

**ITEM #: 2a**  
**DATE: August 13, 2024**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** CSBA Call for Nominations for 2024 Legislative Awards

**RECOMMENDATION:**

The Board of Trustees consider nominations for CSBA's 2024 Legislative Awards.

**BACKGROUND:**

The California School Boards Association (CSBA) annually honors current members of the California Senate and Assembly, as well as Congress, who work actively to improve our public schools, support local school board governance and exercise leadership in the legislative arena.

**STATUS:**

Local boards are encouraged to participate in this program by nominating a member of the California State Legislature, the California Congressional delegation or federal/state elective or appointed office for CSBA's Legislator Awards Program. Nominees must be from within district boundaries. Nominations must be received by September 6, 2024.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

N/A

# Official Nomination Form



☐ Outstanding Legislator Award    ☐ Outstanding Freshman Award    ☐ Special Recognition Award

Nominations must be postmarked or received via email by **Friday, Sept. 6, 2024**.

**Nominee**

**State or Federal Position Held**



Explain below why this person should be honored. Your comments should address award criteria provided on the following page and include the nominee's involvement in both state, federal and local public education (attachments may be used).

**Nominating Entity**

**Contact Name**



Telephone

Email



Address





street

city

state

zipcode

**Instructions:** You may submit your nomination for the 2024 Legislative Awards by mail or online in the following ways:

## MAIL

CSBA 2024 Legislative Awards Program  
3251 Beacon Blvd.  
West Sacramento, CA 95691.

**All submissions must be postmarked by Friday, Sept. 6, 2024.**

## EMAIL

advocacy@csba.org

## NOTES

- » Nominations postmarked or emailed after Friday, Sept. 6, 2024 cannot be considered.
- » Nomination forms are to be submitted by a local school board or county board of education only and must be typed or printed.
- » A resolution adopted by the board or board minutes showing the vote must be included (see criteria on reverse)
- » A separate nomination form must be used for each candidate and only current year nominations are accepted.
- » **The CSBA Board of Directors makes the final decision on awards, including whether or not to make an award, depending on the Nominee's (or Legislature's) statements made or actions taken on the state budget or other key issues critical to CSBA. Because the outcome of each nomination is unknown until the Board of Directors announces a decision, it is recommended that each nomination(s) not be made public until official notification by CSBA.**

## Each Outstanding Legislator award nominee must:

1. Be a member of the California State Legislature or the California Congressional delegation at the time of nomination
2. Demonstrate significant commitment and legislative contributions to public education
3. Demonstrate legislative leadership on behalf of public education
4. Recognize and support local governance for schools including the role of governing boards
5. Support key K–12 legislative proposals
6. Support CSBA's Legislative Platform ([www.csba.org/Advocacy/CSBAPositions/PolicyPlatform](http://www.csba.org/Advocacy/CSBAPositions/PolicyPlatform))
7. Be active on local school issues and visit K–12 schools regularly
8. Represent nominating school district or county board of education
9. Be endorsed by a documented vote or resolution of a local school or county board in California

## Each Outstanding Freshman Legislator award nominee must:

1. Be the first two years of his/her first term in the California State Legislature or the California Congressional delegation at the time of nomination
2. Demonstrate significant commitment and legislative contributions to public education
3. Demonstrate legislative leadership on behalf of public education
4. Recognize and support local governance for schools including the role of governing boards
5. Support key K–12 legislative proposals
6. Support CSBA's Legislative Platform ([www.csba.org/Advocacy/CSBAPositions/PolicyPlatform](http://www.csba.org/Advocacy/CSBAPositions/PolicyPlatform))
7. Be active on local school issues and visit K–12 schools regularly
8. Represent nominating school district or county board of education
9. Be endorsed by a documented vote or resolution of a local school or county board in California

## Each Special Recognition award nominee must:

1. Be a member of the California State Legislature or the California Congressional delegation at the time of nomination
2. Exhibit significant contribution to a legislative action on behalf of K-12 education and the public schools in his/her legislative
3. or congressional district
4. Demonstrate commitment to and legislative contributions to public education
5. Recognize and support local governance for schools including the role of governing boards
6. Support CSBA's Legislative Platform ([www.csba.org/Advocacy/CSBAPositions/PolicyPlatform](http://www.csba.org/Advocacy/CSBAPositions/PolicyPlatform))
7. Be active on local school issues and visit K–12 schools regularly
8. Represent nominating school district or county board of education
9. Be endorsed by a documented vote or resolution of a local school or county board in California

