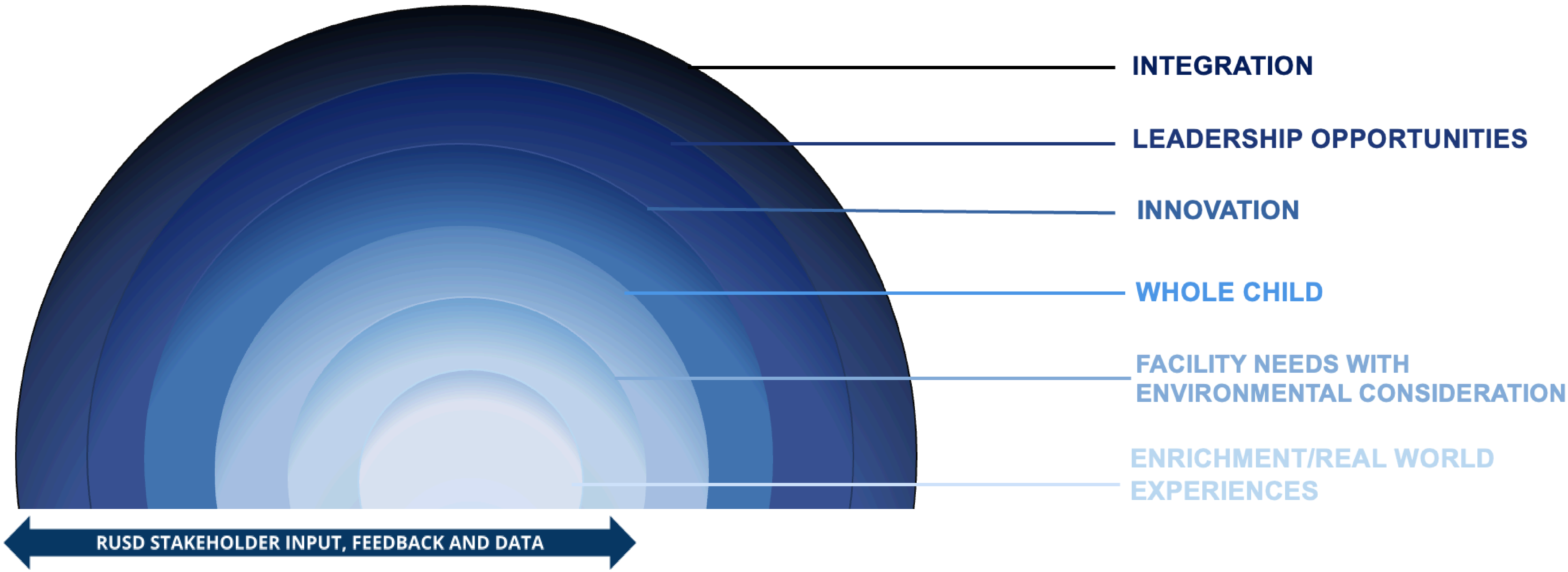
Reed Union School District
Strategic Plan Framework
2024-2030

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
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.						
Opportunities:						
Systematically increase the volume and opportunities for integrated learning experiences within subject areas. Include consideration of the different ways in which the specialist classes can be integrated.	Coordinator of Educational Services Principals	Throughout the 6 years Starting discussions and PD in Fall of 2024	PD Cost Time Collaboration time	Staff creates opportunities for students to make connections between content areas (e.g., Math & Music, Science & PE, History & Art) Number of integrated lessons per subject area	Key outcome - Satisfaction with integrated learning experiences (e.g., "Walk Through the American Revolution" drama performance at Bel Aire) Here is the link to the summer PD Satisfaction Survey DM created a Community of Experts bank of community resources. **Academic Achievement Metrics:** CAASPP Board Presentation - 9.10.24 CAASPP Board Update - 11.12.24 MAP Board Presentation - 11.12.24 CA Dashboard Board Presentation - 1.14.25 Math 7C Board Presentation - 5.13.25	Grade level teams and department teams (MS) evaluation of current integrated learning opportunities Coordinator of Educational Services met with GLCs at Reed, BA, and DM on an ongoing basis Gathering input from GLCs and staff - due end of December • Reed - Inventory of Current Practices Updated April 2025 • BA - Inventory of Current Practices • DM - Inventory of Current Practices Brainstorm additional integrated learning opportunities Try-It Truck Integrated Science: Reed PreK Classes DM Department Leads have begun to discuss the possibility of integrated projects at a smaller scale. This was continued during a March meeting in which departments went through a protocol to look at different cross curricular topics that can be integrated. PBL Training - Summer 2024 (DM) Encourage project development, provide technical assistance, & share out Future PBL Trainings - summer 2025 training offered to interested staff Determine next steps Spanish integration through a newly hired Spanish integration teacher at Reed Elem. In-progress: • Builders' Studio • Push-in Lessons

