

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: School Calendar for 2024-2025

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the 2024-2025 school calendar.

BACKGROUND:

Annually, a District Calendar Committee is convened to discuss calendar options for the subsequent school year. A teacher, a classified representative, and a parent from each site were recommended to be on the District committee and confidential staff also participated.

STATUS:

Under the guidance of the Director of Curriculum and Instruction, the calendar committee has prepared a recommended calendar for 2024-2025, which includes two emergency closure make-up days. RUFT has ratified the recommended calendar. We are awaiting a review and recommendation from CSEA's field director in accordance with their 610 policy; however, we expect the calendar to be recommended for approval.

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 researched-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 community.



RESCUE UNION SCHOOL DISTRICT

2024-2025 School Calendar

Pending Board Approval

"Educating for the Future, Together"

Draft A

- First Day /Last Day of Classes
- Holiday
- Minimum Day
- Early Release Staff Dev / Collaboration
- Staff Development (students do not attend)
- Emergency School Closure Make-Up Days
- Full Day Kindergarten Begins

AUG '24					SEP					OCT					NOV					DEC				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1	2	2	3	4	5	6		1	2	3	4					1	2	3	4	5	6
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
26	27	28	29	30	30					28	29	30	31		25	26	27	28	29	30	31			
18					20					22					15					15				

- | | | | | |
|---|--|--|---|---|
| <p>5 <i>Staff Development Day</i>
(students do not attend)</p> <p>6 <i>Teacher Work Day</i>
(students do not attend)</p> <p>7 FIRST DAY OF CLASSES</p> | <p>2 <i>Labor Day</i></p> <p>16 <i>Full Day Kindergarten Begins</i></p> <p>26-27 <i>Parent Teacher Conference</i>
(Minimum Day-Middle Schools)</p> | <p>14 <i>Staff Development Day</i>
(students do not attend)</p> <p>31 <i>Minimum Day-All Schools</i></p> | <p>1 <i>Teacher Prep. Report Cards</i>
(Minimum Day- All Schools)</p> <p>1 END FIRST TRIMESTER</p> <p>11 <i>Veterans Day (observed)</i></p> <p>20 <i>Minimum Day-All Schools</i></p> <p>18-22 <i>Parent Teacher Conferences</i>
(Minimum Day - Elem. Schools)</p> <p>25-29 <i>Thanksgiving Break</i></p> | <p>20 <i>Minimum Day-All Schools</i></p> <p>23-31 <i>Winter Break</i></p> |
|---|--|--|---|---|

JAN '25					FEB					MAR					APR					MAY				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1	2	3	3	4	5	6	7	3	4	5	6	7		1	2	3	4				1	2
6	7	8	9	10	10	11	12	13	14	10	11	12	13	14	7	8	9	10	11	5	6	7	8	9
13	14	15	16	17	17	18	19	20	21	17	18	19	20	21	14	15	16	17	18	12	13	14	15	16
20	21	22	23	24	24	25	26	27	28	24	25	26	27	28	21	22	23	24	25	19	20	21	22	23
27	28	29	30	31						31					28	29	30			26	27	28	29	30
19					18					20					16					17				

- | | | | | |
|--|---|---|--|--|
| <p>1-3 <i>Winter Break</i></p> <p>20 <i>Martin Luther King Jr. Day</i></p> | <p>14 <i>Lincoln's Day (observed)</i></p> <p>17 <i>Presidents Day</i>
(Washington's Day observed)</p> <p>21 <i>Teacher Prep. Report Cards</i>
(Minimum Day-All Schools)</p> <p>21 END SECOND TRIMESTER</p> | <p>28 <i>Potential Emergency School Closure Make-Up Day</i></p> | <p>14-21 <i>Spring Break</i></p> <p>4/7-5/16 <i>SBAC Testing</i></p> | <p>16 <i>Teacher Prep. Report Cards</i>
(Minimum Day-All Schools)</p> <p>23 END THIRD TRIMESTER</p> <p>23 LAST DAY OF CLASSES
(Minimum Day-All Schools)</p> <p>26 <i>Memorial Day (observed)</i></p> <p>27 <i>Potential Emergency School Closure Make-Up Day</i></p> |
|--|---|---|--|--|

Elementary Minimum Days (11)	
OCT 31	NOV 1, 18-22
DEC 20	FEB 21
MAY 16, 23	
Minimum Day Dismissal Grades K-5 - 12:55	

Early Release Days	
Every Wednesday All Schools	
Beginning August 14	
Dismissal Grades K-5 - 2:10 p.m.	
Dismissal Grades 6-8- 1:15 p.m.	

Middle School Minimum Days (9)	
SEP 26-27	OCT 31
NOV 1, 20	DEC 20
FEB 21	MAY 16, 23
Minimum Day Dismissal Grades 6-8 - 11:50	

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Rescue Union School District Culture and Climate Survey Results

RECOMMENDATION:

The Superintendent recommends the Board of Trustees receive a report on the Rescue Union School District Culture and Climate Survey that was administered in December of 2023.

BACKGROUND:

The Rescue Union School District has created a local survey that ascertains student feedback on their educational experiences at their respective schools. The information gathered from the survey, along with additional climate measures, is incorporated into the Local Control and Accountability Plan (LCAP) as well as in the Single Plans for Student Achievement for each of our school sites. The data is used to provide the district 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.

STATUS:

The Board will receive information regarding Rescue Union School District's results for the RUSD Culture and Climate survey administered to students in grades 3-5 and 6-8. Elementary students are surveyed on domains of school climate including perceived school safety, caring adult relationships, high expectations, opportunities for meaningful participation and social emotional supports. Middle School students are surveyed on the same domains as above including questions related to violence, bullying, and substance abuse.

FISCAL IMPACT:

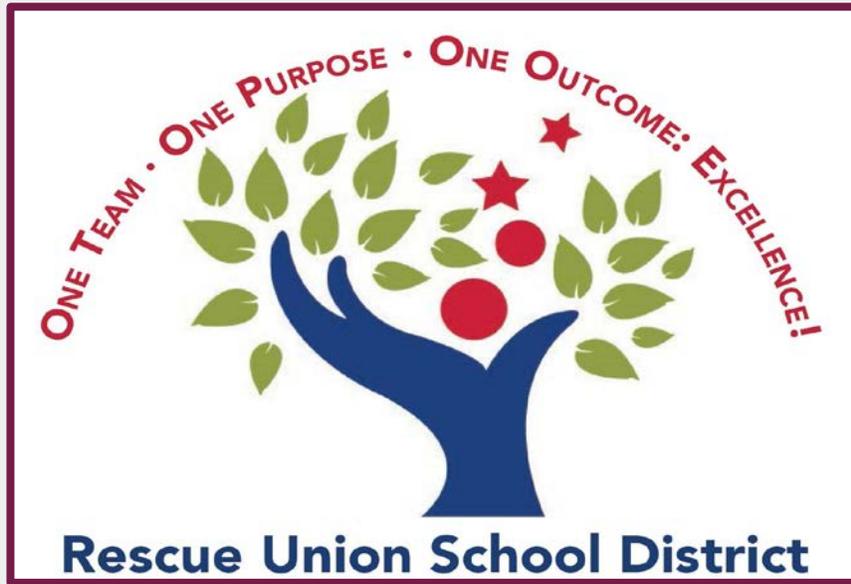
N/A

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 13, 2024

**Rescue Union School District Culture and Climate Survey
Results from December 2023 Administration**

Rescue Union School District Board of Education

Agenda

- RUSD Culture and Climate Survey Descriptors
- Participation
- Analysis of the Data
- Next Steps
- Questions