**Note:** The CSBA Board of Directors makes the final decision on awards, including whether or not to make an award, depending on the Nominee's (or Legislature's) statements made or actions taken on the state budget or other key issues critical to CSBA. Because the outcome of each nomination is unknown until the Board of Directors announces a decision, it is recommended that each nomination(s) not be made public until official notification by CSBA.

# Official Open Nomination Form



☐ Albert S. Rodda Lifetime Achievement Award    ☐ Dede Alpert Award for Exemplary Education Leadership

Nominations may be submitted at any time of the year.

**Nominee**

**State or Federal Position Held**

Explain below why this person should be honored. Your comments should address award criteria provided on the following page and include the nominee's involvement in both state, federal and local public education (attachments may be used).

**Nominating Entity**

**Contact Name**

Telephone

Email

Address

street

city

state

zipcode

**Instructions:** You may submit your nomination via the following methods:

**mail to**

CSBA 2024 Legislative Awards Program, 3251 Beacon Blvd., West Sacramento, CA 95691.

**fax to**

(916) 325-4030. Open Submissions

**online at**

[www.csba.org](http://www.csba.org). Open Submissions

**notes**

- » Nomination forms are to be submitted by CSBA Member Boards, CSBA Regions, County Associations of School Trustees, and must be typed or printed.
- » A resolution adopted by the board or board minutes showing the vote must be included (see criteria on reverse).
- » A separate nomination form must be used for each candidate and only current year nominations are accepted.
- » **The CSBA Board of Directors makes the final decision on awards, including whether or not to make an award, depending on the Nominee's (or Legislature's) statements made or actions taken on the state budget or other key issues critical to CSBA. Because the outcome of each nomination is unknown until the Board of Directors announces a decision, it is recommended that each nomination(s) not be made public until official notification by CSBA.**

## 2024 Legislative Awards Program

# Award Criteria



CSBA 2024 Legislative Awards Program, 3251 Beacon Blvd., West Sacramento, CA 95691, (800) 266-3382

### **Each Albert S. Rodda Lifetime Achievement Award nominee must:**

1. Be a current or former member of the California State Legislature or the California Congressional delegation, or state or federal elective or appointed office
2. Demonstrate a career-long significant commitment and contribution to public education
3. Demonstrate leadership on behalf of public education
4. Recognize and support local governance for schools including the role of governing boards
5. Support key K–12 legislative policy and fiscal proposals
6. Support CSBA's Legislative Platform ([www.csba.org/Advocacy/CSBAPositions/PolicyPlatform](http://www.csba.org/Advocacy/CSBAPositions/PolicyPlatform))
7. Be endorsed by a documented vote or resolution of a local school or county board in California

### **Each Dede Alpert Award for Exemplary Education Leadership nominee must:**

1. Be a current or former member of the California State Legislature or the California Congressional delegation, or state or federal elective or appointed office
2. Demonstrate a career-long significant commitment and contribution to public education
3. Demonstrate leadership on behalf of public education
4. Recognize and support local governance for schools including the role of governing boards
5. Support key K–12 legislative policy and fiscal proposals
6. Support CSBA's Legislative Platform ([www.csba.org/Advocacy/CSBAPositions/PolicyPlatform](http://www.csba.org/Advocacy/CSBAPositions/PolicyPlatform))
7. Be endorsed by a documented vote or resolution of a local school or county board in California, or a CSBA Region or County Association of School Trustees

### **Note**

The CSBA Board of Directors makes the final decision on awards, including whether or not to make an award, depending on the Nominee's (or Legislature's) statements made or actions taken on the state budget or other key issues critical to CSBA. Because the outcome of each nomination is unknown until the Board of Directors announces a decision, it is recommended that each nomination(s) not be made public until official notification by CSBA.

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:            2024-2025 Rescue USD Start of School Update**

**RECOMMENDATION:**

The Superintendent recommends that the board receive a report on the preparations for the opening of the 2024-2025 school year.

