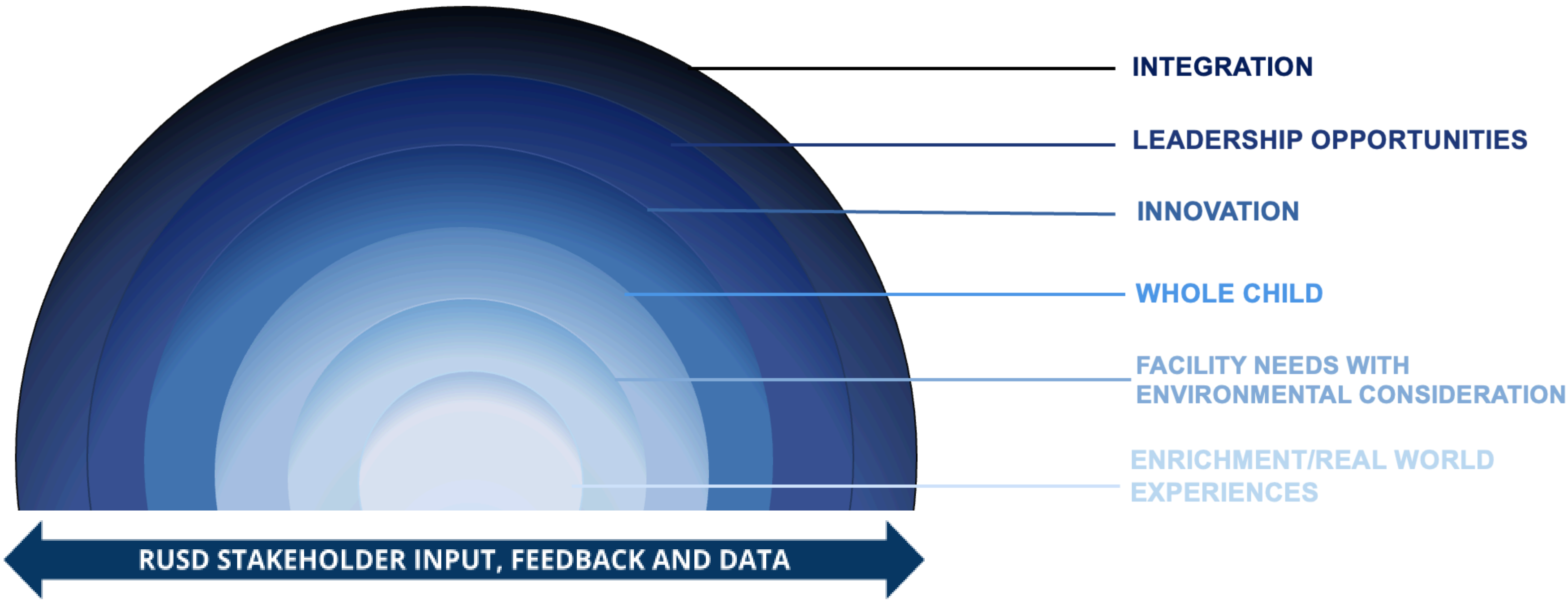
# Reed Union School District
## Strategic Plan Framework
## 2024-2030

# 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 | Year 1 Action Steps |
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| **Category #1: Integration / Experiential Learning** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **Opportunities:** | | | | | | |
| Systematically increase the volume and opportunities for integrated learning experiences within subject areas. | Coordinator of Educational Services<br><br>Principals | Throughout the 6 years<br><br>Starting discussions and PD in Fall of 2024 | PD Cost<br><br>Time<br><br>Collaboration time | Staff creates opportunities for students to make connections between content areas (e.g., Math & Music, Science & PE, History & Art)<br><br>Number of integrated | Key outcome - Satisfaction with integrated learning experiences (e.g., “Walk Through the American Revolution” drama performance at Bel Aire)<br><br>Here is the link to the summer PD Satisfaction Survey<br><br>DM created a Community of Experts | Grade level teams and department teams (MS) evaluation of current integrated learning opportunities<br><br>Coordinator of Educational Services met with GLCs at Reed, BA, and DM.<br><br>Gathering input from GLCs and staff - due end of December<br>• Reed - Inventory of Current Practices |

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| Include consideration of the different ways in which the specialist classes can be integrated. | | | | lessons per subject area | bank of community resources. | • BA - Inventory of Current Practices<br>• DM - Inventory of Current Practices<br><br>Brainstorm additional integrated learning opportunities<br><br>DM Department Leads have begun to discuss the possibility of integrated projects at a smaller scale. Will continue with this discussion throughout the school year.<br><br>PBL Training - Summer 2024 (DM)<br>Encourage project development, provide technical assistance, & share out<br>Future PBL Trainings - summer 2025 training offered to interested staff<br><br>Determine next steps |

