***This is based on a comparison with the 2019-2020 CHKS data for middle schools.**



Analysis of the Parent Survey Data

➤ **Bright Spots**

- RUSD schools are safe for students
- RUSD schools promote academic success for all students
- School staff care about students
- Schools communicate with parents about school information

➤ **Areas of Focus**

- Continued focus on the promotion of parental involvement
- Continued emphasis on promoting the respect of cultural beliefs
- Continued promotion of Social Emotional Learning (SEL) supports for students



Next Steps...

CHKS results for each individual school have been shared with site administrators.

Site leadership teams, School Site Councils, Safety Teams, Student Councils, and other groups will be planning ways to strategically improve student perceptions and outcomes.

It will be especially important to ensure that we continue to provide quality mental health services and social emotional supports, including counseling, PBIS, SEL competency building lessons, etc.

Additionally, we must continue to promote good attendance by monitoring the reasons for absence and look for ways to improve attendance in areas where it can be done safely.



Questions?



Appendix



3rd Grade Local Survey Data

- Do you have friends at school? - 99%
- Do you feel safe in the classroom? - 97%
- Do you feel safe outside the classroom (recess/lunch)? - 97.5%
- Do you feel safe on the bus? - 81.8% (27/33 students that ride the bus)
- Is there a trusted adult you can go to at school if you need help? - 93.6%



Summary of Key Indicators - Elementary (5th Grade)

2021-2022 Comparison	22-23	Delta
School connectedness	80%	-2%
Academic motivation	90%	-1%
Caring adults in school	77%	-3%
High expectations	90%	0%
Meaningful participation	45%	+1%
Facilities upkeep	90%	0%
Parent Involvement	77%	-3%
Social emotional supports	77%	-2%
Anti-bully climate	79%	0%
Feel safe at school	82%	-7%
Feel safe to and from school	88%	-8%
Been hit or pushed	8%	-18%
Mean rumors spread about you	13%	-20%
Called bad names (even once)	11%	-27%
Saw a weapon	11%	+2%
Cyberbullying	9%	-9%

2021-2022 Comparison	22-23	Delta
Rule Clarity	91%	0%
Students well behaved	60%	-3%
Students treated fairly	70%	+7%
Students treated w/respect	91%	+1%
Alcohol/drug use	24%	+5%
Marijuana use	1%	0%
Cigarette or e-cigarette use	1%	0%
Vaping	1%	0%
Eating breakfast	85%	-2%
Late bedtime	28%	+8%
Frequent sadness	16%	+3%
Wellness	79%	-4%



Summary of Key Indicators - Middle School

2020-2021 Comparison	22-23	Delta
School connectedness	68%	+2%
Academic motivation	66%	+5%
Monthly Absences (3 or more)	11%	-5%
Maintain focus - schoolwork	42%	-4%
Caring adult relationships	64%	+6%
High expectations	78%	+6%
Meaningful participation	31%	+6%
Facilities Upkeep	64%	+1%
Parent involvement	63%	+8%
School perceived safe	69%	+3%
Harassment/bullying	36%	+6%
Mean rumors spread about you	40%	+7%
Afraid of being beaten up	20%	+3%
Been in a physical fight	12%	+4%
Saw a weapon	7%	-7%
Cyberbullying	28%	+4%

2020-2021 Comparison	22-23	Delta
Current alcohol or drug use	4%	0%
Current marijuana use	1%	0%
Current binge drinking	0%	0%
Current cigarette use	0%	-1%
Current vaping	1%	-2%
Eating breakfast	71%	+7%
Bedtime (at 12a.m. or later)	7%	-5%
Social emotional distress	23%	0%
Chronic sadness	27%	+2%
Considered suicide	15%	+1%
Optimism	59%	-1%



Parent Survey Summary of Key Indicators (Elementary School)

➤ **Parental Involvement**

- Promotion of parental involvement: 88%
- School encourages me to be an active partner: 97%
- School actively seeks input of parents: 73%
- Parents feel welcome to participate: 95%

➤ **School Supports for Students**

- Promotes academic success for all students: 94%
- School is a safe place for my child: 95%
- School has adults who really care about students: 95%
- Communication with parents about school: 90%

➤ **Fairness, Rule Clarity, and Respect for Diversity**

- School enforces rules equally: 84%
- School treats all students with respect: 95%
- School promotes respect of cultural beliefs: 76%*
- Provides counseling or other ways to help students with social or emotional needs: 70%*

*More than 10% of responses chose “Did not know.”