**BACKGROUND:**

The start of a new school year brings many changes for students, families, schools, district staff and the community. This year is no exception as we welcome new students and staff to Rescue, unveil improved facilities and set the stage for another year of learning and growing. The intent of this report is to share with the board how we continue to build positive school and district cultures by welcoming and supporting all students and families. The foundation for a year of continuous growth and closing achievement gaps begins with the first day of school.

**STATUS:**

The District has been very busy in preparation for the 2024-25 school year. In order to prepare for the school year:

- Many certificated and classified staff members have been added to the District team
- Professional development has been provided to support staff

PowerPoint presentation is being provided to update the board in these areas.

**FISCAL IMPACT:**

All known staffing adjustments, needed services and supplies were included in the 2024/2025 adopted budget presented to the Board on June 25, 2024. Since that time we added an additional two full time equivalent credentialed teachers to address class sizes that exceeded our contractual maximum.

**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 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 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 IV - STAFF NEEDS**

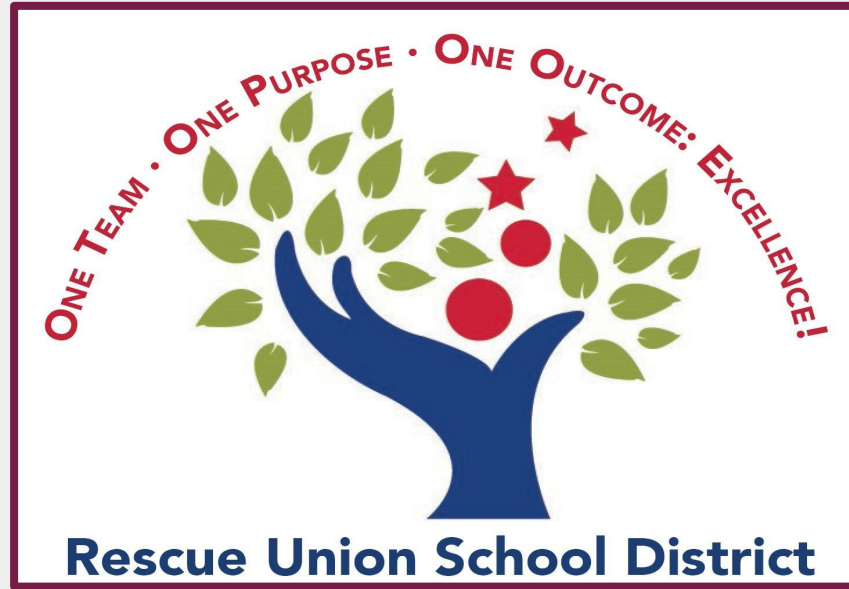
Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

**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.



**August 13, 2024**

**2024-2025 Rescue USD Start of School Update**

Rescue Union School District Board of Education

# Agenda

- Summer Prep in Support of Teaching and Learning
- Preparing for School Opening
- Beginning of School Activities
- Questions



# Summer Prep - In Support of Teaching and Learning

## ➤ Summer Programs

- RISE Summer School (June)
- Extended School Year Program (ESY)

## ➤ Professional Development

- Continuing our Journey in Building a Culture of Excellence
- New Classified Onboarding (Ongoing)
- Leadership Retreat and Preparation (July 26<sup>th</sup>)
- New Certificated Onboarding (July 31<sup>st</sup>)
- Staff Development Day (August 5<sup>th</sup>) at Pleasant Grove Middle School
- District Professional Learning Opportunities for 2024 – 2025
  - MTSS
  - Math Institute
  - Really Great Reading Phonics and Phonemic Awareness



# R.I.S.E Summer Program



# Promoting Creativity and Problem Solving Through STEM Activities





Mmm...  
Yummy Treats!!!



