

Reed Union School District Strategic Plan Framework 2024-2030





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Presented and Approved : June 11, 2024



Signatory Page

This Strategic Plan for 2024-2030 has been completed and approved as of June 11, 2024. As knowledge is gained and progress continues, the plan will be updated to reflect progress monitoring and an ongoing shared vision forward.

Superintendent

Date

Board President

Date



Table of Contents

Introduction and Intent	6
RUSD Core Values	8
Mission	8
Graduate Vision	8
RUSD Statement of Diversity & Inclusion	9
RUSD Pillars of Commitment	10
History / Background	11
Strategic Plan Development	12
Strategic Planning Process	12
RUSD Stakeholder Groups	13
Stakeholder Input	14
Stakeholder Meeting Presentation Slides	15
Stakeholder Group Findings	16
Stakeholder Meeting Key Topics	16
District Data Review	17
RUSD CAASPP Data	17
California State Dashboard	18
RUSD Dashboard Overview	18
Student Population Demographic Profile	19
Suspension Rate by Demographic Group	19
Academic Performance by Demographic Group	20
ELA	20
Math	20
Chronic Absenteeism by Group Performance	21
MAP Data	22
YouthTruth Student Survey Findings	23
Bel Aire Student Survey Results	24
Prior and Current Year Comparable Cross-Categories	24
Culture	25



Belonging	26
Del Mar Student Survey Results	27
Prior and Current Year Comparable Cross-Categories	27
Diversity, Equity and Inclusion	28
Demographic Ratings	30
YouthTruth 2023-2024 Family Survey Results	31
Elementary School Family Survey Results	32
Middle School Family Survey Results	33
YouthTruth Staff 2023-2024 Survey Results	34
Results by School Site	34
Reed Elementary School	34
Bel Aire School	35
Del Mar Middle School	36
Findings Overview	37
Strategic Plan Objectives and Assigned Actions	38
Pillar 1: Academic Excellence	38
Pillar 2: Social Emotional Learning (SEL)	44
Pillar 3: Staff	48
Pillar 4: Community and Families	51
Pillar 5: Facilities & Infrastructure	54
Pillar 6: Finance	59
Final Statements	60
Appendix	61
Appendix A: Stakeholder Input LUMA Activity- Rose, Bud, Thorn	61
Appendix B: Stakeholder Meetings Input	62
Appendix C: RUSD Stakeholder Letter	66



Introduction and Intent

Strategic planning is a vital tool for elementary school districts to chart their course and ensure student success. Here's how it helps:

Shared Vision and Goals: A Strategic Plan brings together everyone in the district, from teachers and administrators to parents, community members and students. By working collaboratively, they can define a shared vision for the future of the district and establish clear goals for student achievement.

Focused Priorities: Schools face many demands, and decisions and prioritization need to occur for resources. Strategic planning helps prioritize what matters most. By identifying key areas for improvement, the district can allocate resources effectively and avoid getting sidetracked by less critical initiatives.

Improved Decision-Making: With a Strategic Plan in place, decision-making becomes more focused and efficient. Every choice, from curriculum development to budget allocation, can be evaluated based on how it contributes to the district's overall goals.

Adaptability and Innovation: The education landscape is constantly changing. A Strategic Plan helps the district stay agile and responsive to new challenges and opportunities. It creates a framework for innovation and ensures the district is constantly evolving to meet the needs of its students.

Students at the Center: Ultimately, the purpose of Strategic Planning in an elementary school district is to put students first. By setting clear goals, the plan ensures that every decision made is focused on creating the best possible learning environment for all students.

The Reed Union School District (RUSD) Strategic Planning process involved the gathering of stakeholder input and performance data to form an understanding of the current state of RUSD built upon community strengths and perspectives. The analysis of the collected information led to areas of growth for which goals have been established with identified associated actions needed to meet those goals. RUSD will use these goals and actions to monitor progress over the course of this 6-year plan. The Strategic Planning promotes effectiveness with a systematic approach towards organizational growth for RUSD to have the leading-edge in education.

This Strategic Plan is the culminating document formed from stakeholder input, metric analysis and communication to formulate goals that will promote excellence for RUSD. This plan provides both the efforts taken to formulate goals and the actions that will be implemented to meet those goals. This Strategic Plan will exist beyond the words of this document through coordinated implementation across the District over the next six years coordinated with two Local Control Accountability Plan (LCAP) cycles.



RUSD looks to this plan to align our efforts towards centralized, inspirational, and aspirational goals in the best interests of our students. This plan provides a visionary roadmap towards a future, larger vision of educational excellence that is aspirational and inspirational with lifelong impact for our students. The Strategic Plan merges RUSD existing planning efforts, including the Math Action Plan, Spanish Language Action Plan and Facilities Plan, and beyond with associated allocations of funding, resources and time for identified priorities. This plan is the lighthouse that directs the District to meet our student's academic needs in engaging ways that creates passion for education, ignites their interests and promotes personal growth through best practices, forward-thinking and innovation.



RUSD Core Values

NURTURE • TEACH • INSPIRE

Mission

At RUSD, each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world.

Graduate Vision

Each RUSD student will receive the support and opportunity to develop the skills to be a:	
1. Motivated Learner Committed to Academic Excellence	
	<ul style="list-style-type: none">• <i>Demonstrate responsibility, self-direction, and independence</i>• <i>Take risks, are not afraid to make mistakes and learn from them</i>• <i>Take pride in accomplishments</i>• <i>Understand learning is a lifelong process</i>
2. Creative Problem Solver	
	<ul style="list-style-type: none">• <i>Apply critical thinking</i>• <i>Integrate curiosity, imagination and insight</i>• <i>Apply knowledge across disciplines, projects and in real life situations</i>• <i>Generate ideas and best possible solutions</i>
3. Effective Communicator	
	<ul style="list-style-type: none">• <i>Actively listen and acknowledge different points of view and cultural context</i>



- *Express and support positions considering multiple perspectives*
- *Use appropriate tools and language to inform, persuade, and convey ideas to diverse audiences*
- *Collaborate with others*

4. Engaged Citizen

- *Demonstrate empathy, ethical behavior, and respect for self, others, and the environment*
- *Actively contribute to school, local, and global communities*
- *Advocate for self and others*
- *Understand and appreciate cultures, histories, and contributions of people of the world*

5. Balanced Individual / Best Self

- *Demonstrate self-knowledge, integrity, good judgment, and honor*
- *Exhibit self-assurance, confidence, and social competence*
- *Persevere and are resilient amidst adversity, stress, disappointment, and conflict*
- *Make positive choices for personal and physical well being*
- *Believe in the power of the individual to make a difference*

RUSD Statement of Diversity & Inclusion

The Reed Union School District community is committed to creating and sustaining an inclusive, equitable and respectful environment in which each person has a sense of belonging and is provided the support to thrive.

The Reed Union School District community believes that valuing visible and invisible diversity is essential for an inclusive teaching and learning environment that fosters educational excellence for all.

RUSD Pillars of Commitment

RUSD's adopted Pillars of Commitment promote District-wide safety, equity and innovation. RUSD believes that students do best when caring staff present quality academic opportunities in a safe environment that is enriched by strong family and community partnerships.

Pillar 1: Academic Excellence

Provide rigorous curriculum and evidence-based instructional practices that support the learning needs of each student.

Pillar 2: Social Emotional Learning

Develop social-emotional well-being and respect for differences.

Pillar 3: Staff

Recruit, develop and retain the most talented staff.

Pillar 4: Community & Families

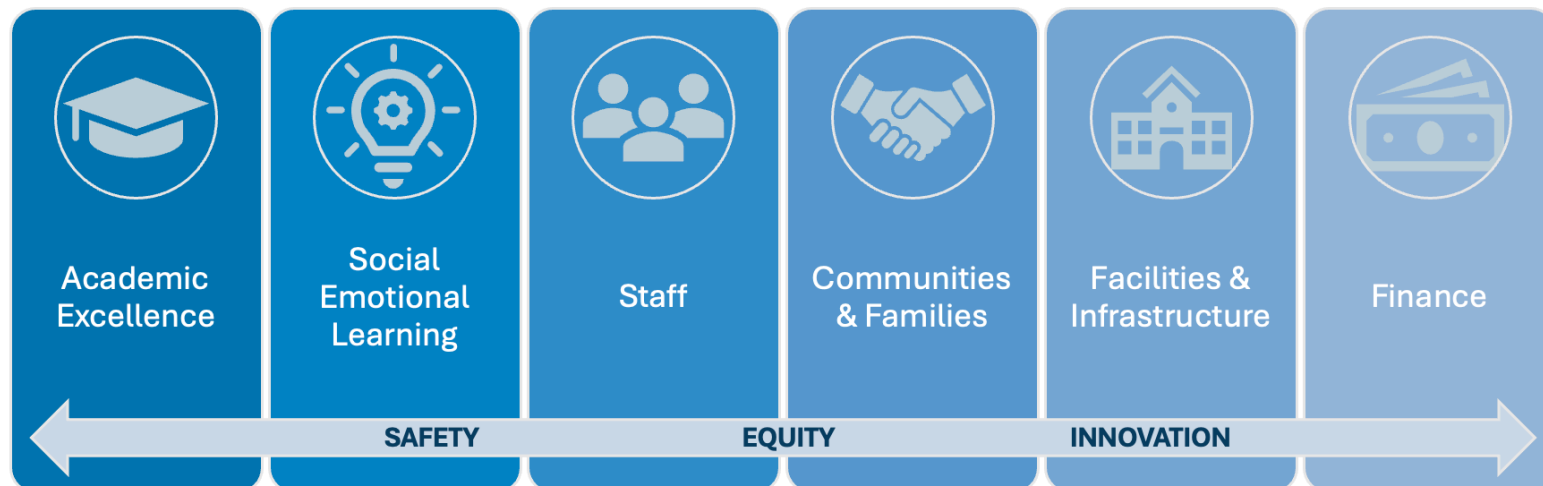
Nurture partnerships with families and the broader community.

Pillar 5: Facilities & Infrastructure

Update campuses to support 21st century learning and safety.

Pillar 6: Finance

Create long-term financial stability.



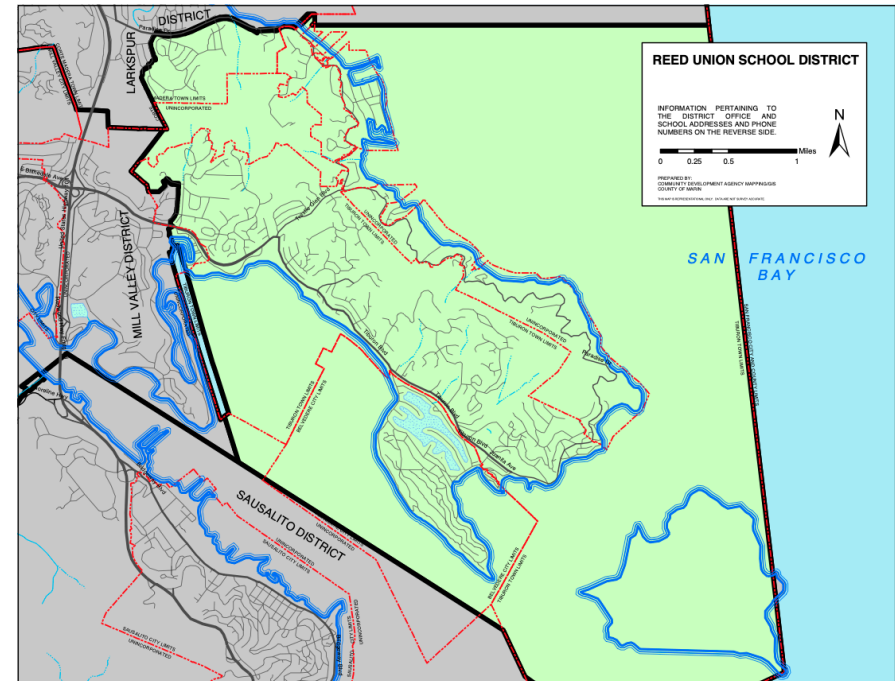
History / Background

RUSD's previous Strategic Plan existed for 2019-2023. That plan presented six goals that guided RUSD's strategic efforts over the past five years:

1. Provide rigorous curriculum and evidence-based instructional practices that support the learning needs of each student.
2. Develop social-emotional well-being and respect for differences.
3. Recruit, develop and retain the most talented staff.
4. Nurture partnerships with families and the broader community.
5. Update campuses to support 21st Century learning and safety.
6. Create long-term financial stability.

RUSD has persevered to reach these goals despite the unforeseen hurdles and challenges brought by the COVID-19 Pandemic. Our staff and community came together to bring forth needed changes in the best interests of our students. The state funding for response and recovery has been applied to support our students and staff in the transition back to the "new normal" and a return to traditional in-person learning.

RUSD has implemented recoupment efforts, bolstered our general curriculum and provided enrichment opportunities at our schools. While we have made great strides, we know our work is not done- reflection and Strategic Planning set the stage for aspirational growth that aligns with technological advancements and demographic needs. RUSD implemented a Strategic Plan development process that included data collection and broad stakeholder input to develop this plan for the visionary push for our future aspirations.



Strategic Plan Development

RUSD recognizes that multiple viewpoints creates an accurate picture of the current status of our District. We value the perspectives of various stakeholder groups and strive to learn about the experiences of the different demographic groups in our community to gain knowledge and understanding of strengths and areas of needs to guide our planning and prioritization. We also understand that data metrics are indicators of collective performance and for discrepancy gap identification. As such, RUSD worked to gather input from multiple stakeholder groups with common procedures through in-person stakeholder meetings, surveys and collected state and local performance

data. After clarification with stakeholders to ensure understanding, RUSD assessed and analyzed the compiled information to identify key ideas. These ideas were refined and validated with stakeholders and RUSD leadership to establish goals and actions needed to meet those goals. The outcome of those findings are finalized within this plan for shared understanding of the future vision for RUSD.

Strategic Planning Process



RUSD Stakeholder Groups

RUSD values the input of stakeholders in the development of this Strategic Plan. RUSD stakeholders represent demographic groups inclusive of internal District representation from students, staff and administrators and external representation from affiliated groups and community partners.