RUSD Culture and Climate Survey Descriptors

THE IMPACT

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

- Parent survey results
- Student listening circle feedback
- Reports from teachers, classified employees, and administrators
- Previous survey results (LCAP, District Services Survey, etc.)
- Discipline referrals and suspension rates
- Behavioral observations
- Attendance rates



Student Participation

- 454 elementary students in grades 3-5 participated in the 2023-24 survey (201 elementary students in 5th grade participated in the 2022-23 survey).
- 1078 middle school students in grades 6-8 participated in the 2023-24 survey (320 middle school students in 7th grade participated in the 2022-23 survey).



Summary of Key Indicators – Elementary (454 Responses)

School Culture and Climate

School connectedness	84%
Academic motivation	90%
Caring adults in school	91%
High expectations	98%
Facilities upkeep	77%
Parent Involvement	95%
Social emotional supports	69%
Rule Clarity	87%
Students well behaved	70%
Students treated fairly	75%
Students treated w/respect	94%
Student responsibility	94%
Student problem solving	88%
Staff treat students w/respect	92%

Health and Safety

Eating breakfast	79%
Late bedtime	12%
Frequent sadness	13%
Anti-bully climate	93%
Feel safe at school	92%
Feel safe to and from school	96%



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.
- Parents are involved in school learning experiences and activities.
- Students feel safe at school as well as traveling to and from school.

➤ **Areas of Focus**

- Students need to take better care of themselves (i.e. Plenty of Sleep and eating properly).
- Continue with PBIS procedures and lessons.
- Continue providing Social Emotional Support Opportunities for Students.



Summary of Key Indicators - Middle School (1078 Responses)

School Culture and Climate

School connectedness	92%
Academic motivation	92%
Extracurricular Participation	61%
Caring adult relationships	73%
High expectations	89%
Facilities Upkeep	79%
Parent involvement	97%
Familiar with school rules	96%
Students treated fairly when they break the rules	68%
Students taught to care about each other	83%
Student responsibility is important	87%

Health and Safety

Eating breakfast	68%
Bedtime (at 12a.m. or later)	3%
School perceived safe	92%
Feel safe to and from school	92%
Harassment/bullying	41%
Been in a physical fight	10%
Saw a weapon	11%
Cyberbullying	25%
Current alcohol or drug use	4%
Current marijuana use	4%
Current binge drinking	0%
Current cigarette use	5%
Current vaping	5%



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.



Next Steps...

Survey 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?



RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Annual Mid-Year Local Control Accountability Plan (LCAP) Report

RECOMMENDATION:

The Superintendent recommends the Board of Trustees receive a statutorily required mid-year LCAP Report.

BACKGROUND:

The District receives state funding under the Local Control Funding Formula (LCFF) which requires the creation and monitoring of a three year Local Control Accountability Plan (LCAP). The plan requires a mid-year report to be presented to the Board.

STATUS:

The Board will receive an annual mid-year report.

FISCAL IMPACT:

N/A

BOARD GOAL:

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 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.



Mid-Year LCAP Supplemental Report to the Board

February 13, 2024

Rescue Union School District Board of Education

Agenda

- Background
- Impact to the Budget Overview for Educational Partners
- Mid-Year LCAP Metrics
- Mid-Year LCAP Metrics
- Mid-Year Progress 2021-2024 LCAP
 - Goals 1, 2, and 3
- Next Steps / Timeline
- Questions and/or Comments



Background

Assembly Bill 130 requires LEAs to present an annual update to the LCAP and budget overview on or before February 28th of each year, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include all of the following:

- All available mid-year outcome data related to metrics identified in the 2023-2024 LCAP (See Appendix)
- The Supplement for the Annual Update for the 2023-2024 LCAP (See Appendix)
- Expenditure(s) data in the Appendix are through First Interim. (See Appendix)



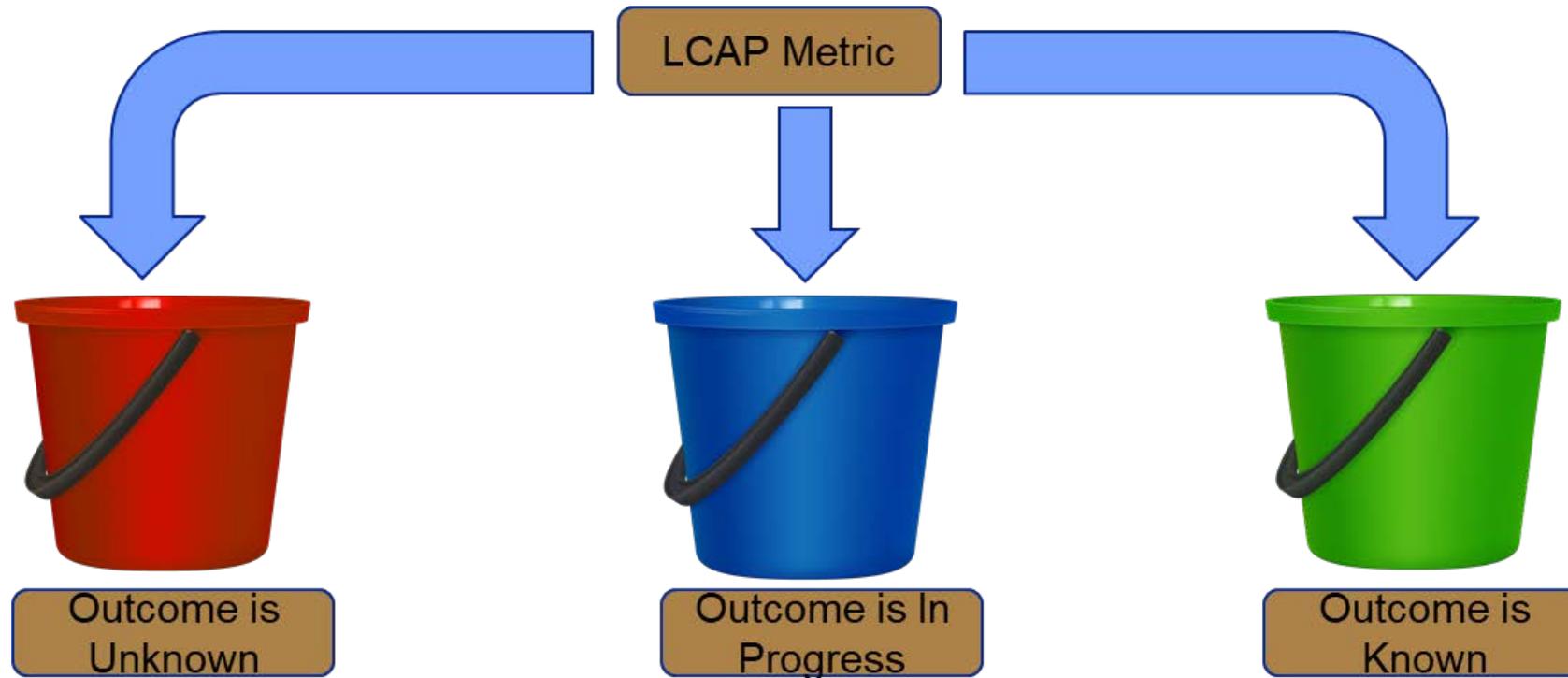
Impact to the Budget Overview for Educational Partners