# Summer Preparation: Leadership Retreat



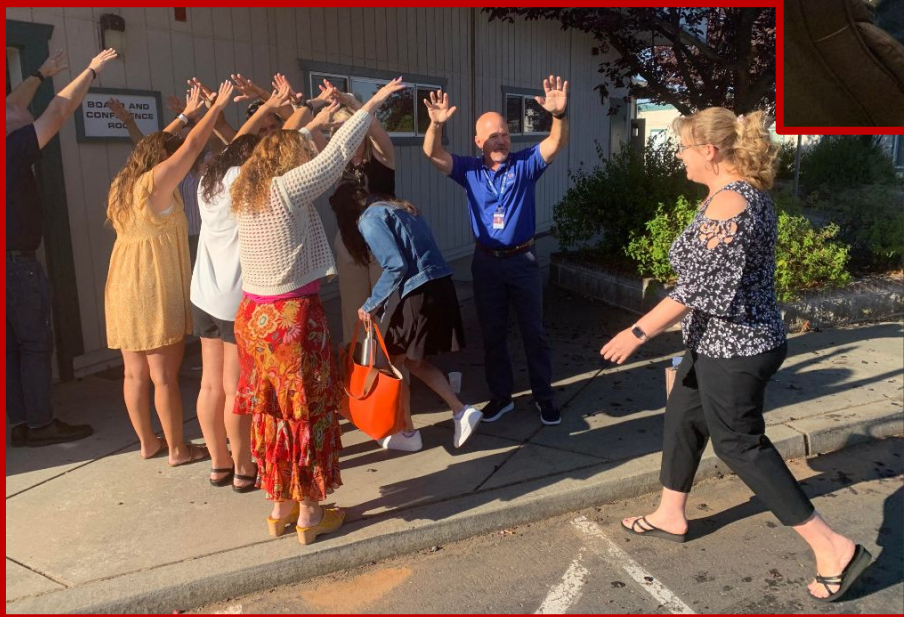
Nineteen people focusing on data, continuous improvement and preparing for the 2024-2025 school year!



# Summer Preparation: New Employee Onboarding



Welcome to the 10 new staff in our district! They participated in a one day training on July 31st! What an amazing group joining our fabulous staff! We are excited to introduce them at our Staff Kick Off Day on August 5th!



# Site Orientations and Connections



Each site offered various events to welcome students and families to start the year. Kindergarten teams supported families and our middle schools offered “walks” where families could locate classrooms in preparation for the 1<sup>st</sup> day.



# RUSD Professional Learning Opportunities



# Preparing for School Opening



# Beginning of School Celebrations

- Welcome Back Activities
- Social Emotional Learning Connections
- Establishing Routines
- Assessments



# 1<sup>st</sup> Day of School Activities



# Questions?



**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: MULTI-TIERED SYSTEMS OF SUPPORT (MTSS) UPDATE**

**RECOMMENDATION:**

The Superintendent recommends the Board receive a report from Dr. Jennifer Lawson, Multi-Tiered Systems of Support and Special Programs Coordinator.

**BACKGROUND:**

The District's Multi-Tiered Systems of Support (MTSS) is a comprehensive framework adopted to provide targeted support to students and address their academic, behavioral, and social-emotional needs. MTSS integrates several key components of educational practice into a unified whole, aiming to ensure that every student receives the appropriate level of support to succeed in school.

**Core Principles of MTSS:**

- Prevention-focused: MTSS emphasizes early identification and support for students who may be at risk of poor learning outcomes or behavioral challenges.
- Data-driven: Decisions within an MTSS framework are based on continuous monitoring of student performance and behavior data.
- Tiered Support: MTSS operates on multiple tiers of support. Tier 1 includes universal support for all students, Tier 2 provides targeted interventions for students who need more support, and Tier 3 offers intensive, individualized interventions for students with the highest level of need.
- Integrated Services: MTSS seeks to unify academic interventions, behavioral strategies, and social-emotional supports into a cohesive system.
- Collaboration: Teachers, administrators, school counselors, and other staff work together in a problem-solving process to identify and address student needs.
- Family and Community Involvement: Engaging families and community resources is a critical component of MTSS, ensuring student support is comprehensive, extending beyond the classroom.

**STATUS:**

With a relatively new Multi-Tiered Systems of Support and Special Programs Coordinator, the Superintendent determined it was a good time to share the work being done within the scope of this job.