Internal Groups (Questions & Primary Sources of Information)			External Groups & Sources (Secondary Sources, Research, Observation)
School Community	District-Affiliated Groups	Community Partners	Research / Observation
<ul style="list-style-type: none">• Students<ul style="list-style-type: none">○ BA 5th Graders○ DM Range of Students• All Families• Teachers and Staff• Administration• School Board• Special Outreach to Families	<ul style="list-style-type: none">• PTA• Reed Foundation• Redwood Staff• A few RUSD Graduates	<ul style="list-style-type: none">• Library• Rotary• BTCC• Tiburon and Belvedere Police• Emergency Preparedness	<ul style="list-style-type: none">• Forward-Thinking Innovative Influencers• School site visits of innovative places• New Tech• Innovative Conferences• Forward-facing studies• Silicon Schools, Khan• California School Board Association - Statewide AI Task Force

Stakeholder/Community Partner Input

RUSD facilitated stakeholder meetings using common practices to collect consistent input. Stakeholders were invited to participate through RUSD communication. (See [Appendix C: RUSD Stakeholder Letter](#)) Facilitators utilized the same presentation to guide the meeting for each stakeholder group. (See [Stakeholder Meeting Presentation Slides](#)) RUSD informed stakeholders that the Strategic Plan and the LCAP have specific purposes and work together in that the Strategic Plan informs the LCAP, while the LCAP is defined to specific areas and the Strategic Plan is not.

Stakeholders were provided historical context such that the previous plan focused on technology, math and two school site areas that were immediate needs when the superintendent came to the District. Stakeholder groups learned that they will support the creation of this Plan with a broader focus. As such, it is more long-range because RUSD knows that it will take time to accomplish ambitious goals. RUSD provided an overview of the steps to develop the Strategic Plan and the District's commitment to the six pillars of Academic Excellence, Social Emotional Learning, Staff, Communities and Families, Facilities and Finance.

RUSD stakeholder participated in a "Rose/Bud/Thorn" exercise and produced an innovation statement activity. For the exercise, the stakeholders received three sticky notes to brainstorm a "rose" (positive experience), a "bud" (opportunity for growth or innovation) and a "thorn" (experience that could have been better) for them or their children. See [Appendix A: Stakeholder Input LUMA Activity- Rose, Bud, Thorn](#)) The sticky notes were then placed on the corresponding pillar of commitment and discussed as a group. (See [Appendix B: Stakeholder Meetings Input](#)) For the innovation statement activity, stakeholders selected one of the six pillars that is of interest to them. For five minutes, the stakeholder wrote ideas about the pillar topic. Then, stakeholders met in groups to organize their thoughts into common themes of "Safety," "Innovation," "Equity/Inclusion," and "Continual Improvement" to share with the larger group. RUSD documented the findings from the meetings.



Bel Aire School Student Strategic Planning Group



Del Mar Middle School Student Strategic Planning Group

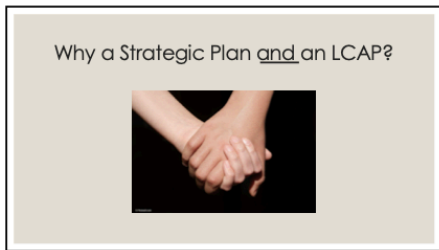


Parent/Family Strategic Planning Group

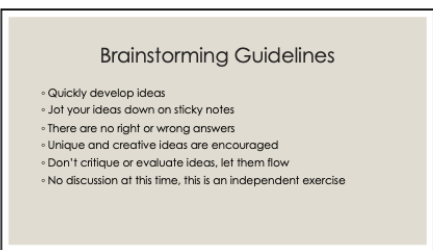
Stakeholder Meeting Presentation Slides



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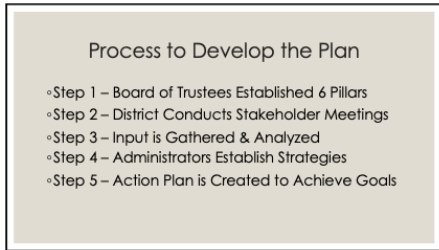
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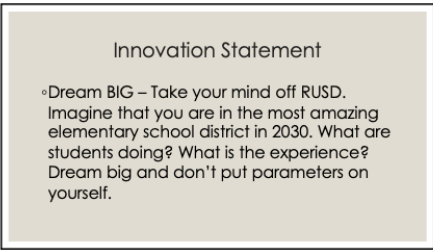
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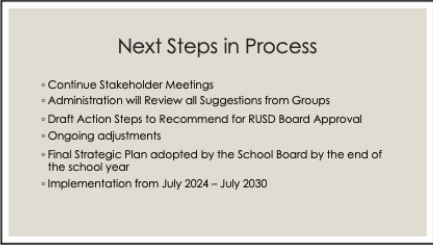
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Stakeholder Group Findings

Participants at RUSD Stakeholder's Meetings produced perspective information regarding areas of interest and importance. The stakeholders provided areas of strength, areas of opportunity or innovation and areas of growth (See [Appendix A: Stakeholder Input LUMA Activity- Rose, Bud, Thorn](#)) with sorted points of interest into the corresponding RUSD Pillars of Commitment (See [Appendix B: Stakeholder Meetings Input](#)). The culmination of identified patterns of key topics in stakeholder input from the meetings is provided in the table below.

Pillar 1 Academic Excellence	Pillar 2 Social Emotional Learning	Pillar 3 Staff	Pillar 4 Community & Parents	Pillar 5 Facilities & Infrastructure	Pillar 6 Finance
<ul style="list-style-type: none">• Integrated & Relevant Learning Experiences• Curriculum Adoption and Review Cycle• Closing Achievement Gap• Inclusion• Interventions• Broad Course of Study• Instructional Practices• Specialist Classes• Assessment	<ul style="list-style-type: none">• Tiered Plan / Program• DEIB - Kindness Plan• Psychologists / Counselors• Enrichment Opportunities• Wellness• Leadership Opportunities• Discipline• Absenteeism• Athletics• Food Service & Student Nutrition	<ul style="list-style-type: none">• Specialist Classes appreciated• Articulation across grade levels• Professional Development opportunities• Staff Diversity	<ul style="list-style-type: none">• Attendance• Foundation and PTA appreciation• Outreach - community partnership pathways• Exposure to other communities	<ul style="list-style-type: none">• Long-range Facility Plan• Safety and Security• Outdoor facilities• Technology<ul style="list-style-type: none">-Tech responsibilities-Resources-Evaluation-PD	<ul style="list-style-type: none">• Long-Term Financial Analysis Plan• Asset Management

District Data Review

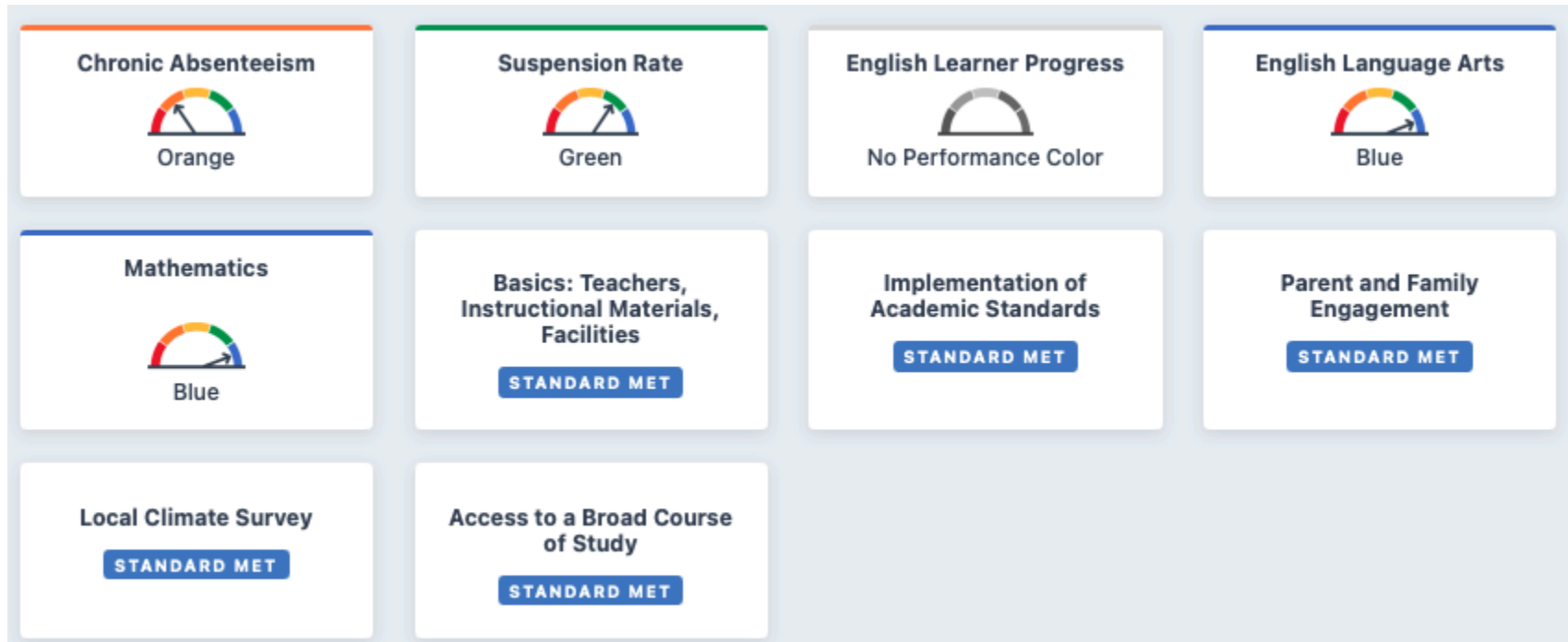
RUSD utilizes metrics to establish and monitor progress in the best interests of all RUSD students. RUSD performance data provides knowledge and understanding of current successes and challenges that inform Strategic Planning efforts. RUSD summative data performance is posted by the California State Dashboard. RUSD also evaluates performance through self-implemented and state-implemented performance assessment tools, some of which contribute to the California State Dashboard metrics, across stakeholder groups. (See [Appendix D: RUSD Data](#))

California State Dashboard

The California State Dashboard's 2022-2023 district performance overview demonstrates that RUSD meets standards for Teachers, Instructional Materials, and Facilities, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey and Access to a Broad Course of Study. The Dashboard notes high academic performance for English Language Arts and Mathematics, with identified performance gaps for socio-economically disadvantaged students, students with disabilities, English Language Learners and some ethnicities. RUSD was identified as having overall increased chronic absenteeism with 15.3% of students being chronically absent, inclusive of elevated absenteeism for socio-economically disadvantaged students, students with disabilities, English Language Learners and some ethnicities. While overall a high performance category, RUSD Suspension Rate data demonstrates discrepancy in low performance for socio-economically disadvantaged students. The English Learning Progress category is absent of rating due to the minimal number of students in that category.



RUSD Dashboard Overview

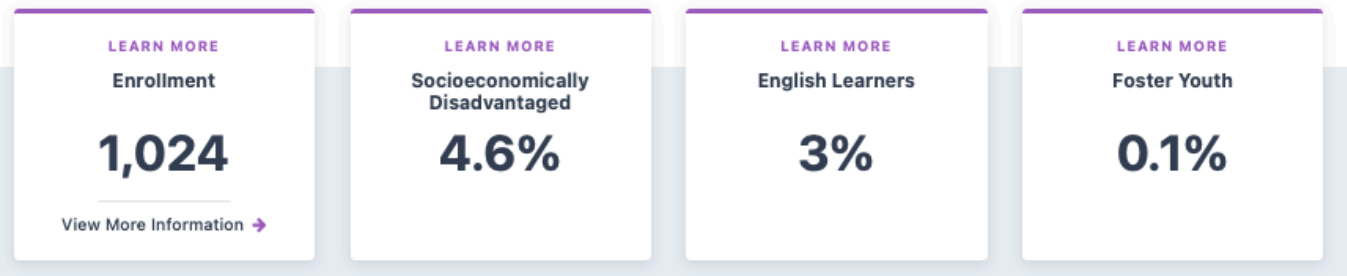




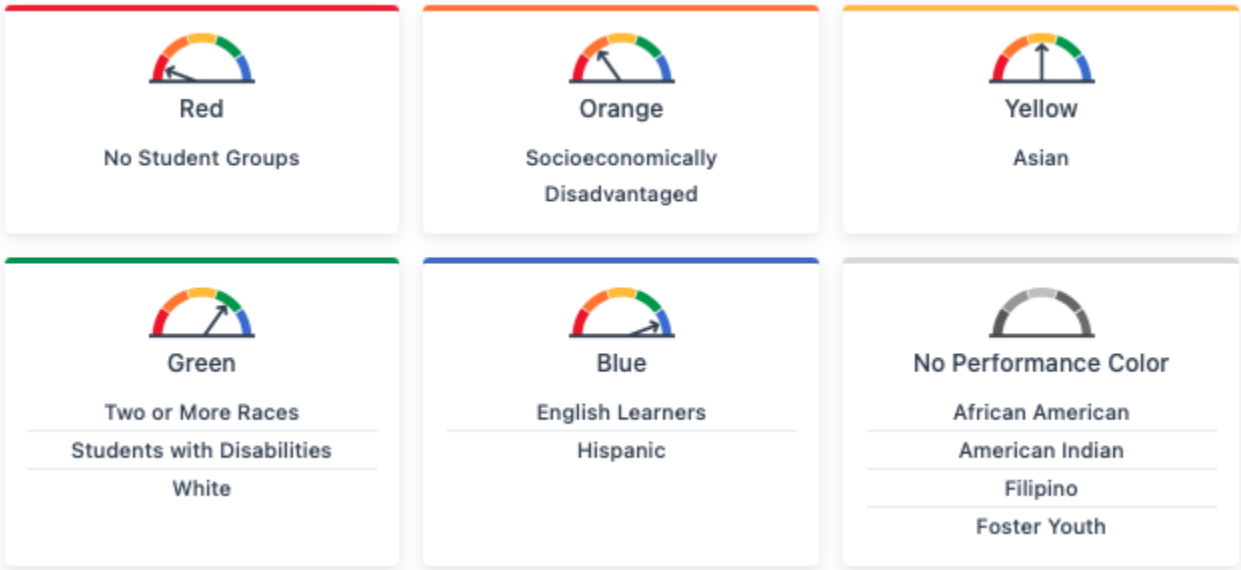
Student Population Demographic Profile

REED UNION ELEMENTARY Student Population

Explore information about this district's student population.