➤ **Substance Use, School Disorder, and Bullying**

- Student alcohol and drug use (large problem or somewhat a problem): 0%*
- Student tobacco use (large problem or somewhat a problem): 0%*
- Student vaping use (large problem or somewhat a problem): 0%*
- Racial/ethnic conflicts (large problem or somewhat a problem): 3%
- Harassment or bullying of students (large problem or somewhat a problem): 14%*

➤ **Facilities**

- School has clean and well maintained facilities: 96%

***More than 10% of responses chose “Did not know.”**



Staff Survey Summary of Key Indicators (Elementary School)

➤ **School Supports for Students/Staff**

- Promotes academic success for all students: 97%
- School has adults who really care about students: 98%
- Communication with parents about school: 99%
- Creates a safe campus: 96%

➤ **Support for Social Emotional Learning**

- Students treat each other with respect: 98%
- School encourages students to feel responsible for how they act: 97%
- School encourages students to understand how others think and feel: 98%
- School helps students resolve conflicts with one another: 99%

➤ **Fairness, Rule Clarity, and Respect for Diversity**

- School rules are fair: 100%
- Students know what the rules are: 100%
- Students respect each other's differences: 96%
- Staff respect differences in students 98%

➤ **Facilities Upkeep**

- School has clean and well-maintained facilities and property: 80%



Parent Survey Summary of Key Indicators (Middle School)

➤ **Parental Involvement**

- Promotion of parental involvement: 70%
- School encourages me to be an active partner: 82%
- School actively seeks input of parents: 59%
- Parents feel welcome to participate: 70%

➤ **School Supports for Students**

- Promotes academic success for all students: 87%
- School is a safe place for my child: 91%
- School has adults who really care about students: 91%
- Communication with parents about school: 86%

➤ **Fairness, Rule Clarity, and Respect for Diversity**

- School enforces rules equally: 75%*
- School treats all students with respect: 88%
- School promotes respect of cultural beliefs: 69%*
- Provides counseling or other ways to help students with social or emotional needs: 53%*

***More than 10% of responses chose “Did not know.”**



➤ **Substance Use, School Disorder, and Bullying**

- Student alcohol and drug use (large problem or somewhat a problem): 6%*
- Student tobacco use (large problem or somewhat a problem): 9%*
- Student vaping use (large problem or somewhat a problem): 13%*
- Racial/ethnic conflicts (large problem or somewhat a problem): 11%*
- Harassment or bullying of students (large problem or somewhat a problem): 35%*

➤ **Facilities**

- School has clean and well maintained facilities: 94%

***More than 10% of responses chose “Did not know.”**



Staff Survey Summary of Key Indicators (Middle School)

➤ **School Supports for Students/Staff**

- Promotes academic success for all students: 96%
- School has adults who really care about students: 94%
- Communication with parents about school: 100%
- Creates a safe campus: 93%

➤ **Support for Social Emotional Learning**

- Students treat each other with respect: 95%
- School encourages students to feel responsible for how they act: 92%
- School encourages students to understand how others think and feel: 96%
- School helps students resolve conflicts with one another: 100%

➤ **Fairness, Rule Clarity, and Respect for Diversity**

- School rules are fair: 98%
- Students know what the rules are: 94%
- Students respect each other's differences: 90%
- Staff respect differences in students 95%

➤ **Facilities Upkeep**

- School has clean and well-maintained facilities and property: 96%



RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Updates for Board Policy, Administrative Regulations and Board Bylaws- BP 6146.5: Elementary/Middle School Promotion Requirements

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the changes to BP 6146.5: Elementary/Middle School Promotion Requirements.

BACKGROUND:

Our current practices related to Elementary/Middle School Promotion Requirements are not in complete alignment at the Middle School level with the CSBA recommended BP 6146.5 that was adopted by the board on May 10, 2022. The attached Board Policy has been vetted by both the Pleasant Grove and Marina Village staff and administration and reflects long established and accepted practices at both sites.