When the Rescue Union School District adopted our LCAP and Budget in June of 2023, the state budget act was not complete. The adopted state budget included additional funds that were not anticipated by our district. The impact to our adopted Budget Overview for Educational Partners is as follows:

Item	As adopted in BOEP	Amount per Budget Act
Total LCFF Funds	\$37,457,480	\$38,560,671
LCFF Supplemental/ Concentration Grant	\$1,314,729	\$1,358,091



Mid-Year Update: LCAP Metrics

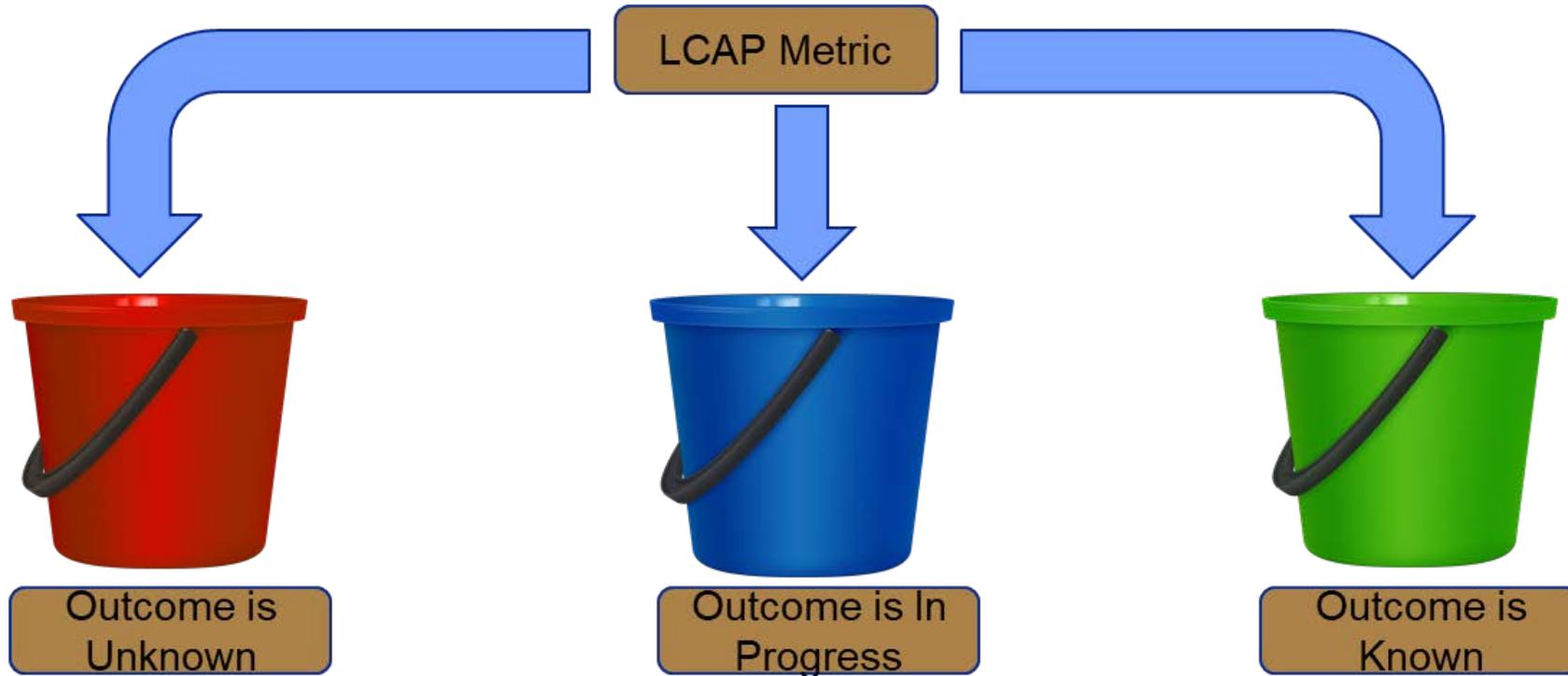


At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known.

The metrics for each LCAP goal that we have data for is shared in the Appendix. A full detail of metrics is included in the Appendix.



Mid-Year Update: LCAP Expenditures and Implementation



At this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. Expenditure(s) data in the Appendix are through First Interim.



Mid-Year Progress for Goal 1 - The District will provide quality educational services to maximize academic achievement for all individual students and student groups

- Glows
 - California Assessment of Student Performance and Progress (CAASPP) on the CDE Dashboard
 - LCAP Parent Survey Data (each Spring)
- Grows
 - English Learner Indicator on the CDE Dashboard
- Next Steps
 - Use of researched based pull-out literacy program, 3 days per week, 30 minutes each session for 12 identified students (out of 28)
 - Resource documents shared with all teachers of EL's
 - Implementation of accessibility supports for the Summative ELPAC
 - Fall 2024: Early communication with teachers of English Learners to provide specific instructional supports based on students' demonstrated needs from ELPAC



See Board Appendix for greater details on all Goal 1 sub-goals

Mid-Year Progress for Goal 2 - The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

- Glows

- Data from the RUSD Culture and Climate Student Survey Results (Fall 2023)
- LCAP Parent Survey Data (each Spring)
- California School Dashboard Chronic Absenteeism Indicator
- California School Dashboard Suspension Rate Indicator

- Grows

- California School Dashboard Chronic Absenteeism Indicator

- Next Steps

- Spring 2024 Parent Survey

See Board Appendix for greater details on all Goal 2 sub-goals



Mid-Year Progress for Goal 3 - The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

- Glows

- Data from the RUSD Culture and Climate Student Survey Results (Fall 2023)
- LCAP Parent Survey Data (each Spring)
- Studer District Services Survey (DSS) Results (Fall 2023)

- Grows

- Departmental DSS Results

- Next Steps

- Department leads are analyzing the DSS results and developing next steps through a lens of continuous improvement

See Board Appendix for greater details on all Goal 3 sub-goals



LCAP Mid-Year Supplemental Report





Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rescue Union School District	Jim Shoemake Superintendent	jshoemake@rescueusd.org (530) 677-4461

Goal 1

Goal Description
The District will provide quality educational services to maximize academic achievement for all individual students and student groups (Priority 1: Basic; Priority 2: State Standards; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access; Priority 8: Other Pupil Outcomes).