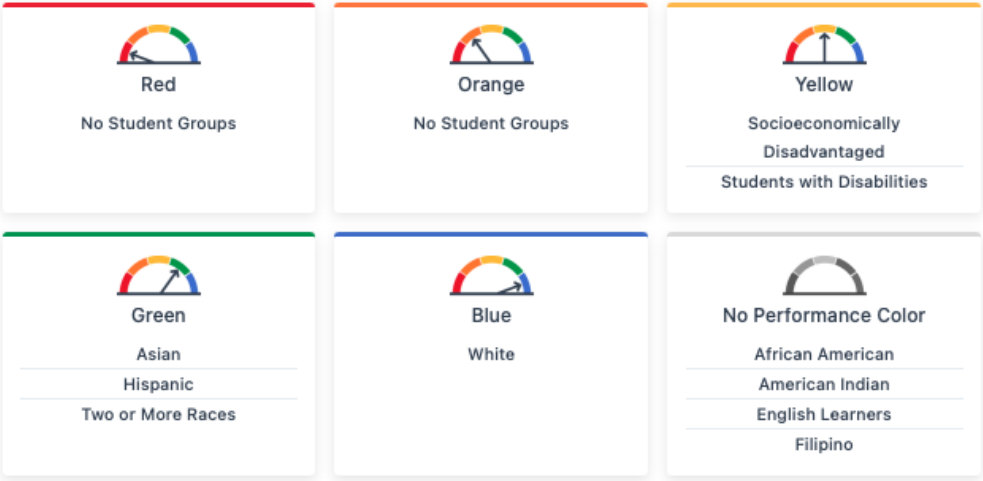


Suspension Rate by Demographic Group

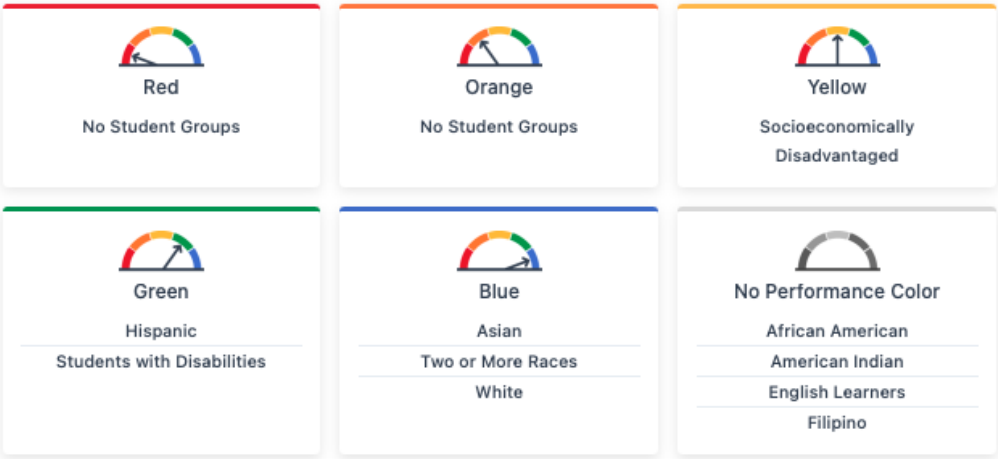


Academic Performance by Demographic Group

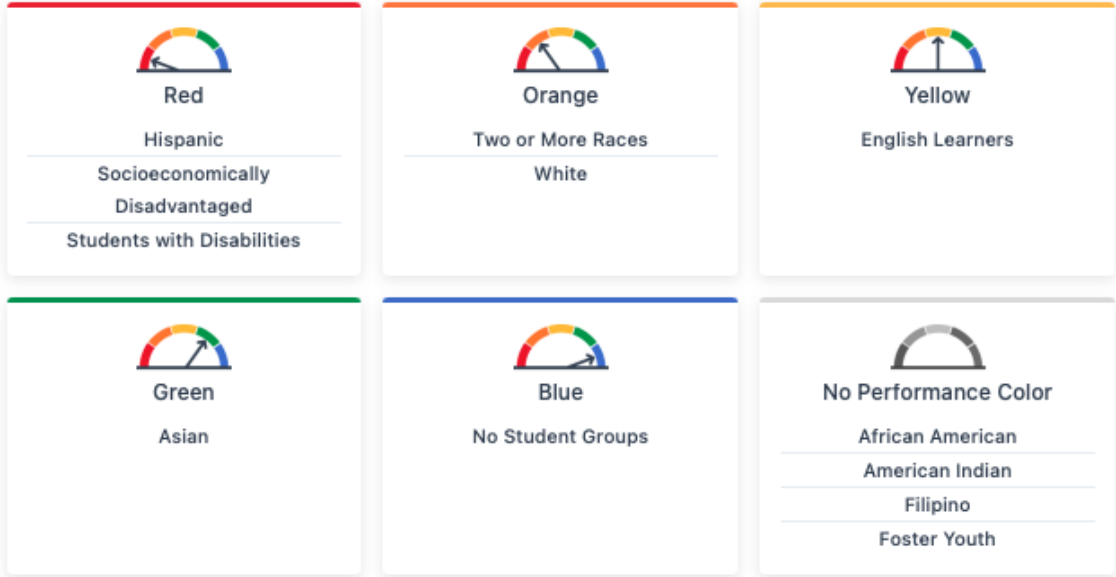
ELA



Math

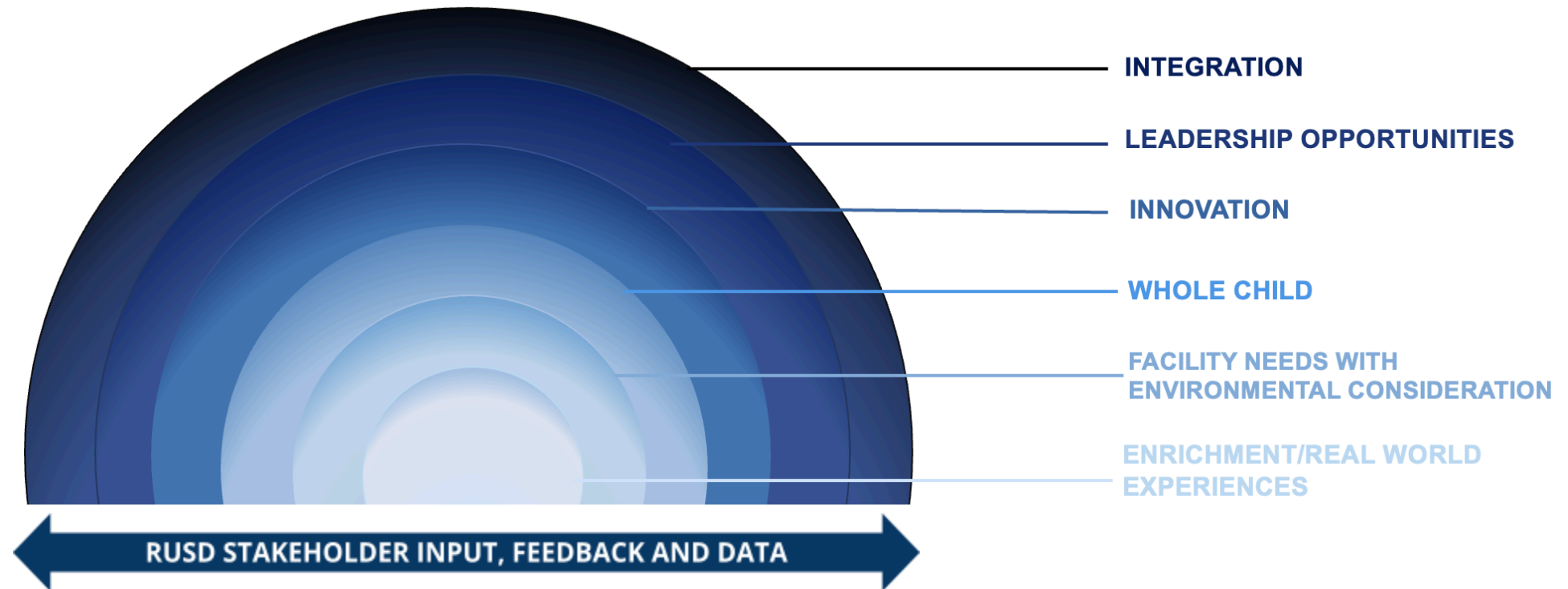


Chronic Absenteeism by Group Performance



Stakeholder Feedback Patterns / Findings Overview

RUSD identified the emergence of common themes during the review and analysis of stakeholder input, survey results and performance data. The identification of these themes provides RUSD direction in creating purposeful goals for the prioritization of efforts and resources.





Strategic Plan Objectives and Assigned Actions

Pillar 1: Academic Excellence

Every student thrives in a challenging environment to achieve academic excellence that prepares them for success. Our commitment to engaging, individualized instruction ensures that each student's unique needs are met, empowering them to reach their full intellectual potential.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Category #1: Integration / Experiential Learning					
Vision: RUSD will provide relevant learning experiences that include hands-on opportunities, real-world application, integration of subjects, leadership skills, and the incorporation of innovative tech opportunities to provide personalized learning. We will spark curiosity and nurture potential through a cutting-edge, innovative, consistent integrated instructional framework that empowers all students to experience deep instructional learning across the district.					
Current State: In 2023-24, RUSD provides hands-on projects that integrate learning across subject areas and create real-world connections. Some examples include: <ul style="list-style-type: none"> • PreK- 2nd Builders' Studio Integration of Lessons • Reed STEAM PreK-2nd Integration of Lessons • Student Music Performance integrated with ELA, Art & Technology Stakeholder input strongly noted a desire for more integrated and experiential learning opportunities that can ignite curiosity through hands-on projects, real-world experiences and instructional topics that are systematically integrated across subject areas to create engaging opportunities. Stakeholder input also noted additional leadership opportunities and leadership skill development for all students. Feedback emphasized individualizing and personalizing learning through a consistent instructional framework and ongoing curriculum adoptions.					
Opportunities:					
Systematically increase the volume and opportunities for integrated learning experiences within subject areas.	Coordinator of Educational Services	Throughout the 6 years	PD Cost	Staff creates opportunities for students to make connections between	Key outcome - Satisfaction with integrated learning experiences (e.g., "Walk Through the American Revolution" drama performance at Bel Aire)
Include consideration of the different ways in which the specialist classes can be integrated.	Principals	Starting discussions and PD in	Time Collaboration time		

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
		Fall of 2024		content areas (e.g., Math & Music, Science & PE, History & Art) Number of integrated lessons per subject area	
<p>Increase the implementation of hands-on, real world application and connection of instructional lessons</p> <p>Explore Problem Based and Project Based Learning Opportunities for possible pre-created opportunities</p>	<p>Coordinator of Educational Services</p> <p>Principals</p>	<p>Throughout the 6 years</p> <p>Starting discussions and PD in Fall of 2024</p>	<p>PD Cost</p> <p>Time</p> <p>Collaboration time</p>	<p>Number of problem based learning opportunities with real world application</p>	<p>Key outcome - Satisfaction with engaging lessons that deepen learning and ignite curiosity</p>
<p>Provide for the incorporation of leadership skills taught to all students (e.g., critical thinking, goal setting, collaboration, self-directed learning, articulate presentation skills) in curriculum.</p>	<p>Coordinator of Educational Services & Director of Student Services</p>	<p>Incorporation considered with each lesson</p> <p>Consider outside leadership sources in Fall 2025</p>	<p>Curriculum development costs and time for staff</p> <p>Consultant fees, if needed \$20,000</p>	<p>Number of opportunities for leadership skill development</p>	<p>Key outcome - Participation in leadership/skill dev opportunities (e.g., Del Mar electives, Web leaders, Bel Aire recess leaders, etc.)</p>

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Increase and systematize an increasing range of enrichment opportunities to enhance grade level experiences (e.g., field trips, public speakers, assemblies, bands, clubs, TV broadcasting)	Coordinator of Educational Services & Principals	Increasing each year beginning in 2024	Approximately \$5000 per field trip - pending Board approval each Spring	Number of experiences per grade level on annual Board document	Key outcome - Satisfaction with field trips, speakers, etc.
Incorporate innovative tech opportunities to personalize learning	Director of IT and Coordinator of Educational Services	Throughout each year as tech changes and advances	Hardware, software, and app licensing cost Some should be removed but assume cost increase	Number of apps used and any appropriate student growth data that can be connected to the tech	Key outcome - Tech/app metrics aligned with growth metrics.
Implement an ongoing curriculum adoption and review cycle that considers integration, innovation, and experiential learning	Coordinator of Educational Services	Annual Board presentation	Annual cost of approximately \$100,000	Annual Board adoption	Key outcome - Curriculum adoption based on success metrics
Explore, adopt, and implement an Instructional Framework that mirrors instructional mission	Coordinator of Educational Services	2025 Exploration 2026 Adoption 2027-30 Implementation	Professional Development cost for presenters and participants	Framework adoption and classroom observation	Key outcome - Framework is aligned with goals / metrics
Implementation of action plans with stakeholders: <ul style="list-style-type: none"> Math Task Force Action Plan (linked) Others 	Coordinator of Educational Services	Math 2023-2026	Cost contained within each action plan	Action Plan implementation and	Key outcome - 1 year growth in 1 year time



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
	Math TOSA Principals Teachers	Others following same format with future dates		Ongoing Board presentations to measure progress including student growth based on Map data	
Category #2: Individualized / Differentiated Learning					
Vision: RUSD will create learners that flourish through group and differentiated instruction, no matter where they are in their learning journey, so that each student's potential is unlocked to ignite a lifelong passion for learning.					
Current State: In 2023-24, RUSD employs numerous strategies to challenge and engage students through tiered levels of support, intervention and challenge/acceleration. Some examples include: <ul style="list-style-type: none"> At Reed and Bel Aire <ul style="list-style-type: none"> Through cognitively guided instructions (CGI), teachers utilize low-floor/high-ceiling math problems to engage a variety of learners. Tier II interventions at each school are in place for students not meeting ELA or math standards through pull-out services. However, the interventions are not consistent and aligned across schools. At Del Mar <ul style="list-style-type: none"> All students are enrolled in an advisory class period which meets two days a week. One of the days is designated for students to receive supplementary instruction and support from their teachers. Additionally, a general education strategies course is offered as Tier II support to students requiring assistance in grade-level math or ELA and/or executive functioning skills development. Beginning in the 2022-23 school year, an accelerated math course (Math 7C) was provided to all 7th graders in hopes of increasing readiness for Algebra. 					
Opportunities:					
Continue to build capacity for staff to design and	Coordinator	2024-2027		Instructional	One year's growth in one