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| | | | | | | Spanish integration through a newly hired Spanish integration teacher at Reed Elem.<br>In-progress:<br>• Builders' Studio<br>• Push-in Lessons<br>• CT Assemblies<br>• 2nd Grade Clubs<br><br>Math & Music integration at Bel Aire.<br>3rd Grade Pilot Underway:<br>Music Is Math<br>Student Interest Survey<br><br>Music is Math Ro…<br><br>5th Grade *Music is Math* Seminar 11/4<br><br>Science, PE, and Library collaboration around integrated health lessons.<br>Coordinator of Educational Services has begun initial discussions with administrators, DM Science, and MCOE |

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| Increase the implementation of hands-on, real world application and connection of instructional lessons<br><br>Explore Problem Based and Project Based Learning Opportunities for possible pre-created opportunities | Coordinator of Educational Services<br><br>Principals | Throughout the 6 years<br><br>Starting discussions and PD in Fall of 2024 | PD Cost<br><br>Time<br><br>Collaboration time | Number of problem based learning opportunities with real world application | Key outcome - Satisfaction with engaging lessons that deepen learning and ignite curiosity<br><br>PBL Works satisfaction survey LINK | Define hands-on and real world for RUSD<br>Initial draft of definition within Enrichment Continuum document. More discussion needed.<br><br>Grade level teams evaluate current hands-on, real world learning opportunities<br><br>Coordinator of Educational Services met with GLCs at Reed, BA, and DM.<br><br>Gathering input from GLCs and staff - due end of December<br>• Reed - Inventory of Current Practices<br>• BA - Inventory of Current Practices<br>• DM - Inventory of Current Practices |

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| | | | | | | Research and explore hands-on, real world learning opportunities (including the consideration of community partners)<br><br>PBL Training - Summer 2024 (DM)<br>Encourage project development, provide technical assistance, & share out<br>12 DM Staff completed training and continue project development<br>Link to DM [Presentation](#)<br><br>Assess PBLWorks and research other potential partnerships<br><br>Determine next steps such as evaluating effectiveness, student engagement, usability, etc<br><br>DM teachers plan on surveying their students on their level of |

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| | | | | | | engagement and interest in PBL projects. |
| 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. | Coordinator of Educational Services & Director of Student Services | Incorporation considered with each lesson<br><br>Consider outside leadership sources in Fall 2025 | Curriculum development costs and time for staff<br><br>Consultant fees, if needed $20,000 | Number of opportunities for leadership skill development | Key outcome - Participation in leadership/skill dev opportunities (e.g., Del Mar electives, Web leaders, Bel Aire recess leaders, etc.) | Develop common language - Define and select key leadership skills taught to students.<br>Language defined and drafted in this document<br><br>Break down the Vision of a Reed Graduate to grade level leadership skills |
| 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.<br><br>Reed Elem's completed survey after Flow Assembly, Reed plans for staff survey after Nettle coaching<br><br>Sample student survey after Redwood SLAM event | Coordinator of Educational Services will determine financial support associated with enrichment opportunities (How many per site? How much money? Instructional requirements?)<br><br>Identify current enrichment opportunities offered to students.<br>Updated document |

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| | | | | | | complete. Linked here. Cinema / Theatre Rep met with DM<br><br>Coordinator of Educational Services met with GLCs at Reed, BA, and DM.<br><br>Gathering input from GLCs and staff - due end of December<br>● Reed - Inventory of Current Practices<br>● BA - Inventory of Current Practices<br>● DM - Inventory of Current Practices<br><br>DM music attending new venues to play outside of the campus.SF Jazz big success.<br><br>DM TV production partnering with leadership class to make weekly videos for school announcements.<br><br>Explore additional experiences. |

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| 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. | Identify areas that may benefit the most from such an incorporation.<br><br>Coordinator of Educational Services met with GLCs at Reed, BA, and DM.<br><br>Gathering input from GLCs and staff - due end of December<br>• Reed - Inventory of Current Practices<br>• BA - Inventory of Current Practices<br>• DM - Inventory of Current Practices<br><br>Director of Technology, Coordinator of Ed Services, and CBO have begun conversations related to an evaluation of current technology supports and solutions (usage data, support needs, connection to District goals and visions, etc)<br><br>Based on the above |

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| | | | | | | findings seek out innovative tech opportunities or solutions that fulfill those needs. Bearing in mind this could work the other way around…<br><br>Innovative tech opportunities could inspire new forms of learning opportunities that have not yet been identified.<br><br>Consider PD time and resources needed for successful implementation.<br><br>DM math department attending PD on how to use AI in math.<br><br>Pilots? Feedback of utility.<br><br>Kim & Nicole attended Zoom with Henry, new AI startup, to explore video production ideas for PD |

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| 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 | District level:<br>~ Superintendent with the Coordinator of Ed Services review what currently exists in the curriculum adoptions and yearly cycles<br>Curriculum Adoption Cycle Document created and discussed with Cabinet, site leaders, and presented to Board<br>Initial discussions started on incorporating inclusion work with ELA adoptions related to instructional strategies<br><br>~ Coordinator would begin asking leaders and teachers about prioritized need<br>Discussions under way<br><br>~ Coordinator will analyze state cycles and Board policy, and in place contracts including understanding fiscal implications<br>Coordinator of Educational Services |