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Grade Span Adjustment	Estimated Grade Span adjustment of 23.67 in grades K-3.	The 2021-22 K-3 average class size was 20.77	The 2022-23 K-3 average class size was 21.77	The mid-year K-3 average class size is 22.25	Grade Span adjustment will remain at 24.0 or below.
Lexile Proficiency Report	Last Test in Time Period 40% Advanced 24% Proficient 30% Basic 6% Below Basic	Last Test in the Time Period 44% Advanced 24% Proficient 25% Basic 7% Below Basic	The District is retiring this metric in efforts of transitioning from the Reading Counts Program to Accelerated Reader that offers different metrics for evaluating reading progress. An Accelerated Reader Metric is listed below.	N/A	Students will continue to improve reading proficiency as measured by the SRI Lexile Assessment.
Smarter Balanced Interim Assessment (Mathematics ICA)	The most recent administration of the Smarter Balanced Interim Assessments for	The District is retiring this metric in efforts of using the Smarter Balanced Interim Assessment Blocks	N/A	N/A	Students will continue to improve math proficiency as measured by the Smarter Balanced Interim

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Mathematics (ICA) indicated that 71.2% of assessed students in grades 3-5 were at or near standard.</p> <p>The most recent administration of the Smarter Balanced Interim Assessments for Mathematics (ICA) indicated that 63.9% of assessed students in grades 6-8 were at or near standard</p>	<p>(IAB) in lieu of the Interim Comprehensive Assessment (ICA) to provide more timely feedback.</p>			<p>Comprehensive Assessments for Math.</p>
<p>Smarter Balanced Interim Assessment Blocks (Mathematics IAB)</p>	<p>This is a new metric for 2021-2022.</p>	<p>The 2021-22 administration of the Smarter Balanced Interim Assessments for Mathematics provided a baseline indicating that 86.9% of assessed students in grades 3-5 were at or near standard.</p> <p>The 2021-22 administration of the Smarter Balanced Interim Assessments for Mathematics provided a baseline indicating that 84.3% of assessed students in grades 6-8 were at or near standard.</p>	<p>The 2022-23 administration of the Smarter Balanced Interim Assessments for Mathematics indicated that 88.5% of assessed students in grades 3-5 were at or near standard</p> <p>The 2022-23 administration of the Smarter Balanced Interim Assessments for Mathematics indicated that 84% of assessed students in grades 6-8 were at or near standard</p>	<p>Currently unavailable. Teachers will be using these IABs during the remainder of the 2023-24 school year.</p>	<p>Students will continue to improve math proficiency as measured by the Smarter Balanced Interim Assessment Blocks for Math.</p>
<p>Smarter Balanced Interim Assessment (Reading Informational Text IAB)</p>	<p>The most recent administration of the Smarter Balanced Interim Assessment for Reading Informational Text indicated that 86.8% of students were at or near the standard.</p>	<p>The 2021-22 administration of the Smarter Balanced Interim Assessment for Reading Informational Text indicated that 93.4% of students were at or near standard.</p>	<p>The 2022-23 administration of the Smarter Balanced Interim Assessment for Reading Informational Text indicated that 93.8% of students were at or near standard.</p>	<p>N/A</p>	<p>Students will continue to improve reading proficiency as measured by the Smarter Balanced Interim Assessment for Reading Informational Text.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
English Learner Indicator on the California School Dashboard	As reported on the 2019 California School Dashboard, 62.7% of Els were making progress towards English language proficiency.	Due to the pandemic, the California School Dashboard is not providing specific academic indicators for English Language proficiency. However, we are using the 2021 ELPAC scores that illustrate 23% of EL students made progress towards English Language proficiency. Fourteen percent of English Learners were reclassified during the 2021-22 school year.	As reported on the 2022 California School Dashboard, 67% of English Learners made progress towards English language proficiency.	As reported on the 2023 California School Dashboard, 41.6% of Els were making progress towards English language proficiency. Supports are being put in place to assist with struggling students and Long Term English Learners.	English learners will continue to make progress toward English language proficiency, as reported on the 2019 California School Dashboard.
Parent Survey Results	Parent Survey data indicates that educational services are among the highest priority for parents, guardians, and caregivers. On the survey, human resources, including teachers, administrators, and support staff ranked highest in terms of what the district is doing well. However, staff was also the number one area of focus when asked what the district can improve upon.	<p>The 2021-22 Parent Survey data continue to affirm that educational services are among the highest priority for parents, guardians, and caregivers. Communication and the availability of educational resources including technology were listed as aspects the district is doing well. Families also ranked staff including administrators, teachers, and support staff high. One area of focus for improvement was the desire for increased involvement of parent volunteers within the school setting.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>The 2022-23 Parent Survey data continue to affirm that educational services are among the highest priority for parents, guardians, and caregivers. Communication and the availability of educational resources including technology were listed as aspects the district is doing well. Families also ranked staff including administrators, teachers, and support staff high. One area of focus for improvement was the desire to continue focusing on student safety and social emotional support.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	The 2023-2024 Parent Survey will be given in the Spring of 2024.	Student perceptions regarding educational services will continue to improve as measured by the annually administered surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
<p>Student Listening Circle Feedback</p>	<p>2018 Student Listening Circle data indicates that most students are very pleased with their teachers, administrators, and support staff. Many would like to see additional electives, including visual and performing arts taught during the school day. Many students also reported a desire for more time for physical education and less homework.</p>	<p>The 2021-22 Student Listening Circle data affirmed that students continue to be pleased with their teachers, administrators and support staff. Many would like to see additional elective opportunities. Middle school students shared a desire for more opportunities to receive life skills instruction.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>Student Feedback: We met with students from every school and asked the following questions:</p> <p>What do you love about your school? Do you have a trusted adult on campus? What would be done to make your school better? If you were the Superintendent what decision(s) would you make?</p> <p>The 2022-23 Student Listening Circle data affirmed that students continue to be pleased with their teachers, administrators and support staff. Many would like to see additional supplies for playground/field time available at recess and lunch. At our schools with gardens students shared that they liked an alternative recess activity and the fun things they could do in the garden. Food options were a topic at every site as well.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>Middle School Student listening circles were completed in the Fall of 2023. We met with students from each middle school and asked the following questions:</p> <p>What do you love about your school? Do you have a trusted adult on campus? What would be done to make your school better? If you were the Superintendent what decision(s) would you make?</p> <p>The 2023-24 Student Listening Circle data again affirmed that students continue to be pleased with their teachers, administrators and support staff. Both middle schools now have gardens and students shared that they liked an alternative recess activity and the fun things they could do in the garden. Food options continue to be a topic as well.</p> <p>Additionally we collected student voice from students in grades 3, 5 and 7 using a our own Culture and Climate Survey which utilized many of the same questions on the CHKS to allow us to continue with longitudinal survey data.</p>	<p>Student perceptions regarding educational services will continue to improve as measured by the annually conducted Student Listening Circles.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>Results were extremely positive with 454 elementary students in grades 3-5 participating in the 2023-24 survey (201 elementary students in 5th grade participated in the 2022-23 survey). Elementary data:</p> <p>Bright Spots</p> <p>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. Parent are involved in school learning experiences and activities. Students feel safe at school as well as traveling to and from school.</p> <p>Areas of Focus</p> <p>Students need to take better care of themselves (i.e. Plenty of Sleep and eating properly). Continue with PBIS procedures and lessons. Continue providing Social Emotional Support Opportunities for Students.</p> <p>1078 middle school students in grades 6-8 participated in the 2023-24</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>survey (320 middle school students in 7th grade participated in the 2022-23 survey).</p> <p>Middle School data:</p> <p>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)</p> <p>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.</p>	