**FISCAL IMPACT:**

None

**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.

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**Board Focus Goal VI – CULTURE OF EXCELLENCE**

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**Date: August 13, 2024**

**2024-2025 Multi-Tiered Systems of Support**

Rescue Union School District Board of Education

# Topics to be Covered

- 1) Introduction to Multi-Tiered Systems of Support (MTSS)
- 2) CA MTSS Framework: Domains
- 3) CA MTSS Framework: Components
- 4) MTSS as an Organizational Tool
- 5) Continuum of Supports
- 6) Planning Forward
- 7) Questions

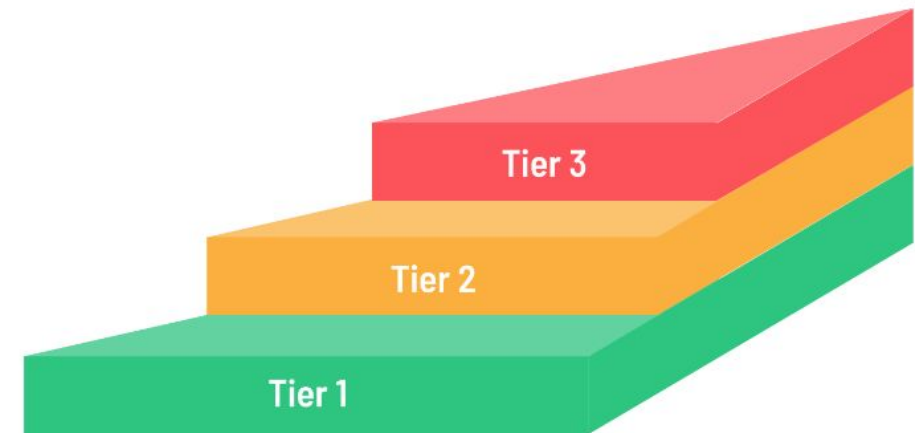


# Introduction to MTSS - Multi-Tiered Systems of Support

**MTSS Defined:** A comprehensive framework integrating assessment and intervention to *maximize student achievement* and *reduce behavioral issues*.

**Importance:** Ensures *all students receive the support they need*, ranging from general to intensive interventions.

**Goals:** Improve academic outcomes, increase students' social and emotional wellbeing, and *provide effective support for all students*.



# 5 CA MTSS Domains

- 1) Whole Child Domain
- 2) Administrative Leadership
- 3) Integrated Systems
- 4) Family & Community Engagement
- 5) Inclusive Policy Structure & Practices

## California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



### Whole Child Domain



### Essential Domains and Features to Support the Whole Child



Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. [swiftschools.org](http://swiftschools.org)



# Components of CA MTSS

- 1) High-quality differentiated classroom instruction
- 2) Systematic and sustainable change
- 3) Integrated data system
- 4) Positive behavior supports

## California MTSS FRAMEWORK

The California MTSS Framework includes 5 Domains and 11 Features. The needs of the Whole Child are successfully met when ALL Domains and Features are effectively implemented with fidelity.



### Whole Child Domain

**Inclusive Academic Instruction Features**

**Inclusive Behavior Instruction Features**

**Inclusive Transformative Social-Emotional Instruction and Mental Health Support Features**

### Essential Domains and Features to Support the Whole Child

**Administrative Leadership Domain**

Strong & Engaged Site Leadership Features

Strong Educator Support System Features

**Integrated Supports Domain**

Organizational Structure Features

Strong & Positive School Culture Features

**Family and Community Engagement Domain**

Trusting Family Partnerships Features

Trusting Community Partnerships Features

**Inclusive Policy Structure and Practice Domain**

Strong LEA / School Relationship Features

LEA Policy Framework Features

Adapted with permission from: SWIFT Education Center. (2016). Domains and Features Placemat. Lawrence, KS. swiftschools.org