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| | | | | | | utilized information for the RUSD Curriculum Adoption Framework<br><br>~Adjust the list to note priority and gather leadership and certificated staff, and even student feedback Discussions completed with leadership and underway with certificated staff<br><br>~Evaluate process for how to gather resources toward innovation and integration |
| 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 | Start exploration 2025-26. Discussions started about how to begin this conversation in Spring of 2025 (incorporating ELA as the example) |
| Implementation of action plans with stakeholders:<br>● Math Task Force Action Plan | Coordinator of Education | Math | Cost contained within | Action Plan implementation and | Key outcome - 1 year growth in 1 year time | Gather input from interested staff members on math |

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| (linked)<br>• Others | al Services<br><br>Math TOSA<br><br>Principals<br><br>Teachers | 2023-2026<br><br>Others following same format with future dates | each action plan | Ongoing Board presentations to measure progress including student growth based on Map data | | action plan year 2 steps<br>Interest gathered from staff, initial Zoom meeting with interested parties, and DM math teachers, half day planned with DM and Nicole<br><br>Nicole working closely with Nathan to monitor and support curriculum pilot for PK-5 |
| **Category #2: Individualized / Differentiated Learning** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **Opportunities:** | | | | | | |
| Continue to build capacity for staff to design and 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 | Coordinator of Educational Services<br><br>Director of Student Services | 2024-2027 | Professional Development | Instructional Framework adoption<br><br>Data analysis by teachers and grade level teams following benchmark | One year's growth in one year's time<br><br>Key outcome - Framework is aligned with goals / metrics across all learning levels<br><br>Key outcome - ELA and Math student | Start exploring 2025-26 (in alignment with Instructional Framework task above)<br>See comment above<br><br>Teacher participation in UDL Summit 2025<br><br>*Momentum in Reading* Professional |

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| | Site Principals<br><br>GLCs | | | assessments each trimester<br><br>Explore high-impact teaching opportunity targeting high-achievement low growth students | achievement reaches target goals - CAASPP<br><br>Number of students matriculating to Algebra from Math 7c<br><br>% MAP growth for all grades students in ELA and Math | Development (Reed & Bel Aire)<br><br>Grade level teams analyzed MAPs outcomes fall 2024 Reed & BA<br><br>Classified & Certificated attended 5-week Orton Gillingham Training Fall 2025 Reed & BA |
| Tier II system for English Language Arts and Math that meets individual needs and flows between school sites:<br>● 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.<br>● Develop or enhance a technology-driven monitoring system that tracks the progress of students undergoing Tier II interventions. This system should facilitate real-time data collection, analysis, and | Coordinator of Educational Services & Director of Student Services<br><br>Principals<br><br>Counseling Support & SpEd. Teams | Understand current offerings 2024<br><br>Gather feedback and visit districts for creative ideas 2025<br><br>Design system and implemen | Time<br><br>PD time for site visits and research $10,000<br><br>Hourly time for collaboration $15,000 | Well-articulated Tier II system and strategies across all sites<br><br>Tier II data analysis by teachers and grade level teams following benchmark assessments each trimester | Key outcome - Growth among students receiving Tier II strategies in ELA and Math | ~ Coordinator & Director gather information in a MTSS pyramid or graphic to account for current site-based Tier II programs being implemented<br><br>~Evaluation of current programs and best practices<br>Site and District administrators have conducted inventory or current Tier I, II, III services and programs at each site. Will engage wider staff at |

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| reporting to ensure interventions are timely and effective.<br>• 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.<br>• 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. | | t 2026-30 | | | | March PD<br><br>~Develop guidelines on intervention frequency, duration, instructional techniques, and materials to ensure consistency across all schools.<br><br>~Coordinator and IT Director gather tech-based monitoring systems that address real-time data needs Kim, Nicole, and Evan are meeting to analyze current systems and discuss others. Three leading companies were determined and demo requests were sent to each. Two of the three demos are scheduled. |
| 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 | Current implementations to be analyzed and improved | Tutoring costs of $50,000<br><br>GLC, Counseling and | SED Growth Ownership strategies<br><br>Tutoring implementation | Outcome - Marked growth for all learners; Increased growth for SED learners to close achievement gap<br><br>(Achievement gap is | ~Communicate list of priority students per school site Completed<br><br>~ Counselor will create family connection and |

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| | Services | Work will continue until 2030 | Staffing commitments | E&I GLC Involvement<br><br>Counseling Support<br><br>Explore extended learning opportunities for students who have demonstrated mastery | about 38% between SED and non-SED) | deepen understanding of any family obstacles Counselor working closely with site E&I GLCs to connect with all families, determine appropriate supports/services, and monitor progress<br><br>~ Equity GLCs systematize support and progress monitoring system for individual Progress Monitoring tool developed and being employed Jan 2025. Tool incorporates goal setting feature.<br><br>~Coordinator & Director to evaluate current tutoring program and adjust for ELA & Math improvement with SED CBO working on an MOU with The Ranch for tutoring program that will identify key components of the partnership (attendance monitoring, |