Academic Indicator on the California School Dashboard for ELA	As reported on the 2019 CAASPP Scores Website, 74.15% of students met or exceeded ELA standards. The 2019 California School Dashboard shows our students to be 46.1 points above standard in ELA.	Due to the pandemic, the California School Dashboard is not providing specific academic indicators for CAASPP for the 2021 assessment. However, the CAASPP Website did report that 69.3% of students met or exceeded ELA standards. The assessment was a modified version of the test with a reduction in the number of test items.	As reported on the 2022 CAASPP Scores Website, 70.37% of students met or exceeded ELA standards. The 2022 California School Dashboard shows our students to be 38.3 points above standard in ELA.	December 2023 Dashboard results indicate that RUSD scored “Green” and were 38.7 points above the state standard in ELA.	Students will continue to improve overall ELA proficiency as measured by the Smarter Balanced Summative Assessment for ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Academic Indicator on the California School Dashboard for Math	As reported on the 2019 CAASPP Scores Website, 65.32% of students met or exceeded ELA standards. The 2019 California School Dashboard shows our students to be 28.2 points above standard in Math.	Due to the pandemic, the California School Dashboard is not providing specific academic indicators for CAASPP for the 2021 assessment. However, the CAASPP Website did report that 61.1% of students met or exceeded Math standards. The assessment was a modified version of the test with a reduction in the number of test items.	As reported on the 2022 CAASPP Scores Website, 60.01% of students met or exceeded ELA standards. The 2022 California School Dashboard shows our students to be 15.5 points above standard in Math.	December 2023 Dashboard results indicate that RUSD scored “Green” and were 21.6 points above the state standard in Math.	Students will continue to improve overall Math proficiency as measured by the Smarter Balanced Summative Assessment for Math.
Teachers are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned.	100% of Rescue teaching staff will be appropriately credentialed and assigned.
Pupils have access to standards aligned instructional materials	Per Williams 100% of pupils have access to standards aligned instructional materials	Per Williams 100% of pupils have access to standards aligned instructional materials.	Per Williams 100% of pupils have access to standards aligned instructional materials.	Per Williams 100% of pupils have access to standards aligned instructional materials.	100% of pupils will have access to standards aligned instructional materials
Accelerated Reader Star Reading Proficiency Rate	N/A	N/A	In 2022-23, The Rescue USD transitioned from the Reading Counts Program to Renaissance and used the Star Reading Assessment to monitor student reading levels and progress. Students in grades 3-8 were assessed multiple times throughout the school year. Below is the percentage of student progress as it pertains to the appropriate category: Above Benchmark (Level 4): 32.3% At Benchmark (Level 3): 38.7% Below Benchmark (Level 2): 17.1% Far Below Benchmark (Level 1): 11.9%	As of January, 2024: The following percentages reflect the most recent student scores on the Star Reading Assessment: Above Benchmark: 37.5% At Benchmark: 30.8% Below Benchmark: 17.4% Far Below Benchmark: 14.2% *This includes all students in grades 2-8	Students will continue to improve reading proficiency as measured by the Star Reading Assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
IXL Diagnostic Assessment (Mathematics)	N/A	N/A	N/A	<p>In 2023-24, The Rescue USD transitioned from using the Math Interim Assessment Blocks to using the IXL Diagnostic Assessment to measure the mastery of students in grades 3-8 of their math standards. The following are the percentages of students in each category based on their most recent Diagnostic Assessment:</p> <p>Above Benchmark: 15% At Benchmark: 59.2% Below Benchmark: 18.7% Far Below Benchmark: 7.1%</p> <p>*This includes all students in grades 3-8</p>	The percentage of Students at or above benchmark on grade level math standards will continue to improve by the end of the 2023-24 school year as measured by the IXL Diagnostic Assessment.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Certificated Staff Certificated teaching staff (Gen Ed, SPED, Substitutes) will provide a broad course of study and enrichment that is rigorous and engaging for all students. Professional development opportunities will be provided for teachers to ensure quality educational opportunities for students. All adjunct duty and stipend positions are included in this service.</p>	No	Partially Implemented	All classrooms are fully staffed with a credentialed teacher. Professional Development offerings have been robust and will continue for the remainder of the year.		23,776,976.80	\$10,666,814.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	Classified Staff Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators) will support students at all sites. Professional development opportunities will be provided to staff to ensure quality educational opportunities and support services for students.	No	Partially Implemented	We are vetting and hiring classified staff as quickly as possible. Professional Development offerings have been offered, especially in Special Education, and will continue for the remainder of the year.		2,896,889.51	\$1,190,001.14
1.3	Low Class Size The District will strive for low class sizes in grades K-3. Costs are included Goal 1 Action 1.	No	Fully Implemented	Our class sizes continue to be below 24:1		0	\$0
1.4	Unduplicated Pupil Supports District will provide additional academic supports for English language learners, socioeconomically disadvantaged students, foster youth, homeless students, Title I identified students, and immigrant students. Services may include interventions, software, aides, staffing, professional development, and materials needed to meet the needs of our unduplicated students. Counseling services will be provided to all sites, primarily to serve unduplicated students. AVID will be provided for all students at Pleasant Grove, which will help students with organization,	Yes	Partially Implemented	Our new Coordinator of MTSS has been engaged in work to support our Unduplicated Pupils at every site. Tier 2 teams have been established at every site. Senior leadership, site leaders, and teacher from every site are planning to attend summer 2024 trainings specific to this action.		1,826,165.30	\$792,378.28

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>academic success, and the ability to be college and career ready. PBIS will be instituted at all sites to provide a structure for behavioral support. The Multi-Tiered Systems of Supports and Special Programs Coordinator will provide supports and services for unduplicated students, as well as professional development for certificated and classified personnel who work with our unduplicated students. English learner supports will be provided at each school site. The services include at a minimum the provision of English Language integrated support to students by trained staff members. In addition, Bilingual Community Liaison will be provided to provide social and academic outreach supports, and translation services, as needed, including supports for Foster Youth and Kinship Care families. A Summer Learning Program will be provided for unduplicated Students, with a focus on academic support and a "Jump Start" for the following year. Behavioral Supports also provided to students through a Behaviorist and Behavioral aides.</p>						
1.5	<p>Instructional resources Instructional resources for general education and special education students, including curriculum, technology, software, professional development, textbook adoptions, and other engaging, standards-</p>	No	Partially Implemented	We continue to vet and add new curriculum for our students. This fall we piloted TK curriculum and rolled out new TWIG Science curriculum.		5,072,865.75	\$1,227,869.07

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	aligned materials will be provided to support student learning.						