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
implement an instructional framework that is accessible for all learners across grade levels so that learning objectives, instructional approaches, and instructional content (and sequencing) are varied based on learner needs	of Educational Services Director of Student Services Site Principals GLCs		Professional Development	Framework adoption Data analysis by teachers and grade level teams following benchmark assessments each trimester Explore high-impact teaching opportunity targeting high-achievement low growth students	year's time Key outcome - Framework is aligned with goals / metrics across all learning levels Key outcome - ELA and Math student achievement reaches target goals - CAASPP Number of students matriculating to Algebra from Math 7c % MAP growth for all grades students in ELA and Math
<p>Tier II system for English Language Arts and Math that meets individual needs and flows between school sites:</p> <ul style="list-style-type: none"> Establish district-wide, standardized intervention protocols for ELA and Math. This includes detailed guidelines on intervention frequency, duration, instructional techniques, and materials to ensure consistency across all schools. Develop or enhance a technology-driven monitoring system that tracks the progress of students undergoing Tier II interventions. This system should 	<p>Coordinator of Educational Services & Director of Student Services</p> <p>Principals</p> <p>Counseling Support & SpEd. Teams</p>	<p>Understand current offerings 2024</p> <p>Gather feedback and visit districts for creative ideas 2025</p> <p>Design</p>	<p>Time</p> <p>PD time for site visits and research \$10,000</p> <p>Hourly time for collaboration \$15,000</p>	<p>Well-articulated Tier II system and strategies across all sites</p> <p>Tier II data analysis by teachers and grade level teams following benchmark assessments each trimester</p>	<p>Key outcome - Growth among students receiving Tier II strategies in ELA and Math</p>

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
<p>facilitate real-time data collection, analysis, and reporting to ensure interventions are timely and effective.</p> <ul style="list-style-type: none"> • Provide ongoing training for educators on how to effectively use the monitoring system, interpret data, and adjust interventions based on student progress to optimize learning outcomes. • Implement a structured schedule for evaluating the impact of Tier II interventions on student performance, incorporating feedback from teachers and data analytics to refine and adapt the interventions as needed. 		system and implement 2026-30			
Provide individualized, engaging, core instruction to support growth for all learners and implement targeted strategies, counseling and tutoring support to help close the achievement gap.	Coordinator of Educational Services & Director of Student Services	Current implementations to be analyzed and improved Work with continue until 2030	Tutoring costs of \$50,000 GLC, Counseling and Staffing commitments	<p>SED Growth Ownership strategies</p> <p>Tutoring implementation</p> <p>E&I GLC Involvement</p> <p>Counseling Support</p> <p>Explore extended learning opportunities for students who</p>	Outcome - Marked growth for all learners; Increased growth for SED learners to close achievement gap (Achievement gap is about 38% between SED and non-SED)



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
				have demonstrated mastery	
Category #3: Comprehensive Review of Elective / Specialist Programing					
Vision: RUSD will develop the full child by igniting a lifelong passion for learning through empowering students to explore their unique talents through innovative and engaging co-curricular experiences and electives. We will cultivate a vibrant learning environment where specialists are supported and enabled to continuously evolve while embracing modern practices and maximizing student engagement.					
Current State: Throughout the stakeholder feedback process, we heard about the tremendous support for our specialist classes, providing scaffolded instruction designed to enrich the academic and social-emotional experiences of all of our students starting from Pre-Kindergarten through 8th grade. In 2023-24, RUSD delivered the following comprehensive elective programs to enhance and extend our core instructional curriculum: <u>Art</u> Art instruction is delivered by two credentialed Art teachers in dedicated Art classrooms at all three school sites. One Art teacher provides instruction to every student at the elementary schools by rotating between Reed Elementary School and Bel Aire Elementary School every six weeks. Another teacher serves the students at Del Mar Middle School. All 6th-grade students have the option of taking Art (Digital and Studio) for one trimester as part of their 6th-grade elective wheel. Students electing to continue their Art instruction may do so as 7th and 8th grade students by enrolling in Intermediate and Advanced Art. <u>Library Services</u> One full-time credentialed teacher staffs the library at each school site. Classes visit the library once a week. Libraries are also open three afternoons a week for after-school tutoring. <u>Music</u> Each school site has a dedicated credentialed music teacher. At the elementary schools, every student attends music on a site-based schedule and at Del Mar, students are able to select music related classes as an elective. <u>Physical Education (PE)</u>					



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
<p>Reed Elementary and Bel Aire Elementary have two dedicated credentialed Physical Education (PE) teachers providing PE instruction to every student at each elementary school. Del Mar Middle School has three PE teachers, dedicated to each grade level (6th, 7th, and 8th).</p> <p><u>Spanish</u> RUSD employs three credentialed Spanish teachers. One Spanish teacher delivers instruction across our two elementary schools, Reed Elementary (Pre-kindergarten - 2nd Grade) on a five-week grade-level based rotation and Bel Aire Elementary (3rd - 5th Grade) on a five-week grade-level rotation. Two Spanish teachers serve 64% of our students as part of the elective offerings at Del Mar Middle School (6th - 8th Grade) These highly academic year-long electives are designed to provide students the opportunity to complete all three levels of Spanish instruction (Introductory, Intermediate, and Advanced) and the possibility of completing two to four semesters of high-school Spanish instruction.</p> <p><u>Del Mar Electives</u> At Del Mar, the elective offerings include classes such as: Drama, Speech & Debate, Robotics, Coding, and Del Mar TV</p>					
Opportunities:					
Full implementation of action plans created by stakeholder groups: <ul style="list-style-type: none"> Spanish Task Force Action Plan implementation (linked) Others 	Superintendent Coordinator of Ed Svcs	Spanish implementation starting 2024-25 Other areas as they're created	Cost contained within each action plan	Action Plan implementation Continue to evolve specialist programs to enhance and support core curriculum and instruction	Ongoing Board presentations to measure progress including student growth
Fully evaluate co-curricular offerings, team-building opportunities, community and county-wide events, coordination with other districts, facilities, etc. Stay relevant, engaged, and leading-edge into the future.	Middle School Principal & Athletic Director	Ongoing growth, coordination, and improvement	To be determined based on the plan	Number of co-curricular offerings, team-building opportunities	Key outcome - Participation in co-curricular offerings, teams, events (e.g., robotics, debate teams, track & field events, etc.)



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
					YouthTruth survey results



Pillar 2: Social Emotional Learning (SEL)

Developing the whole child considering the social skills, emotional intelligence, and health and wellness needed to excel in a modern environment that values creative thinking, problem solving, communication, and collaboration.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Category #1: Whole Child Health & Wellness					
Vision: RUSD will empower students to further develop skills in physical, social-emotional, and mental health, fostering a positive environment that ignites a lifelong passion for whole child well-being. We will embolden students to build positive relationships in order to thrive as empathetic and responsible members of our community.					
Current State: In 2023-24, RUSD's individual schools offer a variety of lessons, activities and programming to develop the whole child, including: <ul style="list-style-type: none">• Reed Elementary staff include Kimochis curriculum in each classroom and during school wide community time.• Bel Aire utilizes lessons from Second Step, hosts weekly Monday morning meetings, and has extended field trips including Mosaic in 4th grade and outdoor education with Nature Bridge in 5th grade.• Del Mar utilizes No Bully, Soul Shoppe and Challenge Day programming, as well as student lessons on drug, alcohol, tobacco, decision making and sexual health. Throughout our stakeholder feedback, we heard that RUSD has a strong area of focus well beyond academics that includes the well-being and development of the whole child. Input across stakeholder groups highlighted a need for greater articulation of curriculum and programming, including field trips, expert-moderated activities, and guest speakers across all RUSD sites. Youth Truth data suggests a continued need that programming and support are also in service of all individuals feeling a sense of belonging.					
Opportunities:					
Assess, design and integrate SEL concepts into schoolwide practices, activities, field trips and classroom lessons across subject areas	Site Principals Coordinator	2027-28	Embedded field trip costs	Articulated incorporation of SEL into field trip approval	Key outcome - Participation in field trips, SEL educational opportunities

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
	of Educational Services & Director of Student Services with Principals and Site Reps			documents	Satisfaction with field trips YouthTruth survey results
Design, create and implement a roles and responsibilities matrix and process flow to enhance a tiered system of support and intervention.	Director of Student Services	2026	Potential staff increase based on plan	Conduct a review of current student services staffing and develop a structured plan to ensure resource allocation aligns to and supports a tiered system of support and intervention.	
Align discipline practices to be transparent, consistent, fair, and respectful learning opportunities for students	Site Principals Director of Student Services	Begin surveying in 2025	PD opportunities	Well-communicated, structured plan that's aligned across schools	Improved behavior / reduction in disciplinary actions needed



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Category #2: Inclusion, Belonging, and Kindness Programming					
Vision: RUSD will cultivate a welcoming and inclusive learning environment where every student feels a sense of belonging and community; an environment of kindness and empathy, empowering our students to learn, grow, and contribute positively to a diverse and connected world.					
Current State: In 2023-24, RUSD partnered with Changing Perspectives to provide targeted professional development for certificated and classified staff at Del Mar in their work supporting students with disabilities. This work will expand to all three sites moving into the 2024-25 school year. Youth Truth data indicates opportunity exists to improve a feeling of belonging among particular student groups. Throughout our stakeholder feedback process, we heard an appreciation for the District's focus on the whole child while the feedback also included a desire for additional efforts to meaningfully integrate different identities, perspectives, and abilities into a culture of belonging. In addition, feedback was gathered around desiring an increase in programming related to kindness. RUSD currently employs Equity & Inclusion Grade Level Chairs at each site to actualize the district's Diversity and Inclusion Statement . Annually, RUSD surveys students, families, and staff through Youth Truth to gather feedback on school culture and climate. Our desired outcome is for 100% of students to feel included, a sense of belonging, and part of a kind community.					
Opportunities:					
Through an Equity, Inclusion, Belonging, and Kindness Task Force, develop and implement an Action Plan including tasks and metrics for success.	Director of Student Services	2025-26	Hourly pay for staff inclusion Consultant cost \$3000	Well-communicated, structured plan that's aligned across schools	Improved student Youth Truth results that support equity, inclusion, belonging, and kindness
Develop and implement activities and lessons that celebrate diverse backgrounds and perspectives	Coordinator of Educational Services	2024-2027	E&I GLC stipends Teacher	Number of activities and lessons per subject area	Student Youth Truth results that support inclusion, belonging and kindness

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
	Site Administration GLCs		Planning time Professional Development	Integration with Library services and projects	
Continue to provide PD and support to certificated and classified staff related to Inclusion, Belonging and Kindness	E & I GLCs Site Admin Director of Student Services Outside Consultants	2024-ongoing	E&I GLC stipends Teacher Planning time Professional Development	Youth Truth Survey California Healthy Kids survey Attendance data	Staff Youth Truth results that support inclusion, belonging and kindness
Review policies, practices and programs to ensure all promote respect, empathy, and inclusion for all students	E & I GLCs Director of Student Services	Ongoing	Analysis supported by Changing Perspectives	Board Policy	Policy implemented
Evaluate the development and integration of leadership skills, non-technical skills, and leadership opportunities for students within classrooms and school-wide activities to contribute to positive school culture and community	Coordinator of Educational Services & Director of Student Services with Principals and Site	2025-2028	Teacher release days	Well-communicated, structured plan that's aligned across schools Number of school wide activities that contribute to a	Key outcome - Participation in school wide activities that contribute to a positive school community



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
	Reps			positive school community - Spirit days, Student led videos, etc.	
Fully evaluate athletic team offerings, team-building opportunities, community and county-wide events, coordination with other districts, facilities, coaches, parent volunteers etc. to stay relevant, engaged, and leading-edge into the future.	Middle School Principal & Athletic Director	Ongoing growth, coordination and improvement	To be determined based on the plan	Number of athletic offerings, team-building opportunities	Key outcome - Participation in athletic offerings, teams, events YouthTruth survey results
Create staggered and increasingly involved enrichment opportunities (buddies, mentorships, spirit days, social groups, field trips, etc.) across the PK-8 student journey	Director of Student Services Site admin GLCs	2025-ongoing	Teacher Release days	Well-communicated, structured plan that's aligned across schools	Key outcome - Examples of positive relationships, buddies, mentor impact across grade levels (E.g., Buddy Bench, Students becoming Web Leaders, etc.)

Category #3 Food Service and Student Nutrition

Vision:

RUSD will provide a student-centered nutrition program that establishes healthy eating habits, uses environmentally sound practices, and empowers students to become lifelong ambassadors of health, wellness and sustainability.

Current State:

Starting in the 2022-23 school year, RUSD complied with the state mandate to create universal breakfast and lunch for all students. In order to meet requirements, RUSD switched vendors from Choice Lunch to Lunch Master. Stakeholder feedback appreciates that all students have access to free breakfast and lunch each day.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
<p>However, concerns have been expressed by students and others related to the quality, nutritional aspects, and the environmental impact of the current program. Currently, there is not an educational or leadership component tied to our student nutrition program. In 2023-24, student participation rates in the Lunch Master nutrition program hover around 30%. Maintenance and custodians will continue to work with Zero Waste Marin to help reach the zero waste goal.</p>					
Opportunities:					
Comprehensive review and search for high-quality food service solutions including, consideration for environmental impact, local sourcing, or self-producing.	Chief Business Officer, Director of Maintenance & Operations & Principals, PTA	Spring 2024 and ongoing collaboration	Depends on solution that is determined	Identify food service provider / resource that best meets needs of all students, staff and community	Key outcome - Increase student participation rates from 30% to at least 50%. Increase overall satisfaction with the food service program
Design curriculum, enrichment experiences and leadership opportunities for students as ambassadors in nutrition education and healthy eating habits. (ie nutrition guest speakers, waste management field trips, recycling presentations, farm to table field trips)	Coordinator of Educational Services Principals	Each year	Minimal material cost Consider farm/garden integration cost	# of nutrition lessons, experiences, leadership opportunities	Key outcome - Participation in nutrition experiences, lessons (E.g., Nature Bridge, classroom gardens, etc.) Satisfaction with enrichment experiences



Pillar 3: Staff

Attracting, developing, retaining, and inspiring top talent to make a lasting impact on students, parents, and the broader community.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Category #1: Recruit / Develop / Retain the Best Staff					
Vision: RUSD will optimize strategies and resources to recruit and retain the most talented staff including retention, salary grades, professional development, and ongoing career growth. We recruit, develop, and retain the most talented and diverse staff to make RUSD the most desirable school district and place and workplace.					
Current State: In 2023-24, RUSD employed approximately 153 staff members including Management, Certificated, and Classified Staff members. About 84% of the overall budget is spent on District personnel. Stakeholder feedback in this area was incredibly positive. The feedback included an emphasis on the engaged, caring staff that has a range of expertise across many subject areas. Stakeholders underscored that the administrative staff is approachable and accessible. The professional development provided for classified staff was also noted as a strength in this District.. Certificated staff were consistently complimented for their kind and caring actions, as well as their expertise and collaboration. Stakeholder feedback also emphasized that staff members not only have strong relationships with one another, but also with parents and students. Professional development opportunities were highly valued and noted as an asset and additional opportunities were requested. Specialist classes and professionals that go above and beyond to create engaging experiences for students were often referenced as strengths. Stakeholders also appreciated small class sizes and the District's ability to retain quality employees.					
Opportunities:					
Create a path for career advancement via continual learning and cross-training to encourage promotion and retention of skilled	Superintendent Principals	Fall 2024 and ongoing	Professional Development Opportunities	Clearly articulated career path	Number of staff trained for internal positions

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
staff and principals.					
Increase opportunities for staff to collaborate and facilitate vertical articulation between grade levels and schools to ensure student learning follows a coherent process and maximizes student progression and growth.	Coordinator of Educational Services Principals	Ongoing	Staff time for planning and attendance, likely within the work day	Continuous staff collaboration to support collective efficacy - Regularly scheduled meetings GLCs provide leadership in their areas of focus	Positive Youth Truth survey results for culture especially looking at 3rd and 6th grade Desired outcome: Consistent MAP growth between grade levels especially looking at 3rd and 6th grade.
Continue to implement professional development that is: <ul style="list-style-type: none"> Specialized to meet the needs of employees Relevant and modernized Expanding our ideas beyond RUSD Inclusive of self-care 	All Directors and Principals	Ongoing for PD days and conference offerings	Speakers and Specialists \$3000 each Site Visits to other schools with travel costs and subs about \$1000 per person Conference attendance	Completion and attendance at PD opportunities including sharing of information upon return Overall academic and SEL improvement	Satisfaction with professional development activities



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
			about \$1500 per person		



Pillar 4: Community and Families

Nurture partnerships with families and the broader communities for the benefit of the student experience, achievement, and social connectedness.