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| | | | | | | intervention, etc …)<br><br>Nicole is starting discussions about what is taught during tutoring |
| **Category #3: Comprehensive Review of Elective / Specialist Programing** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **Opportunities:** | | | | | | |
| Full implementation of action plans created by stakeholder groups:<br>● Spanish Task Force Action Plan implementation (linked)<br>● Others | Superintendent<br><br>Coordinator of Ed Svcs<br><br>Spanish Team | Spanish implementation starting 2024-25<br><br>Other areas as they're created | Cost contained within each action plan | Action Plan implementation<br><br>Continue to evolve specialist programs to enhance and support core curriculum and instruction | Ongoing Board presentations to measure progress including student growth<br><br>On track with presentations - noted in year long calendar | ~ Superintendent and Coordinator of Ed Services will meet with the Spanish team to operationalize and annualize the Spanish Task Force Action Plan<br>Spanish Team has met twice to collaborate on Spanish Task Force Action Plan<br>● 8.16.24 Team Meeting<br>● 10.18.24 Team Meeting<br><br>~ Ongoing team times will be established for |

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| | | | | | | the Spanish team to check progress and implement the tasks Spanish Team agreed to four half day meetings throughout the year (2 completed, one scheduled for January, and final one will occur later in Spring) and determining if additional department time can be used to support the work<br><br>~Create a better understanding of how to measure student growth and desired outcomes in Spanish Spanish Team working on Spanish skills articulation |
| Fully evaluate athletic and 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 &<br><br>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.) | ~DM Administrators create a document that accounts for current athletic and co-curricular offerings including county-wide events and beyond Del Mar Athletics and |

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| | | | | | YouthTruth survey results | Extracurricular Activities (2024-25)<br><br>~Brainstorm with the athletic director, elective teachers, and club leads on future, innovative possibilities<br><br>~ Decide first new or improved steps to occur this school year |

## 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.*

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| **Category #1: Whole Child Health & Wellness** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **Opportunities:** | | | | | | |
| Assess, design and integrate SEL concepts into schoolwide practices, activities, field trips and classroom lessons across subject areas | Site Principals<br><br>Coordinator of Educational Services &<br><br>Director of Student Services with Principals and Site Reps | 2024-30 | Embedded field trip costs | Articulated incorporation of SEL into field trip approval documents | Key outcome - Participation in field trips, SEL educational opportunities<br><br>Satisfaction with field trips<br><br>YouthTruth survey results | Come to agreement on SEL vision and concepts for RUSD/each school site (consider RUSD graduate profile) Using RUSD Grad Profile<br><br>Site Principals review current practices (including pilots at sites), activities, field trips and lessons that are tied to / incorporate SEL |

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| | | | | | | concepts<br>Bel Aire is piloting SEL curriculum<br>Reed and Bel Aire are taking inventory of SEL curriculum, programs and activities. Bel Aire is assessing programming across all grade levels Spring 2025<br><br>Dave Nettle has led lessons in each PK-5th grade class |
| 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 | 2025 | 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 | | Document current practices, systems, and roles and responsibilities regarding tiered systems of intervention<br><br>~ Create flowchart of roles & responsibilities matrix and process flow of MTSS |

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| | | | | intervention. | | |
| Align discipline practices to be transparent, consistent, fair, and respectful learning opportunities for students | Site Principals<br><br>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<br><br>Data dashboard shows suspension data going down from 1% to .3% | ~ Re-read specific plan inputs related to discipline<br><br>~ Gather information about the practices / ways that sites communicate discipline steps<br>Family Handbooks (from new websites): **Reed**, **BA**, **DM**<br><br>Assemblies/Presentations<br><br>~ School site administrators will review and evaluate current discipline practices and policies: Site Specific and Districtwide.<br>Mr. Song leading with sites<br><br>~ Site Admin will analyze past disciplinary data and actions to determine |

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| | | | | | | trends for consistent and fair implementation (bullying), and determine metrics for adopting/implementation of disciplinary action.<br>RUSD All Schools 5-year Basic Incident Summary<br><br>RUSD Discipline Data Analysis (draft stage)<br><br>~ At Del Mar, continue to implement and fund current anti-bullying protocols/system (No-Bully Program and Solutions Coach Training)<br><br>~ At Reed and Bel Aire consider adopting No-Bully Program.<br>Initial Principal discussion to determine |

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| | | | | | | need/interest |
| **Category #2: Inclusion, Belonging, and Kindness Programming** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **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<br><br>Consultant cost $3000 | Well-communicated, structured plan that's aligned across schools | Improved student Youth Truth results that support equity, inclusion, belonging, and kindness<br>Survey implemented and initial analysis taking place | Establish DEIBK Task force and establish calendar for meeting in the 2025-26 school year<br>To be done Spring 2025 |
| Develop and implement activities and lessons that celebrate diverse backgrounds and perspectives | Coordinator of Educational Services<br><br>Site Administration<br><br>GLCs | 2024-2027 | E&I GLC stipends<br><br>Teacher Planning time<br><br>Professional Development | Number of activities and lessons per subject area<br><br>Integration with Library services and projects | Student Youth Truth results that support inclusion, belonging and kindness | ~GLCs gather information about current activities and lessons that celebrate diverse backgrounds and what do we want to measure<br>Scheduled to be complete at an upcoming Equity GLC meeting |