# MTSS as an Organizational Tool

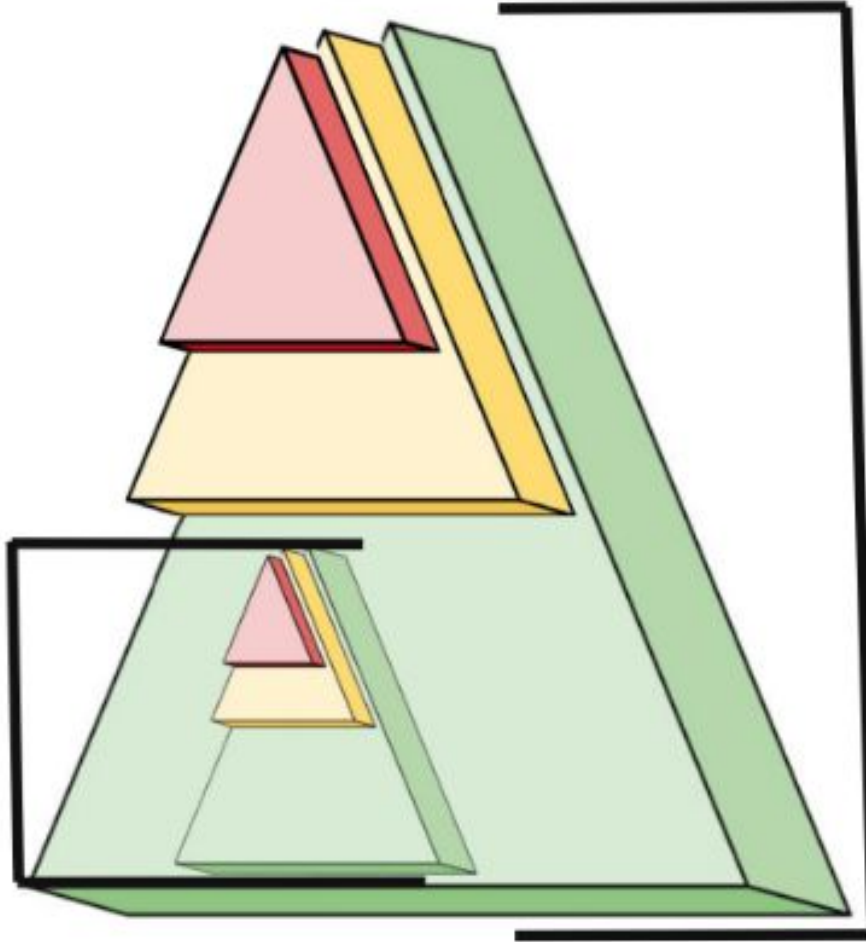
## 2023-2024 has included:

- **School-level meetings**
  - Tier 2 / 3 meetings include academics, attendance, social/emotional, and behavior concerns based on data and teacher referrals
  - Include site administrator, teachers, special education teacher, psychologist, speech and language therapist, counselor, behaviorist, MTSS coordinator
- **Continue to build our MTSS Handbook**
  - Including Behavior Playbook developed in 22/23
- **Building common understanding and language**
  - Site-based professional development
  - Individual teacher collaboration for specific needs



# Growth through Collective Learning

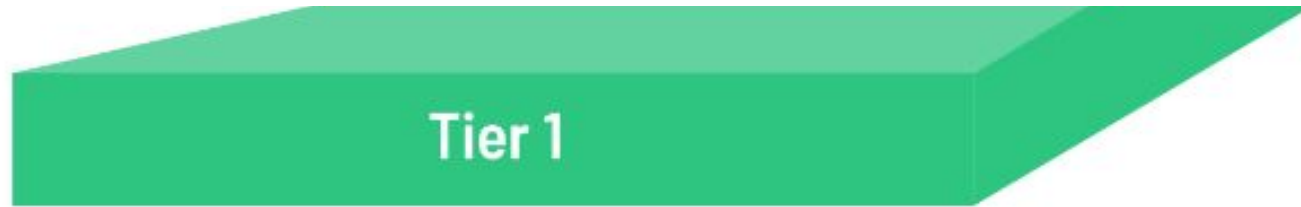
Classroom



Schoolwide



# Continuum of Supports



- ❖ 100% of students receive Tier 1 (Core Instruction)
  - includes differentiated academic & social skill instruction, behavior management strategies, intervention, & support
  - about 80% should adequately respond to Tier 1 instruction
  - if less than 80% success rate after best first instruction, skill must be retaught to whole class using different methodology
- ❖ Universal Screeners applied within Tier 1 to identify students who are in need of immediate interventions