	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Category #1: Family Partnership with Student Progress					
Vision: RUSD will nurture family partnerships with the RUSD community to create a dynamic relationship between school, student, and family. Leveraging innovative tools and data to create meaningful personalized feedback, providing ongoing communication, and empowering families to actively engage with the RUSD community in their child's learning journey.					
Current State: In 2023-24, RUSD stakeholders noted that parent involvement in the RUSD community is strong, caring, and positive.. PTA membership has increased and volunteer opportunities are filled when needed. The Foundation for Reed Schools raises about \$2 million each school year and supports RUSD's specialist areas, which are incredibly valued by all stakeholders. Stakeholders report great relationships between staff and families, and these families are involved and provide volunteer support and significant financial support. Stakeholder input also noted that parents desire a better ongoing understanding of their child's academic progress and how they can partner to support student learning. The desire for the re-evaluation of report cards and student goal-setting was also noted. Innovative parent education opportunities are welcomed as well as a desire to align homework and classroom practices across grades and schools.					
Opportunities:					
Modernize and improve homework, classroom and assessment practices to include updated formats (i.e. report cards, curriculum updates, etc.) for student and family feedback, communication, and partnership including student goal-setting	Coordinator of Educational Services Math TOSA Principals	2025-28	Consider data information system implementation needs \$50,000	Provide opportunities for parent understanding of student learning journey throughout the academic year	Increase in YouthTruth Parent Responses around Student Progress Parent responsiveness / satisfaction with family guides and report card adjustments



	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
				Completion of Family Guides and Report Card adjustments	
Creative Parent Education opportunities	Directors and Coordinator in collaboration with PTA	Annually	Speakers and possible software solutions Annual approximate cost of \$10,000	# of speakers Software analysis including a consistent parent ed survey	YouthTruth Parent responses about opportunities and engagement
Analyze and align homework procedures and classroom practices based on research-based practices and age appropriateness	Principals Teachers	Research 2025 Discussion & Consensus 2026 Implementation 2027	Printing and possible software costs	Formation of group of educational partners with articulated procedures	Satisfaction survey data

Category #2: Community as a Resource

Vision:

RUSD envisions a collaborative learning ecosystem between the classroom and community. We will strive to design engaging programs with our community partners, transforming real-world experiences into powerful learning opportunities. By empowering students to become active participants in their communities, we will cultivate lifelong engaged citizens who contribute meaningfully to a thriving future and community.

Current State:

In 2023-24, RUSD began the process of listing educational field trips per grade level and asking the Board for approval of the trips including the cost. The general assumption is that the school district should be prepared to pay the full cost of all educational field trips offered to students, and there will be some occasions that a donation is requested. School site leadership teams have begun identifying community partners for field

	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
<p>trips, guest speakers, and other student-centered activities. Additionally, community members have taken on roles as instructional aides and substitute teachers this year. Several local businesses have provided resources for student and staff events.</p> <p>During our gathering of stakeholder feedback, it was noted that we have an incredibly supportive parent group, PTA, Foundation, and broader community that values schools and supports staff and programs in a wide variety of ways. All stakeholder groups noted the value of the community and the value of field trip opportunities to further engage students and provide a unique, enriching opportunity to deepen learning and understanding.</p>					
Opportunities:					
Create community partnerships and opportunities that match student interest, enhance student learning and engage at a deep level	Superintendent Coordinator of Educational Services Principals	Ongoing	Time	Number of community partnerships and opportunities	YouthTruth student results of connectedness Participation in community / partner related opportunities
Pursue further integration of educational field trips including the exploration and understanding of our community, Marin and the Bay Area at large.	Coordinator of Educational Services Principals	Ongoing	About \$5000 per field trip	Establish a rubric of field trips / enrichment opportunities to ensure they meet the intended criteria for community engagement / understanding	Student achievement in related areas and YouthTruth responses increasing in engagement Satisfaction with community / partner related experiences



Pillar 5: Facilities & Infrastructure

Modernized, beautifully maintained campuses create pride and support engaging, innovative, deep learning and a healthy school environment while prioritizing safety.

Objectives	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Category #1: Modernized Facilities					
Vision: RUSD will provide a vibrant and welcoming learning environment where students are able to thrive. We create safe, aesthetically pleasing and environmentally-aware campuses that continuously foster a sense of belonging and inspire exploration. Through innovative design and forward-thinking practices, we provide a dynamic learning landscape that equips students for future success.					
Current State of Facilities: Starting in 2021-22, RUSD formed a Facility Committee comprised of parents, teachers, administrators, community representatives, and Board members to evaluate the condition of school facilities and consider improvements to those facilities that could enhance the educational program for RUSD students. The committee learned about how school buildings and grounds can support and enhance learning opportunities for students. Additionally, the committee evaluated improvements made by other school districts that could be used as a model for RUSD and how school construction in California is funded. The findings and recommendations of the Facility Committee combined with insights from a technical evaluation of the condition of school buildings and grounds were memorialized into a Long-Range Facility Plan that was adopted by the Board in January 2024. RUSD staff has already begun work to implement the Plan based on the recommendations of the Committee and professional staff. Feedback from the Committee and stakeholder interviews included comments about the beautifully maintained campuses, as well as a safe and welcoming feel to campuses that provides for a great learning environment. However, many facility improvements and upgrades were suggested to further modernize and provide for future learning experiences. Some notable suggestions include replacing the portable buildings, HVAC systems, performing arts spaces, environmental and green improvements, generators, the gym space at Reed, etc.					
Opportunities:					
Continue execution of the long-range facilities plan including facility and grounds improvements, green energy initiatives, safety	Superintendent	2024 - beyond	TBD based on scope	Plan execution steps	# of implemented improvements

Objectives	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
and security practices (i.e., “greening” campuses, flexible learning spaces, HVAC systems, portables, athletic fields, performing arts spaces, IT/Maintenance spaces, etc.) Long-Range Facility Plan linked)	Chief Business Official & Director of Maintenance & Operations		Large scope might require a facility bond		Recognized ROI from improvements when measureable
Research and invest in technological resources in facilities for infrastructure and hardware improvements so that the facilities support modernized learning opportunities.	Director of IT	Annually	TBD based on quotes		# of implemented improvements Recognized ROI from improvements

Category #2: Data and Technology Management Plan

Vision: RUSD will harness the power of technology to create personalized learning experiences and data driven analysis. We will empower educators to integrate technology seamlessly, allowing students to become active participants in their own learning journeys. We are committed to fostering a culture of creativity, critical thinking, and collaboration, preparing students to thrive in a rapidly evolving world.

Current State of Technology:

In 2023-24, RUSD has a robust 1:1 device program for all students PreK through eighth grade thereby facilitating personal access to all learning tools provided by the district. Students have access to devices both at home and at school ensuring flexible and personalized learning programs and schedules. All school issued devices are managed and filtered by the school’s technology department to ensure an optimal and safe usage environment. Teachers and faculty are provided with current laptops and mobile devices, as well as classroom communication tools to ensure that all learning deliverables are engaging and enriching for student growth. Our network infrastructure is continually being monitored and updated to maximize the security and efficiency of our campuses. We maintain a friendly, innovative and responsive tech team to take care of the daily needs and support the growth and ever changing needs of our students and faculty.

Objectives	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Incorporate tech responsible and ethical use for students and staff (include tech care, tech leadership, cyber ethics, and digital citizenship)	Director of IT Principals	Annual PD and ongoing integration	Time for development		Number of training opportunities with these concepts incorporated Reduction in repairs / expenses to replace tech components
Modernize to integrated and sustainable learning opportunities for parents, students, and staff	Director of IT	Ongoing and annual opportunities	Ongoing PD time and cost about \$5000 annually		Number of training opportunities Satisfaction with training opportunities
Explore emerging technologies that help to meet student personalization needs like Artificial Intelligence (AI), Virtual Reality (VR), including better app integration while balancing tech time with other experiences	Director of IT & Coordinator of Ed Services	Ongoing deeper integration	Conference attendance and PD \$5000 annually	Annual and ongoing analysis of app list	Articulated plan with shared language and culture around gold-standard use of tech and apps
Deepen technology integration into instructional practices to the extent that the technology offers high-leverage opportunities that personalize and individualize learning.	Director of IT Principals	2024-30 Annual increases	Time	Number of integrated apps with instructional practices and administrative practices	Student math achievement in CAASPP and MAP Strong satisfaction scores



Pillar 6: Finance

RUSD will responsibly steward fiscal resources to create nurturing, educational, and innovative opportunities for all RUSD students.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Category #1: Long-Term Financial Stability					
Vision Statement: RUSD will create and operate within a long-term financial plan to protect district operations, promote fiscal stability, and ensure the best use of the community's resources to support student growth, achievement, engagement, and success.					
Current State: In the 2022-23 school year, the District's General Fund expenditures totaled \$26 million and produced an operating surplus of \$3 Million. The operating surplus largely was due federal and state one-time funding, but local property tax revenues also rose. As of June 30, 2023, the District met the state required minimum reserve for economic uncertainty of 4.0%. For the 2023-24 school year, the District is budgeting General Fund expenditures of \$28.5million with an operating deficit of \$1 million. The District is forecasting that it will continue to deficit spend through 2024-25.					
Opportunities:					
Create a financial plan to demonstrate a balanced budget within 6 years or less	Chief Business Official	2024-2026	Time and possible consultant fee	Plan completion and transparent communication	Incorporate into annual budget presented to the Board
Project cost of Strategic Plan vision over a 6 year time period	Chief Business Official	2024-2026		Plan completion and transparent communication	Incorporate into annual budget presented to the Board
Analyze existing and potential funding sources to identify	Chief Business Official	Ongoing	Time and possible consultant cost	Detailed analysis of long-term	Incorporate into annual budget

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
long-term impact to district finances including risks and benefits			\$15,000	funding sources; identifying other potential funding sources	presented to the Board
Create clear direction for the use and maintenance of District's reserves	Board of Trustees Chief Business Official	2024-2026	Time and possible consultant fee	Board study session	Board decision
Category #2: Real Property Asset Analysis					
Vision: RUSD will optimize the use of its real property assets, creating modern and adaptable learning environments that foster student success, community engagement, and long-term fiscal responsibility for the district.					
Current State of Real Property Assets: RUSD has 3 school sites located in Tiburon: Reed School, Bel Aire Elementary School, and Del Mar Middle School. In addition to the active school sites, the district owns two other properties. One is a 16 acre site in Corte Madera that is a former school site and the other is 2.9 acres of undeveloped land adjacent to Reed Elementary. The facility committee recommended conducting a fiscal analysis and evaluating the best use of the district's real property assets taking into consideration neighborhood, student, and community needs.					
In conjunction with Pillar #5, analyze how to fund the Long Range Facilities Plan, including the potential for a facilities bond.	Chief Business Official Board	2026-2030	Time and Bond process	Determine what funding sources are available; potential bond feasibility, size, timing, and wording	Board decision



Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success
Determine the highest and best use of the District's real property assets	Chief Business Official Board	2026-2030	Consultant fee est. \$60-80K	Full analysis of real property	Board decision

Final Statements

RUSD is committed to excellence for our students, staff and community. This Strategic Plan is the guide that will direct us to achieve a forward-focused vision based on the RUSD Pillars of Commitment. This Plan directs our continued focus on meeting the goals and objectives through identified actions that will align our efforts and resources with a common understanding of these expressed priorities formed from stakeholder input, feedback and performance data review over the next six years. RUSD believes that accomplishment of these expressed goals and objectives will provide lasting benefit to propel RUSD to become the future vision of educational excellence.



Appendix

Appendix A: Stakeholder Input LUMA Activity- *Rose, Bud, Thorn*

RUSD [stakeholder groups](#) participated in the LUMA activity called “Rose, Bud, Thorn” at in-person Strategic Planning meetings. For the activity, stakeholders provided three categories of information on RUSD with the “Rose” being a positive experience or strength of RUSD, the “Bud” as an opportunity for innovation and the “Thorn” being an experience that could have been better or an area of growth for the District. RUSD captured the raw notes from the stakeholder groups’ input on an extensive shared, digital document that is linked below.