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| | | | | | | ~ Research existing and innovative activities and lessons<br><br>~ Work with Changing Perspectives to celebrate diversity<br><br>~ Consider VR tours of other cultures and areas<br>Kim asked Ryan Sonneville to create an invoice with a cart and VR sets for possible purchase.<br><br>~ Partnership with other schools and PTA opportunities<br><br>~ Promote and curate experiences through libraries<br><br>~ Leverage Spanish Action Plan for innovative steps<br>Ongoing with Spanish team and |

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| | | | | | | Coordinator |
| Continue to provide PD and support to certificated and classified staff related to Inclusion, Belonging and Kindness | E & I GLCs<br><br>Site Admin<br><br>Director of Student Services<br><br>Outside Consultants | 2024-ongoing | E&I GLC stipends<br><br>Teacher Planning time<br><br>Professional Development | Youth Truth Survey<br><br>California Healthy Kids survey<br><br>Attendance data<br>Strong improvements noted on dashboard | Staff Youth Truth results that support inclusion, belonging and kindness<br><br>Survey administered<br>Initial analysis taking place<br>• Nov 1 PD Agenda & SlideDeck<br>• August E&I GLC Agenda<br>• Changing Perspectives 24-25 schedule | Implement PD plan with Changing Perspectives at each site<br>In progress - ongoing<br><br>Cultural Competency PD with Dr. Trudy Arriaga<br>Complete - E&I training & Nov 1 whole staff PD |
| Review policies, practices and programs to ensure all promote respect, empathy, and inclusion for all students | E & I GLCs<br><br>Director of Student Services | Ongoing | Analysis supported by Changing Perspectives | Board Policy | Policy implemented | Director of Student Services Identifies all policies<br>Ongoing policy review throughout the year<br><br>GLCs identify current site practices and programs |

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| Evaluate the development and integration of leadership skills, non-technical skills through leadership opportunities for students within classrooms and school-wide activities to contribute to positive school culture and community | Coordinator of Educational Services &<br><br>Director of Student Services with Principals and GLC Input | 2024-2028 | Teacher release days | Well-communicated, structured plan that's aligned across schools<br><br>Number of school wide activities that contribute to a positive school community - Spirit days, Student led videos, etc. | Key outcome - Participation in school wide activities that contribute to a positive school community | District:<br>~ Superintendent will work with teams to define leadership and non-technical skills, create common understanding<br>Draft language included in leadership document<br><br>~Based on site input, create a list of current leadership opportunities district-wide and per school site<br>Completed by Nov. 8. List linked here.<br><br>~ Gather feedback about the quality of the opportunities (great, ok/needs improvement, should eliminate or replace, added)<br><br>Needed next step<br><br>~ Research existing district-wide |

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| | | | | | | leadership programs<br><br>One great program discovered called "Leader in Me"<br><br>~ Brainstorm creative leadership opportunities for students or how it could be integrated<br><br>DM, BA, Reed:<br>~Brainstorm with GLCs on additional leadership opportunities that could be added or improved this year |
| 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 &<br><br>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<br><br>YouthTruth survey results | Middle School Principal/AD identify current programming and opportunities in the district and across the county.<br><br>Coordinated with topic above<br><br>Hear from the AD about future offerings |

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| | | | | | | and opportunities. |
| 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<br><br>Site admin<br><br>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.) | ~ Define enrichment Complete - defined within this new linked document<br><br>~ GLCs document current practices, programs and activities at each site Complete in document<br><br>~ Coordinate with Pillar 1, Category 1 - Academic Activities Time to add one additional enrichment opportunity at each site, including Spanish, etc. |
| **Category #3 Food Service and Student Nutrition** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **Opportunities:** | | | | | | |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| Comprehensive review and search for high-quality food service solutions including, consideration for environmental impact, local sourcing, or self-producing. | Superintendent, Chief Business Officer, Director of Maintenance & Operations & Principals, PTA | Spring 2024<br><br>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%.<br><br>Increase overall satisfaction with the food service program<br><br>Student Survey on Food Service Program<br><br>Food Service Task Force Participant Survey | District:<br>~Superintendent gathers information about current program, limitations, and possibilities<br>Completed<br><br>~ M&O evaluation of facility conditions<br>Eduardo currently completing - due in Nov.<br><br>~ Superintendent asks for participants in a Wellness/Food Service Task Force<br>Completed and 2 meetings complete<br><br>~ Survey community desires for possible food service programs<br>DM & BA Student Surveys complete<br>Parent Survey being considered<br><br>~Communication about findings and |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | why<br>SWOT Analysis of findings<br><br>Scheduled for December Board meeting<br>Link to Board Item<br><br>~ Determining next steps<br>Board direction in December<br><br>CBO: Account for actual cost of Food Service Program.<br>Complete - shared with Committee. Reference FY23/24 UA and FY 24/25 1st Interim.<br><br>Can satisfaction in the food service program be increased with current constraints via grant funded initiatives? Explore Grants (i.e. fresh fruits and vegetables |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | grants etc.).<br>Grant names gathered and shared. Some are being used. |
| 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<br><br>Principals | Each year | Minimal material cost<br><br>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.)<br><br>Satisfaction with enrichment experiences | Define current practices<br>Listed within Leadership document<br><br>Explore educational connections, established lessons<br>Kim visited San Rafael school with integrated lessons<br><br>Research the enrichment and/or field trip opportunities in this area?<br>Fieldtrip & Enrichment Opportunities Document created<br><br>How can we encourage student passion and leadership in this area?” |