Goal 2

Goal Description

The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families. (Priority 1: Basic; Priority 3: Parental Involvement; Priority 5: Pupil Engagement; Priority 6: School Climate).

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California Healthy Kids Survey (CHKS) Results	2020 Elementary CHKS Results School Connectedness - 82% Caring Adult Relationships - 83% Feel Safe at school - 88% Students well behaved - 60%	2021 Elementary CHKS Results School Connectedness - 82% Caring Adult Relationships - 80% Feel Safe at school - 89% Students well behaved - 63%	2022 Elementary CHKS Results School Connectedness - 80% Caring Adult Relationships - 77% Feel Safe at school - 82% Students well behaved - 60%	In 2023, the District decided to retire this metric and will be replacing it with a locally developed RUSD Culture and Climate Survey that provides similar metrics below.	Students perceptions will continue to improve as measured by the California Healthy Kids Survey
	2020 Middle School CHKS Results School Connectedness - 67% Caring Adult Relationships - 66% Perceives school as safe - 67% Experienced any bullying - 29% Chronic Sadness or Hopelessness - 22%	2021 Middle School CHKS Results School Connectedness - 66% Caring Adult Relationships - 58% Perceives school as safe - 66% Experienced any bullying - 30% Chronic Sadness or Hopelessness - 25%	2021 Middle School CHKS Results School Connectedness - 68% Caring Adult Relationships - 64% Perceives school as safe - 69% Experienced any bullying - 36% Chronic Sadness or Hopelessness - 27%		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California Parent School Survey	2020 California Parent School Survey Promotes academic success for all - 94% Safe place for child - 90% Adults who care about students - 92% School treats students with respect - 90% Well maintained facilities - 90%	2021 California Parent School Survey Promotes academic success for all - 89% Safe place for child - 92% Adults who care about students - 93% School treats students with respect - 91% Well maintained facilities - 92% You can see specific details and data in the Engaging Educational Partner section of the LCAP.	2022 California Parent School Survey Promotes academic success for all - 94% Safe place for child - 95% Adults who care about students - 95% School treats students with respect - 95% Well maintained facilities - 96% You can see specific details and data in the Engaging Educational Partner section of the LCAP.	This past spring 2023 we surveyed almost over 8000 staff and Rescue community members. We asked them 13 questions and left them space to provide additional comments. Culture and Climate Results: My child can name an adult at their school that cares about them: Increased from 86.1% to 91.7% I can name an adult at my students school that cares about my child: Increased from 84.2% to 90% My school communicates with parents and guardians in a timely and informative manner: Increased from 81.1% to 91.4% The school staff promptly respond to my phone calls, messages or emails: Increased from 87.8% to 90% My child feels connected to their school: Increased from 79% to 93% My child feels safe at their school: Increased from 85.5% to 92% My child's school is clean: Increased from 84.9% to 93.6%	Parent perceptions will continue to improve as measured by the California School Parent Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>My child's school is responsive to the social-emotional needs of my child and our family: Increased from 71.2% to 84.6%</p> <p>Instruction Results:</p> <p>My child's teacher(s) provide high quality instruction: Increased from 83.4% to 85%</p> <p>My child's teacher(s) utilize learning experiences that actively engage my student in learning: Increased from 80% to 89.7%</p> <p>My child's teacher(s) utilize learning experiences that challenge my student in their learning: Increased from 76.6% to 88.7%</p> <p>My child had access to academic supports at their school if needed: Increased from 70.1% to 83.6%</p> <p>My child has access to high quality instructional materials and technology resources: Increased from 77.1% to 91.6%</p>	
California School Staff Survey	2020 California School Staff Survey Positive Learning and Working Environment for students - 100%	2021 California School Staff Survey Positive Learning and Working Environment for students - 99%	2022 California School Staff Survey Positive Learning and Working Environment for students - 99%	We did not administer the CHKS Survey, which has a staff component, this year. Instead we will be using our Studer District	Staff perceptions will continue to improve as measured by the California School Staff Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>Positive Learning and Working Environment for staff - 97%</p> <p>Adults who care about students - 100%</p> <p>Students are motivated to learn - 89%</p>	<p>Positive Learning and Working Environment for staff - 90%</p> <p>Adults who care about students - 98%</p> <p>Students are motivated to learn - 90%</p>	<p>Positive Learning and Working Environment for staff - 95%</p> <p>Adults who care about students - 97%</p> <p>Students are motivated to learn - 97%</p>	<p>Services Survey/DSS (Fall 2023) and OUR Suder Employee Experience Survey (Spring 2024) to solicit input and voice.</p> <p>Studer DSS Results: Our goal was to establish a baseline score for the District and each Department...and then aspire to increase the percentage of people scoring us as the top marking in the future.</p> <p>Staff were asked to rate each area from 1 (Strongly Disagree/ Low/Very Poor) to 5 (Strongly Agree/High/Very Good).</p> <p>We hoped to see at least 75% of our staff agreeing that we provide good service. That would mean scoring us as 4=Agree or 5= Strongly Agree.</p> <p>Employees could provide open-ended comments for each department.</p> <p>200 of 457 employees (44%) completed the survey for the district.</p> <p>Here are the overall RUSD District Services Survey Results 2023-24 by category:</p> <p>Accessibility: Can we reach a live person or use</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>an electronic tool to reach someone? 86%</p> <p>Accuracy: Did we receive the right product/service or was a variation communicated? 84%</p> <p>Attitude: Was it a nice experience? Did you receive service with a smile? 85%</p> <p>Operations: Do day-to-day operations run efficiently and effectively? 83%</p> <p>Timeliness: Was the response or solution delivered when promised? 83%</p> <p>Overall Mean 84%</p>	
California School Dashboard Chronic Absenteeism Indicator	For the Fall 2019 California School Dashboard data release, the District's chronic absenteeism indicator for "All Students" is in the green category, with a rate of 4.2%, which is flat from the previous year.	Due to the pandemic, the California School Dashboard is not providing indicators for Chronic Absenteeism. However, we are utilizing our Aeries database to provide this information. Currently, there is a 19.2% rate of Chronic Absenteeism for the 2021-2022 school year.	For the 2022 California School Dashboard data release, the District's chronic absenteeism indicator for "All Students" is in the "High" category, with a rate of 19.9%, which is an increase from the 2019 Dashboard indicator results, which were prepandemic results.	December 2023 Dashboard results indicate that RUSD scored "Yellow," but made significant progress declining 8.8% to 11.1% compared to the state percentage of 24.3%	The District's chronic absenteeism indicator for "All Students" will remain in the green or blue category.