RUSD Strategic Planning Stakeholder Meetings- “Rose, Bud, Thorn” Raw Notes:

<https://docs.google.com/document/d/1fn8N4MLiCAdCBDwBijC93jnw8f-GGouS-qM4-VPtIB8/edit?usp=sharing>

Appendix B: Stakeholder Meetings Input

Pillar 1 Academic Excellence	Pillar 2 Social Emotional Learning	Pillar 3 Staff
<ul style="list-style-type: none"> • Curriculum Adoption and Review Cycle • SED / Closing Achievement Gap • Relevant Learning Experiences <ul style="list-style-type: none"> ◦ PBL ◦ Co-Curricular/Integration ◦ Hands-on ◦ Real World application/connection ◦ Leadership skills ◦ Innovative Tech opportunities • Inclusion in General Ed Classrooms <ul style="list-style-type: none"> ◦ Accessibility ◦ SPED ◦ EL ◦ Race ◦ UDL/Differentiation ◦ Professional Development and Support ◦ Collaboration General Ed/Special Ed • Interventions <ul style="list-style-type: none"> ◦ Tier II - Continue (in-school) and evaluate impact ◦ After School Tutoring 	<ul style="list-style-type: none"> • Baseline <ul style="list-style-type: none"> ◦ Strong area of focus on Whole Child + E&I + Belonging ◦ Varied Program and Opportunities ◦ Resources allocated <ul style="list-style-type: none"> ■ Staff ■ Materials ■ Opportunities • Tiered Plan / Program <ul style="list-style-type: none"> ◦ PreK - 8 aligned ◦ Curriculum at each site ◦ Audit success • DEIB - Kindness Plan <ul style="list-style-type: none"> ◦ Lessons <ul style="list-style-type: none"> ■ Respect, safety, kindness ■ Advisory ◦ PD ◦ Outside of class, practical application ◦ Community ◦ Cultural diversity / exposure • Psychologists / Counselors <ul style="list-style-type: none"> ◦ Plan ◦ Resources ◦ Expand 	<ul style="list-style-type: none"> • Baseline <ul style="list-style-type: none"> ◦ Expert / Caring Staff / Admin / Classified / Certificated ◦ Strong Relationships / Collegiality ◦ Strong PD ◦ Specialist Programs ◦ Small Class Size ◦ Strong Retention • Specialist Classes <ul style="list-style-type: none"> ◦ Increase frequency • Articulation <ul style="list-style-type: none"> ◦ Increase opportunities <ul style="list-style-type: none"> ■ Grade level ■ Schools • Classified / Instructional Aides <ul style="list-style-type: none"> ◦ PD ◦ Ratio increase ◦ Increase voice/input • Professional Development <ul style="list-style-type: none"> ◦ Specialized ◦ Relevant ◦ Outside area opportunities

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Increase frequency/enhancements • Broad Course of Study <ul style="list-style-type: none"> ◦ Electives <ul style="list-style-type: none"> ■ Spanish ■ PE ■ Art • Evaluate Teaching/Instructional Practice <ul style="list-style-type: none"> ◦ Planning ◦ Homework ◦ Technology Integration ◦ Student Feedback/Report Card ◦ Late work/Retakes (Middle school) • Specialist Classes <ul style="list-style-type: none"> ◦ Integration ◦ Expansion? • Assessment <ul style="list-style-type: none"> ◦ Report cards ◦ Feedback ◦ Communication 	<ul style="list-style-type: none"> ◦ Structure • Enrichment Opportunities <ul style="list-style-type: none"> ◦ * Field trips! ◦ Social opportunities <ul style="list-style-type: none"> ■ After school ■ Public speakers ■ Assemblies ■ Spirit day ■ Challenge day ■ Clubs ■ TV ■ Buddies ■ Mentor ■ Social groups • Wellness <ul style="list-style-type: none"> ◦ Staff ◦ Students • Leadership <ul style="list-style-type: none"> ◦ More opportunities ◦ Expand ◦ Student Council, etc. • Discipline <ul style="list-style-type: none"> ◦ Consistent ◦ Fair ◦ Respect ◦ Transparent 	<ul style="list-style-type: none"> • Staff Diversity • Substitutes <ul style="list-style-type: none"> ◦ Availability
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	<ul style="list-style-type: none"> • Absenteeism • Athletics 	
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Pillar 4 Community & Parents	Pillar 5 Facilities	Pillar 6 Finance
<ul style="list-style-type: none"> • Baseline <ul style="list-style-type: none"> ◦ Strong, caring, involved, positive community ◦ Families value small class size • Attendance <ul style="list-style-type: none"> ◦ Chronic Absenteeism ◦ Chronic Tardiness • Foundation and PTA <ul style="list-style-type: none"> ◦ Strong relationships ◦ Involved parents - financial and volunteer support ◦ Teacher Involvement as (BUD) • Outreach - community partnership pathways <ul style="list-style-type: none"> ◦ Community Service / Service Learning Opportunities <ul style="list-style-type: none"> ■ Field trips as opportunity ◦ Academic Progress + Parent Communication (BUD) ◦ Relationships ◦ Parent Education opportunity / plan 	<ul style="list-style-type: none"> • Baseline <ul style="list-style-type: none"> ◦ Beautiful campuses ◦ Environment ◦ Safe campuses • Long-range Facility Plan <ul style="list-style-type: none"> ◦ * Air Conditioning ◦ * Sustainability (greening campuses, energy efficiency, EV charging, solar panels, recycling, compost) ◦ Performing arts spaces ◦ Flexible learning spaces ◦ IT/Maintenance spaces • Safety and Security <ul style="list-style-type: none"> ◦ Gates, entrances, auto-lock doors ◦ Portable classrooms • Outdoor facilities <ul style="list-style-type: none"> ◦ Turf on fields ◦ Playground enhancements • Technology 	<ul style="list-style-type: none"> • Long-Term Financial Analysis Plan <ul style="list-style-type: none"> ◦ Deficit spending ◦ Fundraising - analyze solutions • Food Service & Student Nutrition <ul style="list-style-type: none"> ◦ Quality and nutritious food offerings ◦ Environmental impact (trash, food waste, packaging, composting, leftovers) ◦ Integration of nutritional and environmental lessons ◦ Leadership • Field Trips/Experiential Continuum • Total Compensation (consider this under staff - great, desirable place to recruit, work, improve, PD, tenure, common mission/vision, people are valued)Salaries (certificated, classified, substitutes) <ul style="list-style-type: none"> ◦ Benefits (dental, vision) ◦ Housing costs <ul style="list-style-type: none"> ■ Explore partnerships within the community ■ Advertise opportunities • Transportation

<ul style="list-style-type: none"> ○ ELL - utilize parents ● Support <ul style="list-style-type: none"> ○ Opportunities in and out of school for more community events ○ Connection to ECM area ○ New experiences / broad speakers ○ Site-based Day Care - increase hours and support ● Exposure to other communities 	<ul style="list-style-type: none"> ○ Tech responsibilities <ul style="list-style-type: none"> ■ Student tech care ■ Student tech leadership ■ Cyber ethics ■ Digital citizenship ○ Resources <ul style="list-style-type: none"> ■ Tech facilities in classrooms ■ Cameras ■ Support M&O ■ Infrastructure ○ Evaluation <ul style="list-style-type: none"> ■ More curriculum integration ■ Explore emerging tech <ul style="list-style-type: none"> ● AI ● VR ■ Better app integration ■ Manage tech use ■ Manage tech time/balance ○ PD <ul style="list-style-type: none"> ■ Integrated and more sustainable PD ■ For parents, students, and staff ■ Communication/Report Cards 	<ul style="list-style-type: none"> ○ Availability ○ Field trip funding
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Appendix C: RUSD Stakeholder Letter

Dear Engaged Community Member,

Thank you for expressing interest in helping us to envision what the future of education will be in the Reed Unified School District. Our district is currently engaging our community along with leading education experts to understand the opportunities and the challenges presented by the evolving educational landscape, with the goal of formulating an innovative, student-centric and flexible six year plan that will guide our district through 2030.

We hope you will be able to join an in-person group feedback session facilitated by a leader from the Reed Union School District in order to share your perspective and engage in discussion with other interested community members. The goal of this 90 minute session will be to gather your perspectives and ideas.

In order to make the most of this in-person time, we respectfully ask that you review three short articles (attached) before the meeting. This will help set context for a productive discussion.

We sincerely thank you for helping Reed make well-informed, strategic decisions that will benefit our students, teachers and community for many years to come. As this year-long process unfolds, we will send you periodic updates to keep you apprised of our progress.

Regards,

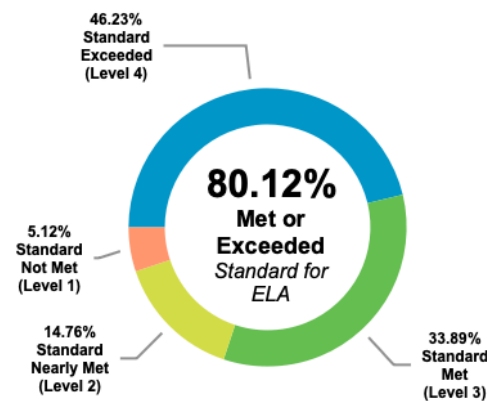
Dr. Kimberly McGrath

Appendix D: RUSD Data

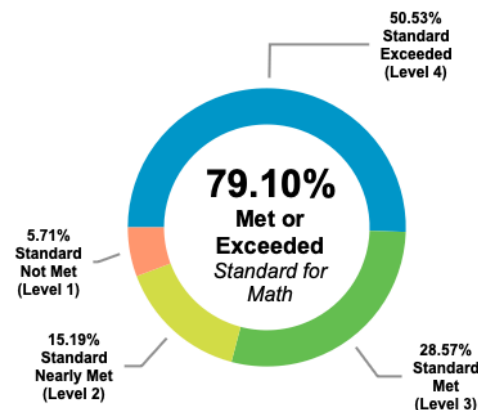
RUSD CAASPP Data

California Assessment of Student Performance and Progress (CAASPP) 2022-2023 data for RUSD tested students indicates that 79% meet or exceed state standards in Math, 80% meet or exceed standards in English Language Arts, and 70% meeting or exceeding standards in Science, with performance significantly higher than California’s general performance of 47% tested students meeting or exceeding standards in ELA, 35% meeting or exceeding standards in Math and 31% meeting or exceed standards in Science. The CAASPP data demonstrated that achievement gaps exist in RUSD for student groups, such as those identified as having disabilities, some ethnicities, and those who are socio-economically disadvantaged.

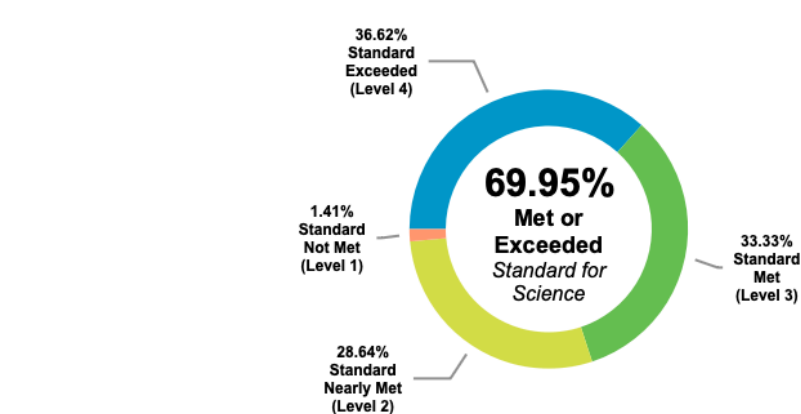
ELA
Percent of students within each achievement level



Mathematics
Percent of students within each achievement level

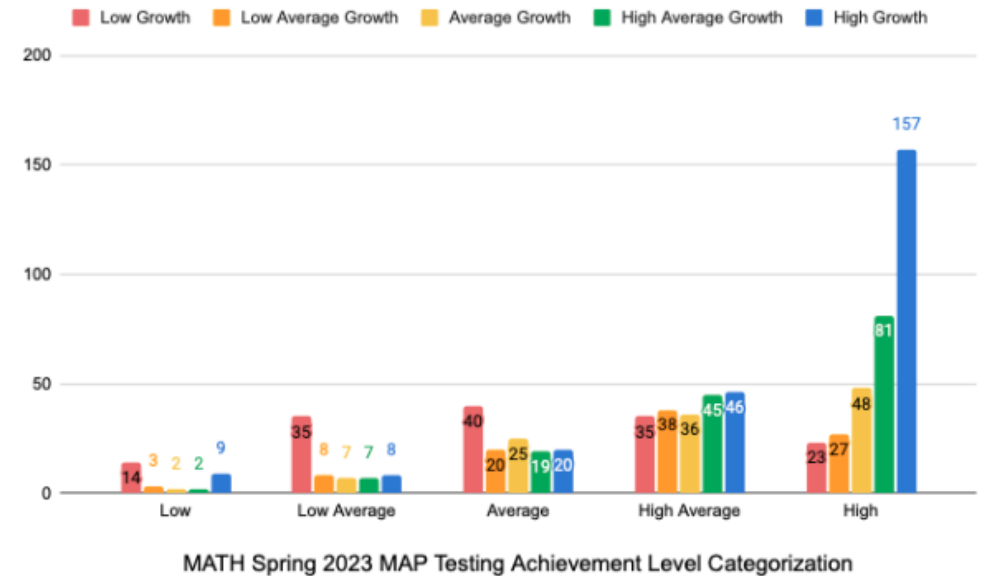
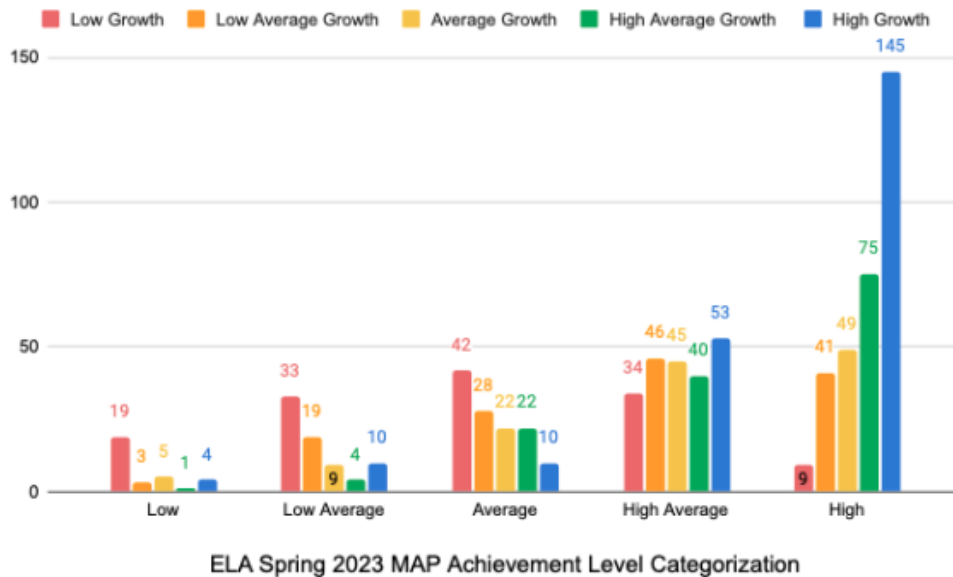