## 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 | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| **Category #1: Recruit / Develop / Retain the Best Staff** | | | | | | |
| **Vision:**<br>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 desireable school district and place and workplace. | | | | | | |
| **Opportunities:** | | | | | | |
| Create a path for career advancement via continual learning and cross-training to encourage promotion and retention of skilled staff and principals. | Superintendent<br><br>Principals | Fall 2024 and ongoing | Professional Development Opportunities | Clearly articulated career path | Number of staff trained for internal positions<br><br>Some continual learning and some cross-training taking place<br><br>Strong classified ongoing training at Reed Elem. | Superintendent and Principals<br><br>- Identify continuing education opportunities for classified staff (i.e. teacher certification programs) from partners such as MCOE, CDE, etc<br><br>-Regular, frequent sharing and messaging about career advancement opportunities (i.e. admin services |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | credential), including 1:1 reach-outs in person to staff (nudge theory)<br>Keith and Kathy sharing to staff<br><br>-Branding of RUSD path for career advancement (i.e. “The Reed Ladder”) for promotion<br>More clarity needed on this |
| 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<br><br>Principals | Ongoing | Staff time for planning and attendance, likely within the work day | Continuous staff collaboration to support collective efficacy - Regularly scheduled meetings<br><br>GLCs provide leadership in their areas of | Positive Youth Truth survey results for culture especially looking at 3rd and 6th grade<br>Initial analysis taking place<br><br>Desired outcome: Consistent MAP growth between grade levels especially looking at 3rd and 6th grade. | -Scheduled, sacred articulation time at start and end of school year for ⅔ ⅚ grade levels as students matriculate up<br><br>Initial discussions at Principal meetings about when/how/etc. And ensuring impact<br><br>-regular, calendared articulation time to review common |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | focus | Initial discussions and analysis from Fall data | learning standards and assessments within school sites<br><br>More work needed here<br><br>-review of student growth following benchmarks<br><br>Coordinator, Director, and staffs have participated in data reviews of CAASPP, MAP and action step planning<br><br>Consistent YouthTruth presentation created in January for staff analysis |
| Continue to implement professional development that is:<br>● Specialized to meet the needs of employees<br>● Relevant and modernized<br>● Expanding our ideas beyond RUSD<br>● Inclusive of self-care | All Directors and Principals | Ongoing for PD days and conference offerings | Speakers and Specialists $3000 each<br><br>Site Visits to other schools | Completion and attendance at PD opportunities including sharing of information upon return | Satisfaction with professional development activities<br><br>Link to surveys here:<br>1. Sam Drazin - Beginning of the Year Kick Off | - value personal and professional development of employees via celebrations and acknowledgments (via messaging and meetings) |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| | | | with travel costs and subs about $1000 per person<br><br>Conference attendance about $1500 per person | Overall academic and SEL improvement | 2. New Staff Survey<br>3. AI Survey<br>4. November 1st Survey<br>5. District Leadership Instructional Rounds Survey<br><br>Helpful information gathered through staff YouthTruth survey noting professional development needs<br><br>Coordinator considering a more specific follow up question/survey | -bring in speakers who appeal to broad range of employees Employees noted speakers that they resonate with and speakers that we have gained all possible benefit from<br><br>-identify latest, greatest PD opportunities for all staff, from custodial and maintenance, to office managers, to teachers, GLCs, administrators, IT, DO, etc<br><br>-partner with neighboring districts and community organizations to offer PD opportunities that might otherwise be cost-prohibitive or to increase number of participants |