# Striving for Excellence - Planning Forward

RUSD Collaborative Planning  
TRIMESTER 1 / 2024-2025

School: \_\_\_\_\_ Subject: \_\_\_\_\_ Grade: \_\_\_\_\_ Teachers: \_\_\_\_\_

<p>What are your <b>Essential Learning Objectives</b> for this Trimester? (Consider the NEED to know standards vs the NICE to know standards.)</p> <p>Determine grade level agreed upon, standards aligned skills.</p>	<p>How will you know if they are making successful progress toward this goal?</p> <p>Determine a <b>grade level common assessment</b> that demonstrates student progress and/or proficiency.</p>	<p>What are the <b>agreed upon cut points</b>? (e.g., 3 is proficient, or 70% is proficient)</p>	<p>Consider when you might review this data.</p> <p>It is <b>recommended</b> that your team meet to discuss student proficiency data within 1 week of the assessment.</p>

# Continuum of Supports



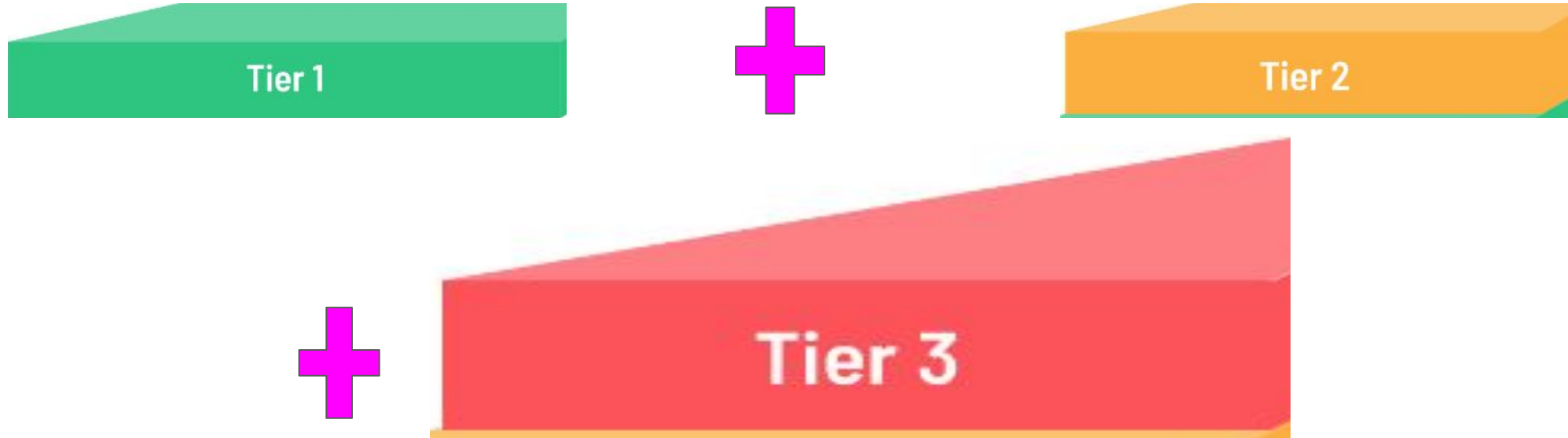
Tier 1

Tier 2

- ❖ Up to about 20% may need Tier 1 **AND** Tier 2
  - **supplemental, targeted** intervention & support
- ❖ Interventions taught by classroom teachers through daily systematic interventions
- ❖ Progress Monitoring of specific skill shows if student is ready to exit Tier 2 intervention