Science
Percent of students within each achievement level



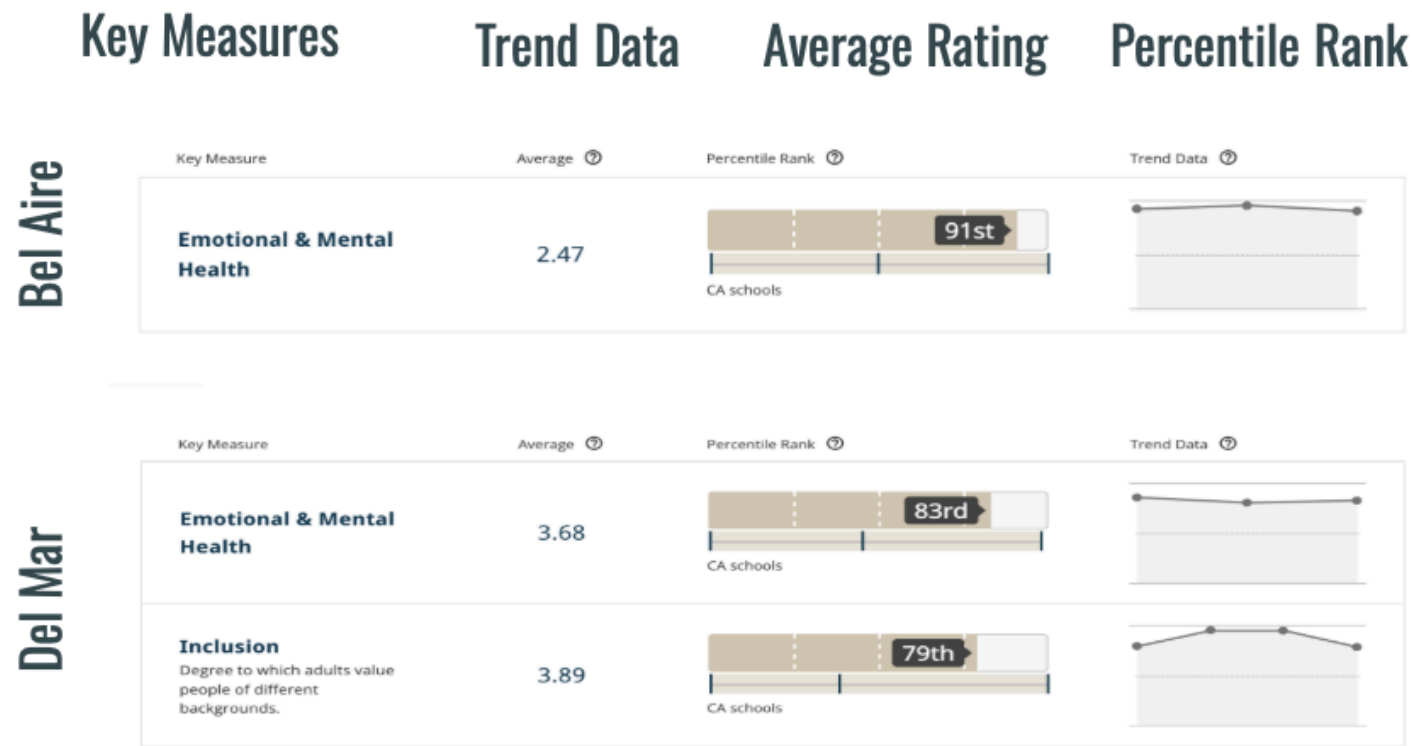
MAP Data

Schools commonly utilize the MAP assessment tool to provide information on student skill development and knowledge growth over the course of a school year. RUSD administered MAP testing three times a year (Fall, Winter, Spring). RUSD MAP data for 2022-2023 shows that the majority of students are demonstrating average to high growth in English Language Arts and Mathematics over the course of the academic year. Map data shows that students performing in the Low, Low Average and Average have greater percentages of students within those performance categories exhibiting limited growth.



YouthTruth Student Survey Findings

YouthTruth is a survey that is given to upper primary and middle school students and RUSD families to provide cross-comparable data designed to measure culture, acceptance, respect and general wellness. Students at Bel Aire School and Del Mar Middle School consistently ranked RUSD above the 75th percentile on the survey questions indicating high student emotional and mental health. Further examination provides discrepancies of experience for groups of students within the overarching positive ratings.



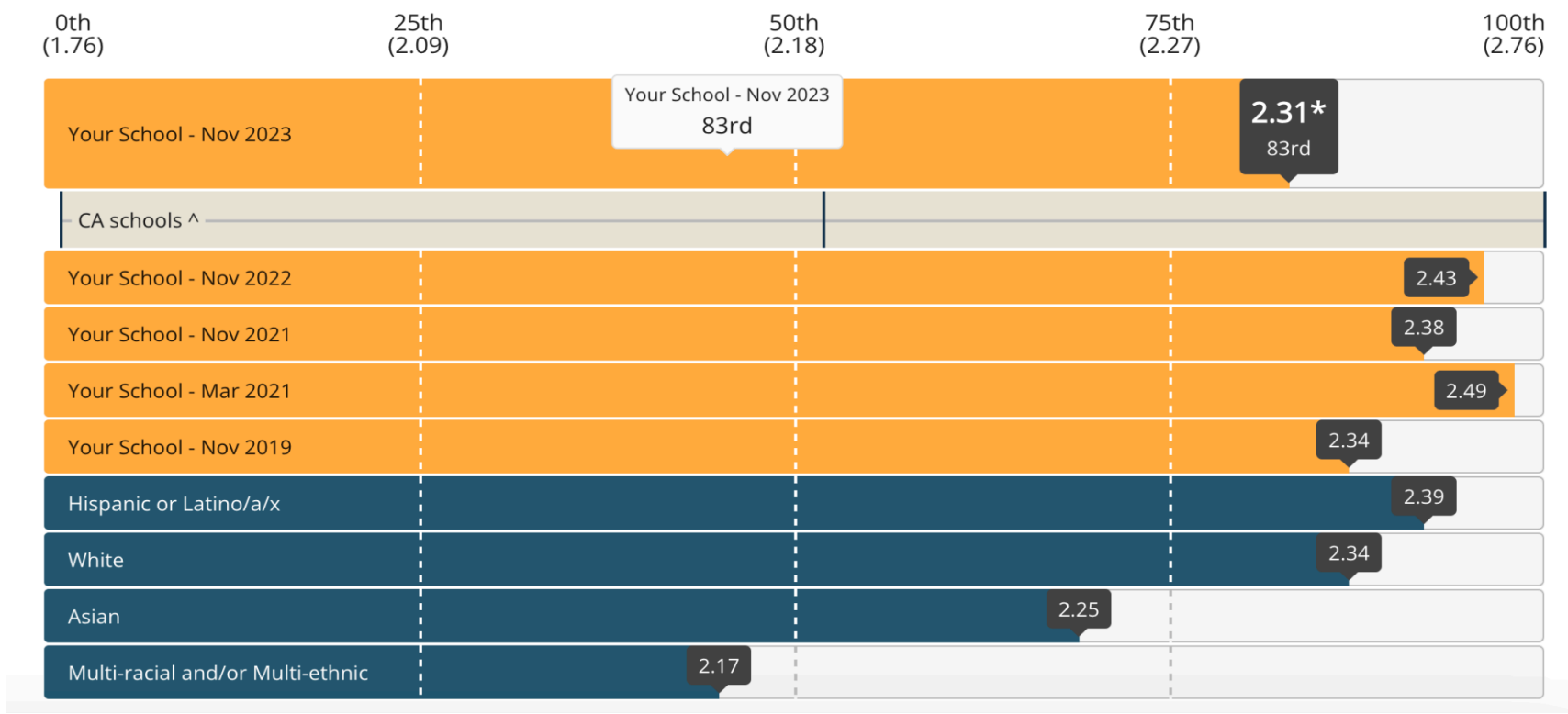
Bel Aire Student Survey Results

The results of the 2023 survey indicated high ranking at Bel Aire School for culture, belonging and relations, though students with disabilities noted lower ratings regarding feelings of belonging at school. Bel Aire school students rated engagement, academic challenge and instructional methods below the 50th percentile.

Prior and Current Year Comparable Cross-Categories




Culture





Belonging

Belonging Percent Positives: this table displays the percentage of respondents who chose a 3 (3= Yes, very often). - Subgroup

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Subgroup

SED [District Data] ▼

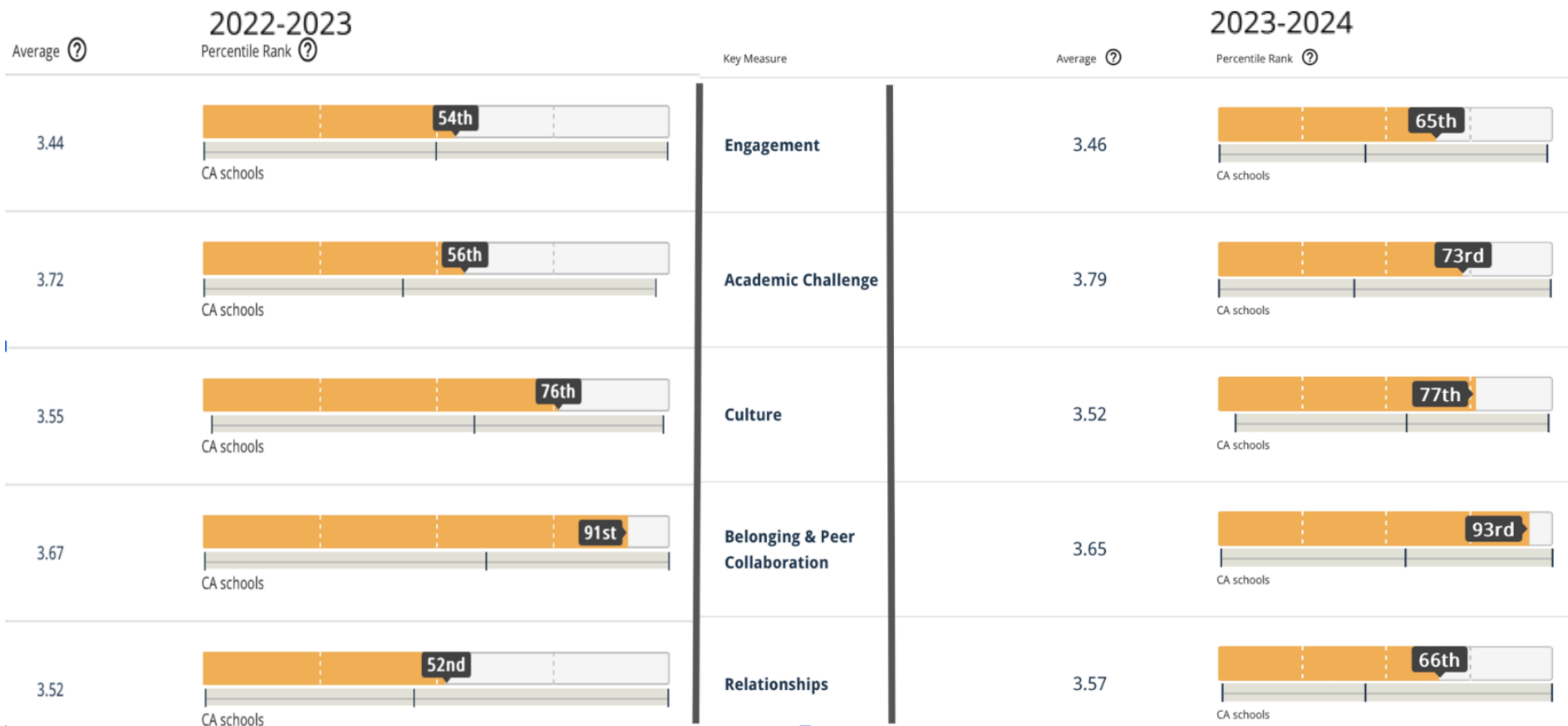
 Show/Hide Data

Question	Non-SED	SED
Can you be yourself with other students?	62%	50%
Do you feel like an important part of your school?*	34%	10%
Are students friendly to you?	63%	30%
Do you feel safe at school?	72%	56%

Del Mar Student Survey Results

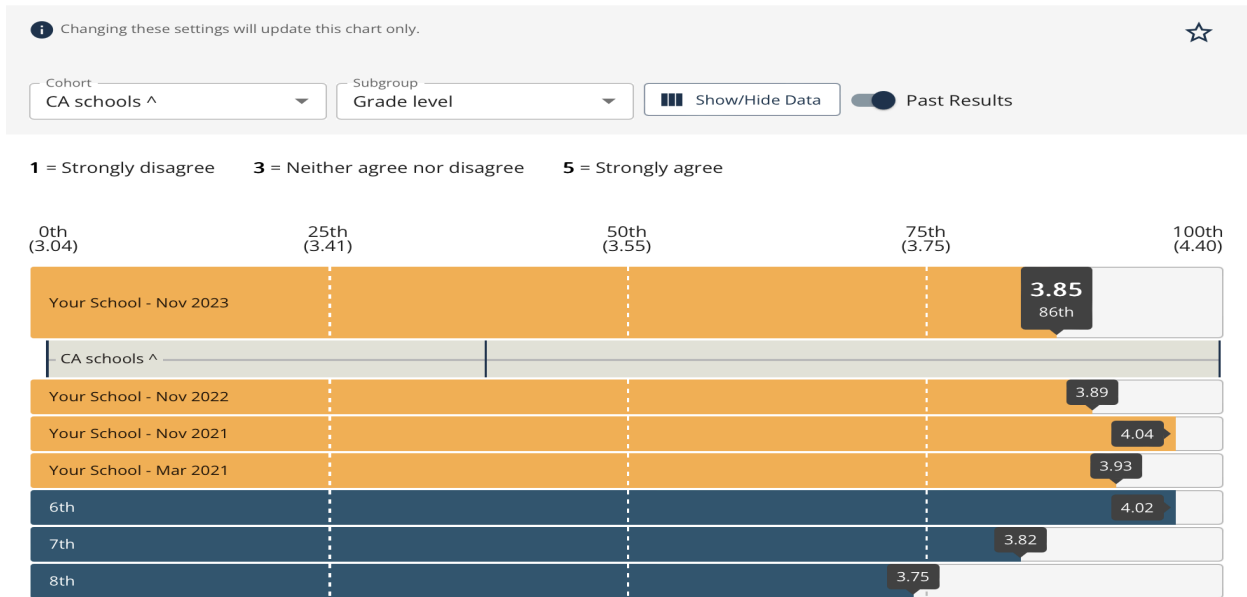
The results of the 2023 survey indicated high ranking at Del Mar Middle School for across all categories with marked growth in engagement, academic challenge and relationships from the prior year. Students noted higher ratings regarding diversity, equity and inclusion inclusive of anti-racism efforts and inclusion for disabilities. Del Mar students who are Hispanic or Latino/a/x ranked lower feelings about school across all categories than other student groups.