California School Dashboard Suspension Indicator	For the Fall 2019 California School Dashboard data release,	Since the California School Dashboard does not have data available, the District	For the 2022 California School Dashboard data release, the District's	December 2023 Dashboard results indicate that RUSD scored	The District's suspension indicator for "All Students"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	the District's suspension indicator for "All Students" is in the green category, with a rate of 1.2% and a "decrease" of 0.5% from the previous year.	is utilizing local indicators which has determined that the suspension rate for the district was 0.45% for 2020-2021 school year. This is a decrease of 0.75% from the previous year.	suspension indicator for "All Students" is in the "Medium" category, with a rate of 1.7% of the student body suspended at least one day. This is an "increase" of 0.5% from the 2019 Dashboard indicator results.	"Green," having 1.5% which is below the state percentage of 3.5%	will remain in the green or blue category.
School Expulsion	Rescue USD reported zero (0) expulsions for the 2020-2021 school year.	Rescue USD reported one (1) expulsion for the 2021-2022 school year.	Rescue USD reported one (1) expulsion for the 2022-2023 school year.	As of January 2024, Rescue USD reported zero (0) expulsions for the 2023-2024 school year.	The District's expulsion numbers will decrease with the goal being zero (0) expulsions.
Facilities Inspection Tool	The 2019-2020 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV-Poor (due to abandoned portables) J-Fair LF-Fair LV-Good MV-Fair PG-Fair R-Fair	The 2021-2022 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV - Poor (due to abandoned portables) J - Good LF - Good LV - Good MV - Fair PG - Fair R - Good	The 2022-2023 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV - Fair J - Good LF - Good LV - Good MV - Fair PG - Good R - Good	The 2023-2024 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV - Good J - Good LF - Good LV - Good MV - Fair PG - Good R - Good	Ratings for each school site, as measured by the Facilities Inspection Tool, will improve so that all are fair or good.
LCAP Community and Staff Survey	2021 Community and Staff LCAP Survey Results: School Connectedness <ul style="list-style-type: none"> Our students(s)/children can name a trusted adult on their campus = 89% My students(s)/children feels connected to their school = 92% Caring Adult Relationships	2022 Community and Staff LCAP Survey Results: School Connectedness <ul style="list-style-type: none"> Our students(s)/children can name a trusted adult on their campus = 93% My students(s)/children feels connected to their school = 93% Caring Adult Relationships	2023 Community and Staff LCAP Survey Results: School Connectedness <ul style="list-style-type: none"> Our students(s)/children can name a trusted adult on their campus = 91.4% My students(s)/children feels connected to their school = 93.1% Caring Adult Relationships	Our 2024 Community and Staff LCAP Survey will be administered this Spring of 2024	All Educational Partners' perspectives will continue to improve as measured by the LCAP Community and Staff Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<ul style="list-style-type: none"> • Our students/children can name a trusted adult on their campus = 90% • I can name an adult at my students school that cares about my child = 91% <p>Feel Safe at school</p> <ul style="list-style-type: none"> • My students(s)/children feels safe at their school = 90% • My students(s)/children school is responsive to their social-emotional needs = 88% 	<ul style="list-style-type: none"> • Our students/children can name a trusted adult on their campus = 93% • I can name an adult at my students school that cares about my child = 91% <p>Feel Safe at school</p> <ul style="list-style-type: none"> • My students(s)/children feels safe at their school = 95% • My students(s)/children school is responsive to their social-emotional needs = 88% 	<ul style="list-style-type: none"> • Our students/children can name a trusted adult on their campus = 91.4% • I can name an adult at my students school that cares about my child = 89.9% <p>Feel Safe at school</p> <ul style="list-style-type: none"> • My students(s)/children feels safe at their school = 92.1% • My students(s)/children school is responsive to their social-emotional needs = 84.5% 		
Dropout rate	Rescue USD reported zero (0) dropouts for the 2020-2021 school year.	Rescue USD reported zero (0) dropouts for the 2021-2022 school year.	Rescue USD reported zero (0) dropouts for the 2022-2023 school year.	Rescue USD reported zero (0) dropouts for the 2023-2024 school year.	Continue to have a 0% dropout rate.
RUSD Culture and Climate Student Survey	N/A	N/A	N/A	<p>2023 RUSD Culture and Climate Student Survey Results:</p> <p>Elementary School: School Connectedness: 84% Caring Adults in School: 91% Feeling Safe at School: 92% Students Well Behaved: 70%</p>	Students perceptions will continue to improve as measured by the RUSD Culture and Climate Student Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				Middle School: School Connectedness: 92% Caring Adults in School: 73% Feeling Safe at School: 92% Responsibility is Important: 70%	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Social Emotional Learning The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site. Some of these expenditures are reflected in professional development activities in Goal 1 Action 1 and Action 4. In 2022-2023 the district is repurposing a vacant position into the Coordinator Of Multi-Tiered Systems of Support and Special Programs to support the work called out in Goal 2.1	No	Partially Implemented	We have hired a Coordinator of MTSS who is engaged in supporting our SEL work. Additionally, we have purchased SEL curriculum to support the SEL work our counselors at every Elementary and Middle School are engaged in.		126,330.62	\$32,031.38
2.2	Safe School Personnel The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include counselors, yard duty supervisors, custodians,	No	Fully Implemented	All of our positions to support safe schools are filled with qualified staff.		4,806,895.72	\$2,137,015.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Maintenance and Operations staff, nurses, health aides, psychologists, and facilitators of trauma support groups. The expenditure for elementary counselors and a portion of the school counselors is reflected in Goal 1 Action 4.						
2.3	Safe School (Materials and Supplies) The District will provide the materials, supplies, and services for nurses, health aides, psychologists, yard supervisors, Maintenance and Operations personnel, and custodians to ensure clean and safe school environments.	No	Partially Implemented	We continue to explore new safety products, technology and trainings. In the past year we have added safety technology on our busses, added new cameras on all campuses, and conducted many trainings with our Catapult Safety and Communications Management systems.		1,341,444.49	\$634,009.80