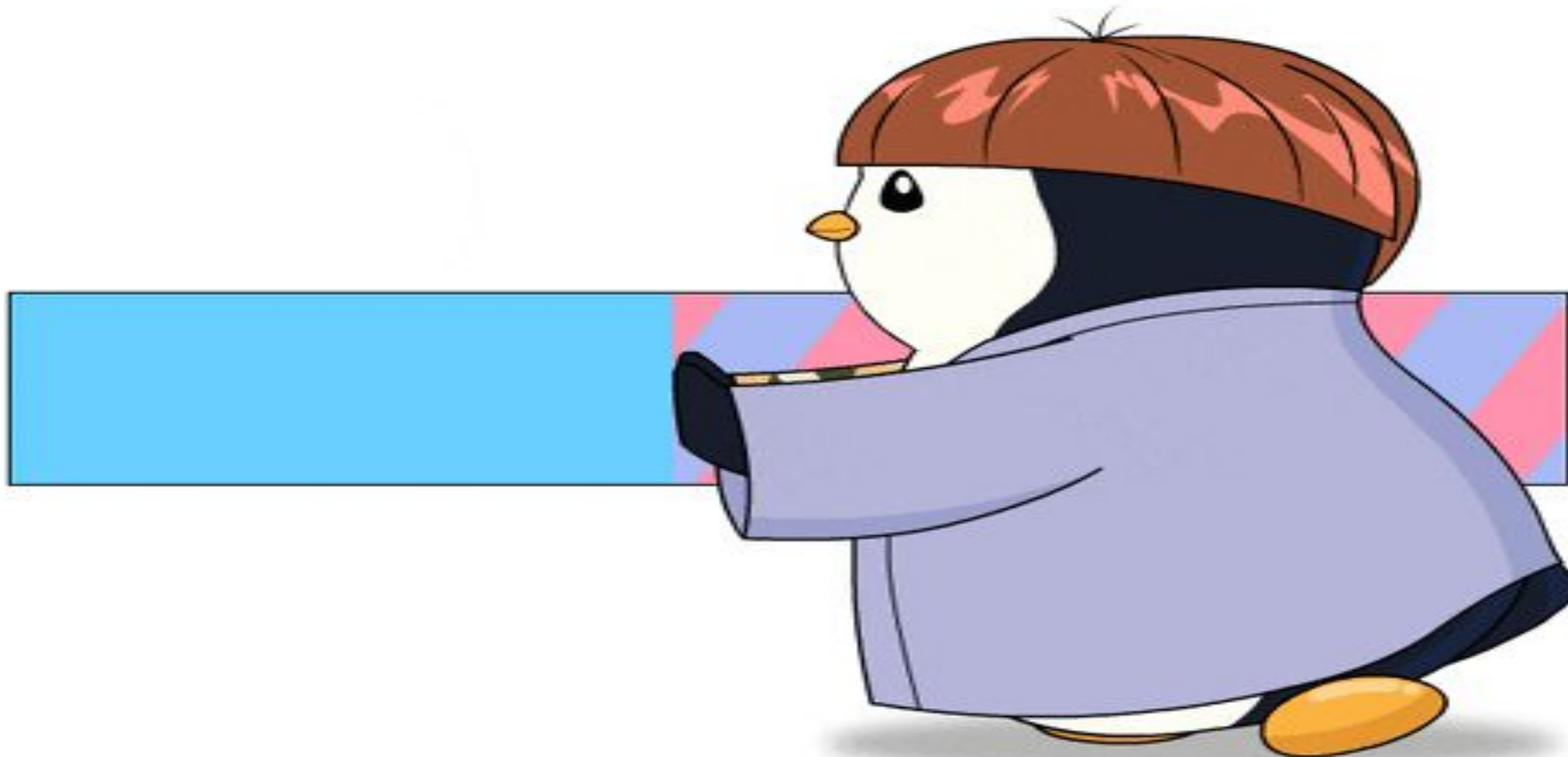
# Continuum of Supports



- ❖ About 5% of students may need Tier 1, Tier 2, & Tier 3
  - **Intensive, targeted** intervention & support
  - 4 to 5 days/week, minimum of 30 minutes a day
  - small group or individual instruction by credentialed teachers
  - May or May Not be special education services
- ❖ Students identified through Universal Screeners, classroom assessments, and diagnostic assessments
- ❖ Progress Monitoring data throughout 4-6 week intervention



# WORK IN PROGRESS



# Striving for Excellence - Planning Forward

- 1) **REFLECT** upon and **PLAN** from our learning at MTSS Conference
- 2) Alignment: Create a **RUSD MTSS Handbook** to enhance our
  - common language
  - align district supports & resources
  - process for identification and progress monitoring
- 3) Utilize Site Tier 2 / 3 Teams to conduct analysis of site level strengths, areas of need, and **plan for site level growth**
- 4) **Strengthen existing structures** (professional development, Tier 2 / 3 meetings, etc.) within the MTSS model
- 5) **Celebrate** our successes and continue to **grow**



# Questions?