Prior and Current Year Comparable Cross-Categories

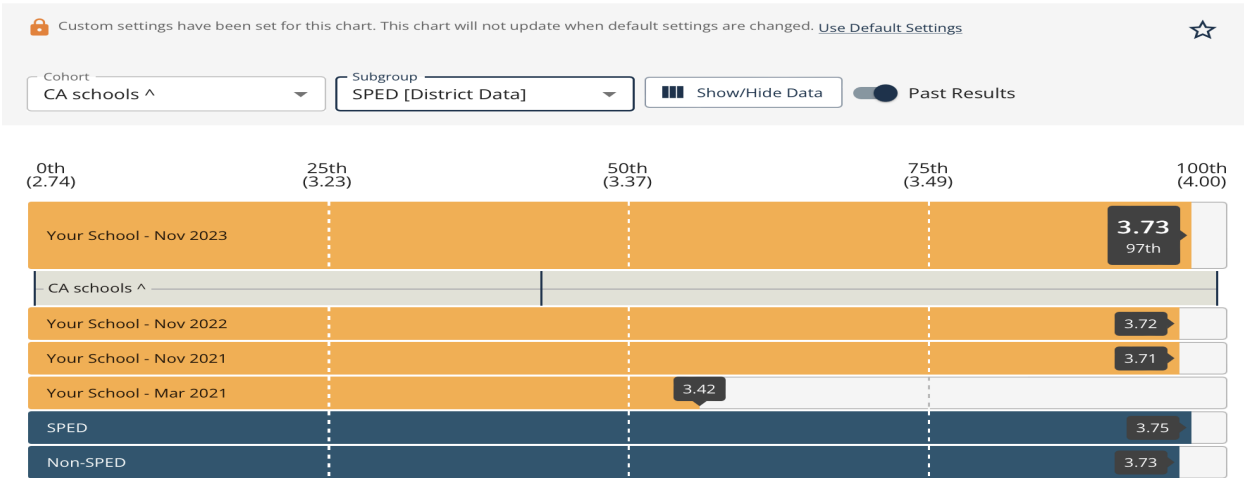


Diversity, Equity and Inclusion

My school encourages students to speak out against racism.



My school has taught me how people have been treated differently because of their abilities. (e.g. people with disabilities).



I feel like I can talk to students from my school about a disability I have.

i Changing these settings will update this chart only.

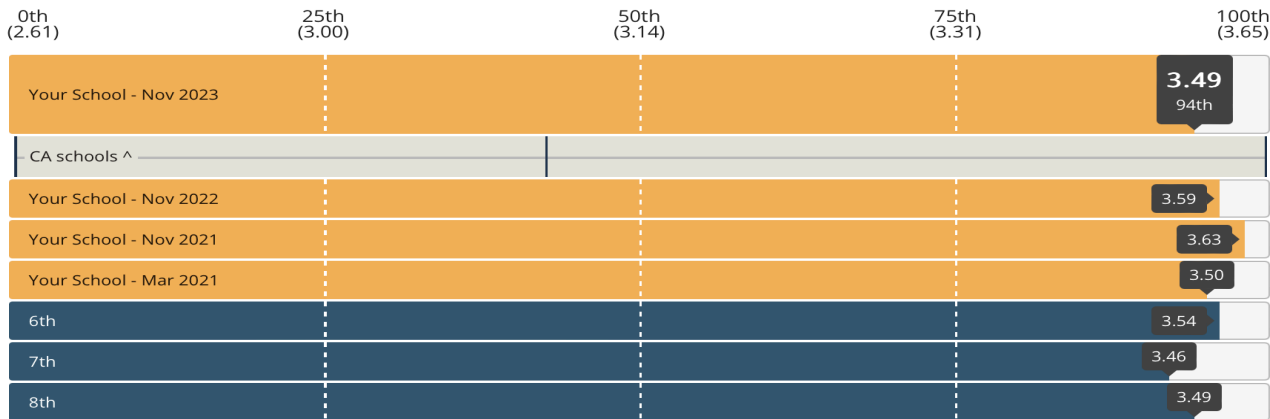


Cohort
CA schools ^

Subgroup
Grade level

Show/Hide Data

Past Results



Within your school, how often do you see people of diverse backgrounds represented in artworks, posters and/or pictures?

i Changing these settings will update this chart only.



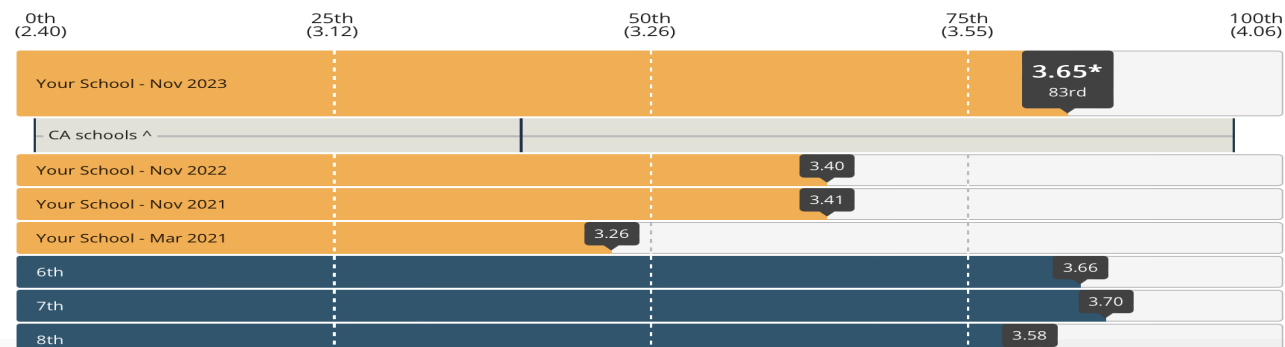
Cohort
CA schools ^

Subgroup
Grade level

Show/Hide Data

Past Results

1 = Very rarely 3 = Sometimes 5 = Very often



Demographic Ratings

Executive Summary Percent Positives: this table displays the percentage of respondents whose average rating across the questions in the theme was greater than 3.5 out of 5. - Subgroup

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Subgroup
Race/ethnicity [District D... ▼]

 Show/Hide Data

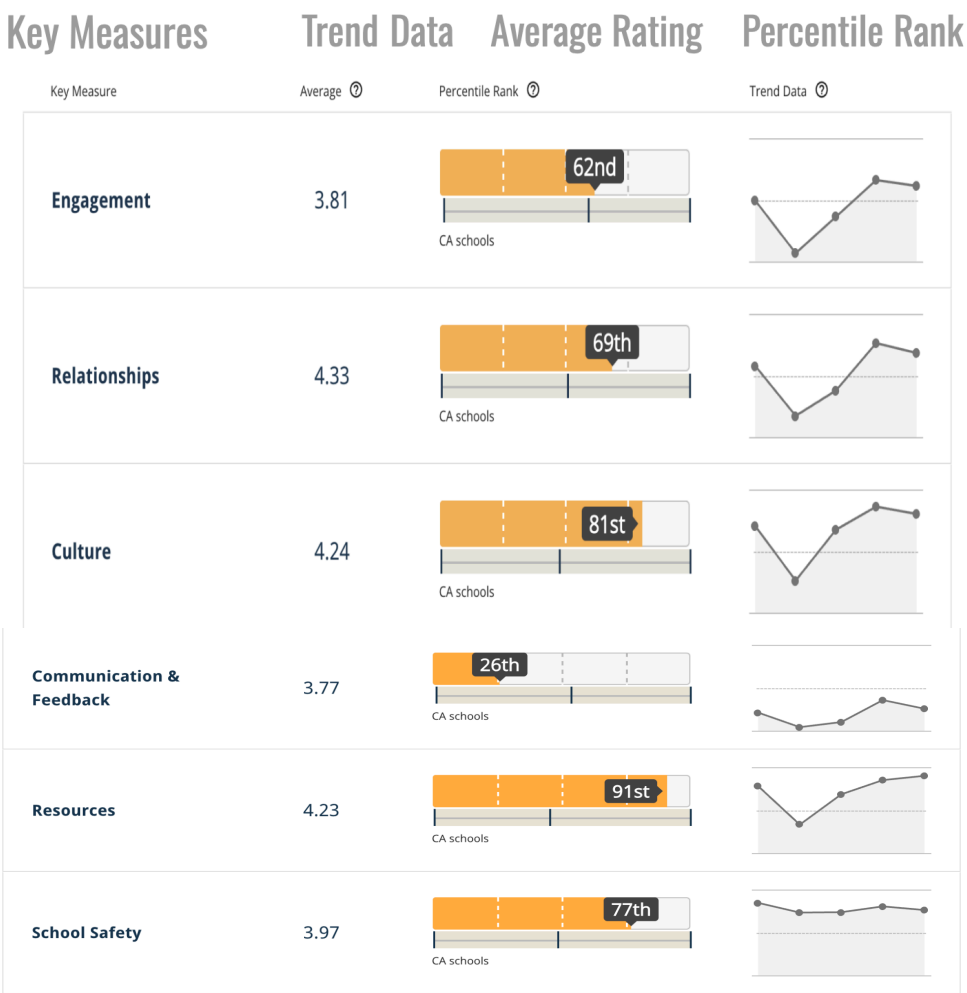
 Export

Summary Measure	White	Multi-racial and/or Multi-ethnic	Hispanic or Latino/a/x	Asian	American Indian or Alaska Native	Black or African American
Engagement	53%	53%	39%	47%	N/A	N/A
Academic Challenge	71%	70%	60%	72%	N/A	N/A
Culture	47%	52%	36%	41%	N/A	N/A
Belonging & Peer Collaboration	68%	57%	39%	65%	N/A	N/A
Relationships	51%	53%	38%	29%	N/A	N/A

YouthTruth 2023-2024 Family Survey Results

RUSD families had the option to participate in a YouthTruth survey to provide feedback on RUSD engagement, relationships, culture, communication and feedback, resources and school safety. Both elementary and middle school families ranked RUSD above the 60th percentile in all categories with the exception of communication and feedback. Elementary school families ranked communication and feedback in the 26th percentile and middle school families ranked communication and feedback in the 44th percentile.

Elementary School Family Survey Results





Middle School Family Survey Results

2022-2023

2023-2024

Average ?	Percentile Rank ?	Key Measure	Average ?	Percentile Rank ?
3.43	58th CA schools	Engagement	3.57	72nd CA schools
4.08	73rd CA schools	Relationships	4.15	84th CA schools
4.11	89th CA schools	Culture	4.03	85th CA schools
3.33	34th CA schools	Communication & Feedback	3.44	44th CA schools
4.06	90th CA schools	Resources	4.02	87th CA schools
3.81	80th CA schools	School Safety	3.86	88th CA schools

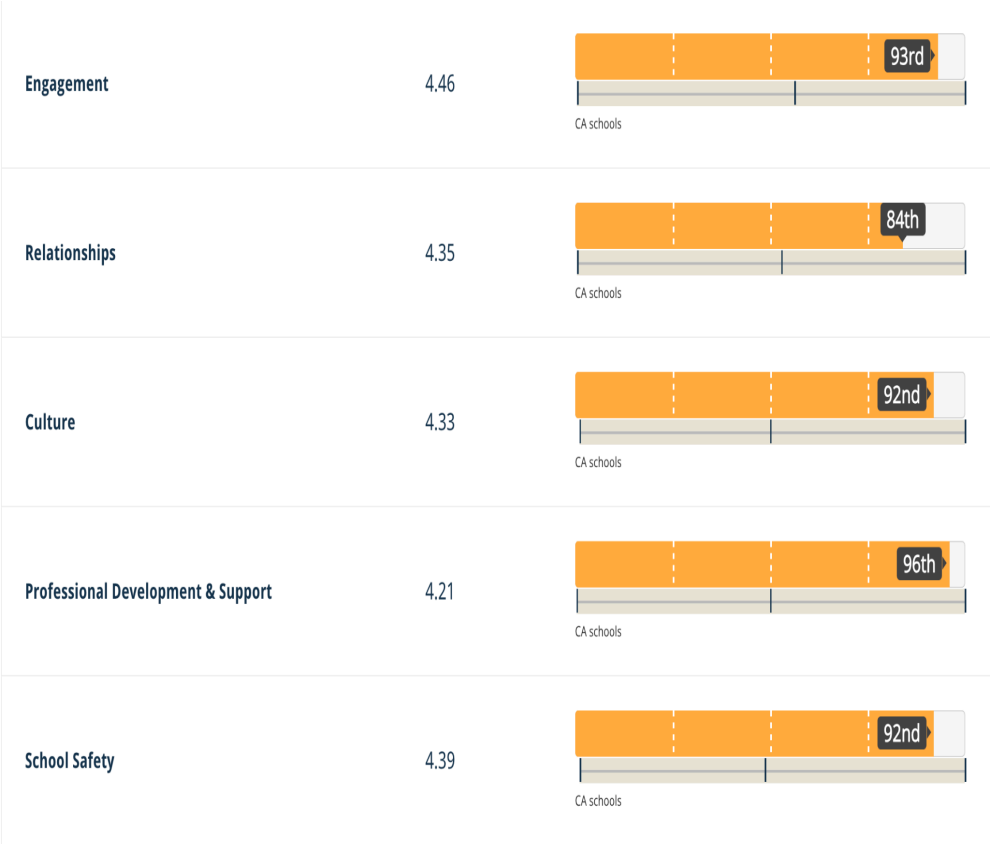


YouthTruth Staff 2023-2024 Survey Results

RUSD staff provided feedback on engagement, relationships, culture, professional development and support and school safety through the YouthTruth survey. RUSD staff at Reed Elementary School, Bel Aire School and Del Mar Middle School ranked RUSD above the 70th percentile in all categories, with the exception of the category of culture at Bel Aire School (ranked at the 53rd percentile), indicating positive staff perspectives of RUSD.

YouthTruth Results by School Site

Reed Elementary School



Bel Aire School

Engagement	4.30	<p>82nd</p> <p>CA schools</p>
Relationships	4.23	<p>71st</p> <p>CA schools</p>
Culture	3.85	<p>53rd</p> <p>CA schools</p>
Professional Development & Support	4.10	<p>90th</p> <p>CA schools</p>
School Safety	4.17	<p>77th</p> <p>CA schools</p>

Del Mar Middle School