Goal 3

Goal Description
The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish. (Priority 1: Basic; Priority 5: Pupil Engagement).

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Student Listening Circle Feedback	Not surprisingly, most student listening circle feedback centered on COVID-19 and the related changes to our instructional programs,	The 2021-22 Student Listening Circle data affirms that students feel school facilities are clean, well maintained, and safe. Students provided	The 2022-23 Student Listening Circle data affirms that students feel school facilities are clean, well maintained, and safe. Students provided	Middle School Student listening circles were completed in the Fall of 2023. We met with students from each middle	Student attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve, as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	<p>rather than facility needs. Students were largely pleased with the efforts of the District to reopen schools, even when we needed to do so under an AM/PM hybrid model. They also felt positive about the COVID-19 safety plan and efforts to mitigate any exposure or transmission. Students did report that asynchronous assignments and work required to be done online could be challenging, especially when technical issues such as unstable Internet connections arose. Students also reported feeling less connected to peers due to social distancing and mask requirements.</p>	<p>feedback on improvements that can be made to the fields and the playground structures including the provision of more playground equipment.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>feedback on adding more playground equipment and sites have done that. Additionally our students commented on the food in our cafeterias and our Nutritional Services team spent considerable time this past year exploring options that better meet student interests while complying with state and federal laws.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>school and asked the following questions:</p> <p>What do you love about your school? Do you have a trusted adult on campus? What would be done to make your school better? If you were the Superintendent what decision(s) would you make?</p> <p>The 2023-24 Student Listening Circle data again affirmed that students continue to be pleased with their teachers, administrators and support staff. Both middle schools now have gardens and students shared that they liked an alternative recess activity and the fun things they could do in the garden. Food options continue to be a topic as well.</p> <p>Additionally we collected student voice from students in grades 3, 5 and 7 using a our own Culture and Climate Survey which utilized many of the same questions on the CHKS to allow us to continue with longitudinal survey data. Results were extremely positive with 454 elementary students in grades 3-5 participating in the 2023-24 survey (201</p>	<p>measured by the annual surveys.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>elementary students in 5th grade participated in the 2022-23 survey). Elementary data:</p> <p>Bright Spots</p> <p>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. Parent are involved in school learning experiences and activities. Students feel safe at school as well as traveling to and from school.</p> <p>Areas of Focus</p> <p>Students need to take better care of themselves (i.e. Plenty of Sleep and eating properly). Continue with PBIS procedures and lessons. Continue providing Social Emotional Support Opportunities for Students.</p> <p>1078 middle school students in grades 6-8 participated in the 2023-24 survey (320 middle school students in 7th grade participated in the 2022-23 survey). Middle School data:</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
				<p>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)</p> <p>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.</p>	
Parent Survey Results	Parents indicated a desire for lower class sizes, additional counseling services, increased academic intervention, and to improve the quality of our school meals.	<p>In the 2021-22 Parent Survey, there was a desire for more opportunities for parents to volunteer within the school day setting. Parents also desired for improvement to the quality of our school meals.</p> <p>You can see specific details and data in the Engaging Educational Partner section of the LCAP.</p>	<p>In the 2022-23 Parent Survey, the community expressed that the District does a great job of providing timely communication, supporting the learning needs of all students, focusing on the social emotional development of students, and most importantly, keeping students safe.</p> <p>While the community spoke highly of the District, there is a desire to continue to focus on providing safety for students and to improve communication.</p>	We did not administer the CHKS Survey, which has a parent component, this year. Instead we will be using our annual LCAP Parent Survey administered each spring to solicit input and voice.	Parent attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve, as measured by the annual parent surveys.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Ridership Report from Transportation	For the 2020-2021 School Year, 635 students were signed up to ride district school buses in the morning and 795 were signed up to ride in the afternoon. This represents a significant increase in ridership from the 2017-2018 school year.	For the 2021-2022 School Year, 663 students were signed up to ride district school buses in the morning and 846 were signed up to ride in the afternoon. The Transportation Department sold 90 "ticket books" allowing students that do not ride normally to ride when needed. This represents a significant increase in ridership from the 2020-2021 school year.	For the 2022-2023 School Year, 480 students were signed up to ride district school buses in the morning and 559 were signed up to ride in the afternoon. The Transportation Department sold 90 "ticket books" allowing students that do not ride normally to ride when needed. This represents a decrease in ridership from the 2021-2022 school year.	For the 2023-2024 School Year, 991 students were signed up to ride district school buses in the morning and 559 were signed up to ride in the afternoon. The Transportation Department sold a number of "ticket books" allowing students that do not ride normally to ride when needed. This represents a decrease in ridership from the 2022-2023 school year.	Ridership on school district buses will increase
HelpDesk Response Rate	From July 1, 2020 through March 19, 2021, 1516 technology help tickets were opened, and 1479, or 98%, have been closed. The average completion time for each ticket was 6 days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 23 hours and 32 minutes.	From August 11, 2021 through May 6, 2022, 1507 technology help tickets were opened, and 1482, or 98%, have been closed. The average completion time for each ticket was 8 days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 1 day.	From July 1, 2022 through June 1, 2023, 2551 technology help tickets were opened, and 2551, or 100%, have been closed. The average completion time for each ticket was 5.5 days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 1 day.	From July 1, 2023 through January 29, 2022, 1710 technology help tickets have been resolved. The average 1st response time to a submitted ticket was 1 day, 9 hours. 42.75% of tickets were resolved with the 1st response. The average completion time for each ticket was 5.3 days. It would normally be less, but some long term projects were input as tickets.	HelpDesk tickets will be resolved in a timely manner (ideally 5 days or less).

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Non-instructional Personnel The District will provide non-instructional staff that supports educational services, inclusive of those not in Goals 1 or 2. This includes personnel from the information technology department,	No	Partially Implemented	We continue to vet and hire non-instructional personnel whenever a vacancy occurs.		7,300,893.83	\$3,195,838.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	the transportation department, administration, management, district office staff, and site office staff.						
3.2	<p>Materials and Supplies for Non-instructional operations</p> <p>The District will provide the materials, supplies, and services for the information technology department, the transportation department, administration, management, district office staff, and site office staff to ensure that the District organization operates efficiently and to the benefit of all students and staff. This includes all other district expenditures (i.e. District utilities) not captured elsewhere in this plan.</p>	No	Fully Implemented	The district is unaware of any non-instructional employee who does not have the materials and supplies they need to accomplish their jobs at the highest level		8,488,308.16	\$2,080,955.34

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Local Control Accountability Plan (LCAP) Goal 1 Deep Dive

RECOMMENDATION:

The Superintendent recommends the Board of Trustees receive a report and engage in a conversation related to LCAP Goal 1.

BACKGROUND:

The District receives state funding under the Local Control Funding Formula (LCFF) which requires the creation and monitoring of a three year Local Control Accountability Plan (LCAP). The board regularly reviews and discusses our annual goals, actions and accountability metrics.

STATUS:

On January 30, 2024 the Board was provided recent revisions by the State of California to the LCAP process and the timeline we intend to follow as we prepare for the 2024-2027 LCAP adoption in June of 2024. The DRAFT timeline is delineated below:

- On February 13, 2024 the board will receive:
 - the Annual Mid-Year LCAP Report that includes Metrics and a Budget Update
 - a report and engage in a conversation related to Goal 1.
- On March 12, 2024 the board will receive a report and engage in a conversation related to Goals 2 and 3.
- On April 9, 2024 the Board will receive a report that summarizes our engagement with our Educational Partners

These Board Presentations will inform any potential revisions to our upcoming 2024-2027 LCAP. A public hearing on the 2024-2027 LCAP will be held at the June 11, 2024 Board meeting. The 2024-2027 LCAP plan is then scheduled to be presented to the Board of Trustees at the June 25, 2024 regular meeting for consideration of approval.

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.

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 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.