## 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 | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| **Category #1: Family Partnership with Student Progress** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **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<br><br>Math TOSA<br><br>Principals | 2025-28 | Consider data information system implementation needs $50,000 | Provide opportunities for parent understanding of student learning journey throughout the academic year<br><br>Completion of Family Guides and Report Card adjustments | Increase in YouthTruth Parent Responses around Student Progress<br><br>Parent responsiveness / satisfaction with family guides and report card adjustments | ~Principals and GLCs assess current practices in terms of homework and types of assessments used.<br><br>~Principals and GLCs assess types of assessment practices used in the classroom.<br><br>~Principals and GLCs assess how students/families receive feedback through homework and assessments. |

| | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | ~Sites gather feedback on their current report cards and communication towards families in regards to them.<br><br>~District administration researchers professional development opportunities in regards to modernizing homework and assessment. Provides opportunity for a group of teachers and administrators to attend PD workshops.<br><br>~Drafting grade level family guides for Math and ELA to pilot in Spring with a goal of sending home annually at the beginning of the year, |

| | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | starting August 2025 |
| 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<br><br>Software analysis including a consistent parent ed survey | YouthTruth Parent responses about opportunities and engagement<br><br>Responses received in YouthTruth, initial analysis compete | ~ Directors and coordinators meet with PTA to assess the current offerings and how they are organized.<br>Conversations took place<br>Unique to this year is MCOE's extensive offerings that are aligned with our needs<br><br>1 of 3 parent eds through Changing Perspectives was offered (Fostering Self Advocacy). Next is 1/15/25 (Raising Disability Awareness through literature) and March 2025 (Inclusion in Reed)<br><br>~ Directors and coordinators work with PTA to create goals and a plan for parent education in |

| | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | collaboration with the annual site goals at each school.<br><br>MCOE offerings aligning with district and site needs<br>Additional exploration of screening of The Anxious Generation<br><br>~ Brainstorm innovative ways to create more outreach and opportunities for parents to be involved to get a broader group of parents involved.<br><br>Through Site and District HLN, opportunities available through MCOE have been shared with community, covering topics, such as:<br>Vigilant Parent<br>Safe technology use<br>Teen Brain<br>Other topics |

| | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| 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<br><br>Some information gathered in YouthTruth results - more specific survey likely needed | ~ GLCs (and for DM, Department Leads) analyze current homework practices<br><br>Initial discussions and SWOT analysis taking place with school sites on homework practices<br><br>~District administration researchers professional development opportunities in regards to modernizing homework and assessment.<br><br>Provides opportunity for a group of teachers and administrators to attend PD workshops. |
| **Category #2: Community as a Resource** | | | | | | |
| **Vision:** | | | | | | |

| | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| 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. | | | | | | |
| **Opportunities:** | | | | | | |
| Create community partnerships and opportunities that match student interest, enhance student learning and engage at a deep level | Superintendent<br><br>Coordinator of Educational Services<br><br>Principals | Ongoing | Time | Number of community partnerships and opportunities | YouthTruth student results of connectedness<br><br>YouthTruth results<br><br>Participation in community / partner related opportunities | ~ Work with PTA and other community groups to gather community resources and partnerships.<br><br>Initial conversations started, some community organizations contacted and initial conversations started<br><br>~ Create a bank of community contacts with content information.<br>Del Mar started with a parent survey and coordinated Google Doc that lists resources.<br>This concept was discussed at the Principal's meeting |

| | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | for further development.<br><br>~ Research types of professional development the best ways to connect school to community opportunities for students (PBL for example).<br>Helpful information gathered through YouthTruth survey from staff |
| 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<br><br>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<br><br>YouthTruth presentation to all staff members and the Board<br><br>Satisfaction with community / partner related experiences | ~ Use the current district field trips our schools do and evaluate the value they provide.<br><br>Analysis and Discussion started. Held within this document.<br><br>~ Work with stakeholders/partners to see if there are more opportunities in the local community. |

| | Responsibl e Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | ~ GLCs discuss what other field trips can align to their curriculum.<br><br>Initial discussions with Leadership and Principals |

## 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 | Year 1 Action Steps |
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| **Category #1: Modernized Facilities** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| **Opportunities:** | | | | | | |
| Continue execution of the long-range facilities plan including facility and grounds improvements, green energy initiatives, safety and security practices (i.e., "greening" campuses, flexible learning spaces, HVAC systems, portables, athletic fields, performing arts spaces, IT/Maintenance spaces, etc.)<br>.<br><br>Long-Range Facility Plan linked) | Superintendent<br><br>Chief Business Official &<br><br>Director of Maintenance & Operations | 2024 - beyond | TBD based on scope<br><br>Large scope might require a facility bond | Plan execution steps | # of implemented improvements<br>Recognized ROI from improvements when measureable | See Pillar 6 for related CBO entries.<br><br>Ongoing Board Discussions. |
| Research and invest in technological resources in facilities for infrastructure and hardware improvements so that the | Director of IT | Annually | TBD based on quotes | | # of implemented improvements | Identify needs for facilities to maintain |

| Objectives | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| facilities support modernized learning opportunities. | | | | | Recognized ROI from improvements | technological cutting edge needs.<br><br>Ensure technology cycles and replenishment implementations align with budgetary considerations.<br><br>Consulted with E-Rate to facilitate upgrade of switches and access points.<br><br>Initial discussions with CBO & IT Director<br><br>First steps in considering classroom/learning space modernization |