STATUS:

Policies, regulations and bylaws identified for review and/or changes are submitted to the Board for first reading and possible consideration of approval. The following Board Policy is submitted for review: BP 6146.5: Elementary/Middle School Promotion Requirements.

FISCAL IMPACT:

None

BOARD GOALS:

Board Focus Goal I - STUDENT NEEDS

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

Board Focus Goal III - COMMUNICATION / COMMUNITY INVOLVEMENT

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

Policy 6146.5: Elementary/Middle School Graduation Requirements

Status: DRAFT

| Last Revised Date: 05/10/2022

Policy 6146.5: Elementary/Middle School ~~Graduation~~ Promotion Requirements

Original Adopted Date: 05/08/2022 | **Last Revised Date:** 05/10/2022 | **Last Reviewed Date:** 05/10/2022

In order to recognize successful completion of elementary and middle school education, the Governing Board shall confer certificates of promotion from elementary and middle schools and from special day and evening classes of elementary and middle grades.

Certificates shall be awarded only to students who have completed the course of study prescribed by law and the district. (Education Code 51402)

In addition, students shall meet district requirements for promotion based on grades, assessments or other indicators as specified in Board policy and administrative regulation. **Specifically:**

Elementary

Certificates:

Certificates shall be awarded only to students who have completed the course of study prescribed by law and the district. (Education Code 51402)

Promotion Ceremony:

All students who have completed the course of study prescribed by law and the district may be allowed to participate

Students with serious disciplinary concerns may not be eligible to participate

An appeal of the school decision related to Certificates or Promotion Ceremonies must be received by the school principal in writing within five (5) school days of notification.

The Board directs that these academic and behavioral standards be applied equally to all students.

All debts, book loss, equipment damage, etc. must be cleared prior to the end-of-year activities in order to participate in the end-of-year activities. (Education Code 48904)

Middle School

Certificates:

Certificates shall be awarded only to students who have completed the course of study prescribed by law and the district. (Education Code 51402)

Promotion Ceremony:

All students who have completed the course of study prescribed by law and the district may be allowed to participate

All students must have passing grades in all 8th grade classes with no more than one "F" or No Credit (excluding progress report grades) during their 8th grade year.

Students suspended during the third trimester may not be eligible to participate

Students with serious disciplinary concerns may not be eligible to participate

An appeal of the school decision related to Certificates or Promotion Ceremonies must be received by the school principal in writing within five (5) school days of notification

The Board directs that these academic and behavioral standards be applied equally to all students.

All debts, book loss, equipment damage, etc. must be cleared prior to the end-of-year activities in order to participate in the end-of-year activities. (Education Code 48904)

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: SOLAR PPA PROPOSALS

RECOMMENDATION:

The Superintendent recommends the Board receive a report from EcoMotion related to the Rescue Union School District solicitation of proposals for a potential Solar Power Purchase Agreement (PPA) project.

BACKGROUND:

On December 12, 2022 the California Public Utilities Commission (CPUC) adopted new policies and rates related to solar. These new policies and rates will apply to customers who submit an interconnection application on or after April 15, 2023. These changes limit the cost savings of solar projects significantly.

STATUS:

In December, after the CPUC made their decision, Rescue USD leadership met with Bryce Chastain, a lawyer with Atkinson, Andelson, Loya, Ruud, & Romo (AALRR) who specializes in solar law. Subsequently Mr. Chastain put us in touch with EcoMotion. EcoMotion is a company with expertise in objective solar financial analysis and procurement options. Using a solar financial analysis tool, their professionals check optimal system sizing and orientation, as well as rate shift options, to ascertain the best economic scenarios to present to clients. Their team has managed solar projects for clients both with cash purchases and power purchase agreements (PPAs). We have contracted with EcoMotion to assist us with seeking proposals from solar energy companies that have demonstrated qualifications, resources, expertise, and experience sufficient to undertake and complete our project on a timely and cost-efficient basis. Once we have received the proposals from solar energy companies EcoMotion will assist us with vetting the proposals and potentially bringing a recommendation to the Board for a Solar Power Purchase Agreements (PPAs) project.

FISCAL IMPACT:

The positive fiscal implications for the District will be determined upon receipt and vetting of the proposals submitted.

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal IV - STAFF NEEDS

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

Board Focus Goal V - FACILITY / HOUSING

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.