| **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. |

| Objectives | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| Incorporate tech responsible and ethical use for students and staff (include tech care, tech leadership, cyber ethics, and digital citizenship) | Director of IT<br><br>Principals | Annual PD and ongoing integration | Time for development | | Number of training opportunities with these concepts incorporated<br><br>Reduction in repairs / expenses to replace tech components | Align with a technology curriculum that aligns across grades. |
| 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<br><br>Satisfaction with training opportunities | SEIS & related training for Data Manager & Student Services assistant<br><br>Changing emergency communication platform for parent community. |
| 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 | Started ongoing training with Staff<br><br>Incorporating AI examples into staff meetings<br><br>Development of AI videos to spark creativity and encourage use |

| Objectives | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | Creating VR carts for exploration |
| Deepen technology integration into instructional practices to the extent that the technology offers high-leverage opportunities that personalize and individualize learning. | Director of IT<br><br>Principals | 2024-30 Annual increases | Time | Number of integrated apps with instructional practices and administrative practices | Student math achievement in CAASPP and MAP<br><br>Strong satisfaction scores | IT Director and Coordinator of Ed Svcs analyzing current apps and use<br><br>Analyzing apps within new curriculum pilots |

# 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 | Year 1 Action Steps |
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| **Category #1: Long-Term Financial Stability** | | | | | | |
| **Vision Statement:**<br>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. | | | | | | |
| **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 | Close FY23/24 to establish a financial baseline. Completed.<br><br>Year End Approved at the Sept. Board Meeting.Completed.<br><br>Audit Completed.<br><br>1st Interim Budget Updated (revenue and expenditures). Completed. |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| | | | | | | Position Control Reconciled. Develop Budget Revisions and Multi Year Projection Parameters in alignment with MCOE. Completed.<br><br>Target 2nd Interim for Site Level Budget Updates.<br><br>AB1200 Projections in alignment with 2nd Interim.<br><br>Advertise and Gather Candidates for Budget Advisory Committee. Completed. |
| Project cost of Strategic Plan vision over a 6 year time | Chief Business Official | 2024-2026 | | Plan completion and transparent | Incorporate into annual budget | Target 2nd Interim for |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| period | | | | communication | presented to the Board | projecting out cost of Strategic Plan and update Budget to align with Year 1 projected expenditures. This will require iterative conversations with "responsible parties."<br><br>Align cost of strategic plan in the District's FY 2025/26 Budget Adoption and Multi Year Projections.<br><br>Integrate in w/ District's FY25/26 Budget for Adoption and MYP. |
| Analyze existing and potential funding sources to identify long-term impact to district finances including risks and | Chief Business Official | Ongoing | Time and possible consultant cost $15,000 | Detailed analysis of long-term funding sources; identifying other | Incorporate into annual budget presented to the Board | Internal Tool (Categorical Funding Analysis), for |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
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| benefits | | | | potential funding sources | | State and Federal Funding (i.e. Educator Effectiveness Grant etc).<br><br>Existing Funding Source. Done.<br><br>External Resource: Grant Management Consultant (fee based on successful grants received)<br><br>Resolute Assoc. Is serving somewhat in this capacity. Expand? |
| Create clear direction for the use and maintenance of District's reserves | Board of Trustees<br><br>Chief Business Official | 2024-2026 | Time and possible consultant fee | Board study session | Board decision | Board Study Session is scheduled<br><br>Done. 9/7/24.<br><br>Reserve Comparison with similar Districts. |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| | | | | | | Complete<br><br>Analysis and Education Around: Restricted Unrestricted<br><br>Complete<br><br>Board Designated Reserve Fund<br><br>Drafts to Board<br><br>Thoughtful Messaging<br><br>In progress. Budget Advisory Comm. forming |
| **Category #2: Real Property Asset Analysis** | | | | | | |
| **Vision:**<br>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. | | | | | | |
| In conjunction with Pillar #5, analyze how to fund the Long | Chief Business Official | 2026-2030 | Time and Bond process | Determine what funding sources | Board decision | Utilize Long Range Facilities |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| Range Facilities Plan, including the potential for a facilities bond. | Board | | | are available; potential bond feasibility, size, timing, and wording | | Plan developed in partnership with Capital PFG and establish a budget for Year 1 to address high priority items that could be funded without a GOB and completed with in-house labor.<br><br>Supt. and CBO Reviewed Facilities Plan.<br><br>Discussions with Board Underway<br><br>Utilize Long Range Facilities Plan, to cost out projects in relation to the financing bounds of a GOB.<br><br>Align with FY 25/26 Budget for Adoption and |

| Objective | Responsible Party | Timeline | Cost / Resources | Task / Action | Goals / Metrics for Success | Year 1 Action Steps |
|---|---|---|---|---|---|---|
| | | | | | | MYP Above.<br><br>Engage ISOM Advisors in preliminary discussion. |
| Determine the highest and best use of the District's real property assets | Chief Business Official<br><br>Board | 2026-2030 | Consultant fee est. $60-80K | Full analysis of real property | Board decision | 3D Strategies Engagement, Property Analysis and Options in Year<br><br>Preliminary Discussions Completed.<br><br>Facilities Survey completed as part of the Facilities Plan.<br><br>Continued Discussions underway. |