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						• Community Time Assemblies • 2nd Grade Clubs Spanish/Library integration at Bel Aire–two 5th grade classes this year to explore options. Will continue next year. Math & Music integration at Bel Aire. 3rd Grade Pilot Underway: Music Is Math Student Interest Survey 5th Grade *Music is Math* Seminar 11/4 Science, PE, and Library collaboration around integrated health lessons. Coordinator of Educational Services has begun initial discussions with administrators, DM Science, and MCOE
Increase the implementation of hands-on, real world application and connection of instructional lessons Explore Problem Based and Project Based Learning Opportunities for possible pre-created opportunities	Coordinator of Educational Services Principals	Throughout the 6 years Starting discussions and PD in Fall of 2024	PD Cost Time Collaboration time	Number of problem based learning opportunities with real world application	Key outcome - Satisfaction with engaging lessons that deepen learning and ignite curiosity PBL Works satisfaction survey LINK	Define hands-on and real world for RUSD Initial draft of definition within Enrichment Continuum document. More discussion needed. Grade level teams evaluate current hands-on, real world learning opportunities DM created a "Community of Experts" spreadsheet of community members to connect with when looking for real world applications and connections. Coordinator of Educational Services met with GLCs at Reed, BA, and DM. Gathering input from GLCs and staff • Reed - Inventory of Current Practices (Updated April 2025) • BA - Inventory of Current Practices • DM - Inventory of Current Practices Research and explore hands-on, real world learning opportunities (including the consideration of community partners) PBL Training - Summer 2024 (DM) Encourage project development, provide technical assistance, & share out 12 DM Staff completed training and continue project development Link to DM Presentation Assess PBLWorks and research other potential partnerships Determine next steps such as evaluating effectiveness, student engagement, usability, etc

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						DM teachers surveying their students on their level of 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 Consider outside leadership sources in Fall 2025	Curriculum development costs and time for staff 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. Language defined and drafted in this document Break down the Vision of a Reed Graduate to grade level leadership skills Reed: •Provide ongoing Leadership opportunities through Del Mar Leaders program at Reed •2nd Grade leadership program during weekly Community Time Assemblies • 2nd grade leaders proving kindergarten classroom support • Community Time Buddies: Schoolwide mixed grade buddy program BA Junior Coach Program DM principal and two leadership teachers attended the CADA Conference in March 2025 to gain more ideas on how to create culture and leadership opportunities on campus and in the community. DM has adapted their elective offerings for the 2025-26 school year where now 80 students can be enrolled in the DM leadership program as opposed to 40 students.
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. Reed Elem's completed survey after Flow Assembly, Reed plans for staff survey after Nettel coaching Bel Aire Fall 24 Mosaic Survey, Infinite Flow assembly survey forthcoming 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?) Identify current enrichment opportunities offered to students. Updated document complete. Linked here. Cinema / Theatre Rep met with DM Coordinator of Educational Services met with GLCs at Reed, BA, and DM. Gathering input from GLCs and staff - due end of December • Reed - Inventory of Current Practices (Updated April 2025) • BA - Inventory of Current Practices • DM - Inventory of Current Practices DM music attending new venues to play outside of the campus.SF Jazz

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						big success. DM TV production partnering with leadership class to make weekly videos for school announcements. BA Parent talks: parents volunteer to present their careers in classrooms BATV show involvement for all 5th grade students BA Spanish field trip planning BA 5th Grade Local SS & Science Field Trip: Call of the Sea Explore additional experiences.
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. Coordinator of Educational Services met with GLCs at Reed, BA, and DM. Gathering input from GLCs and staff - due end of December ● Reed - Inventory of Current Practices (Updated April 2025) ● BA - Inventory of Current Practices ● DM - Inventory of Current Practices 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) Based on the above findings seek out innovative tech opportunities or solutions that fulfill those needs. Bearing in mind this could work the other way around… Innovative tech opportunities could inspire new forms of learning opportunities that have not yet been identified. Consider PD time and resources needed for successful implementation. Reed: Incorporated AI training and information sessions in quarterly staff meetings DM math department attending PD on how to use AI in math. BA AI training with instructional aides and teachers Pilots? Feedback of utility. Pilots of ChatGPT for select Middle School Teachers, Pilots of Google Gemini Advanced for three leadership members.

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						Incorporated Edpuzzle to facilitate the use of YouTube educational content as curated by educators. Kim & Nicole attended Zoom with Henry, new AI startup, to explore video production ideas for PD
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 Curriculum Adoption Cycle Document	District level: ~ Superintendent with the Coordinator of Ed Services review what currently exists in the curriculum adoptions and yearly cycles Curriculum Adoption Cycle Document created and discussed with Cabinet, site leaders, and presented to Board Initial discussions started on incorporating inclusion work with ELA adoptions related to instructional strategies ~ Coordinator would begin asking leaders and teachers about prioritized need Discussions under way ~ Coordinator will analyze state cycles and Board policy, and in place contracts including understanding fiscal implications Coordinator of Educational Services utilized information for the RUSD Curriculum Adoption Framework ~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 ~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) Steps taken 2024-25 school year: • Coordinator or Educational Services and Director of Student Services held meetings with school leaders to begin evaluating MTSS programming and practices at each site (3 meetings + 2 Principals Meetings) - work informs our tier 1 supports and instructional framework • Math Curriculum Committee identified ey components for mathematical learning to guide work - rigor, differentiation, assessment, spiral review, engagement, and technology (similar process will happen next year with Humanities)

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Implementation of action plans with stakeholders: • Math Task Force Action Plan (linked) • Spanish Action Plan • Others	Coordinator of Educational Services Math TOSA Principals Teachers	Math 2023-2026 Others following same format with future dates	Cost contained within each action plan	Action Plan implementation and Ongoing Board presentations to measure progress including student growth based on Map data	Key outcome - 1 year growth in 1 year time Spanish Action Plan Update presented to board on 1/14/25: Spanish Action Plan: PROGRESS MONITORING Math Action Plan Update presented to board on April 15th: • Board Meeting Slides • Math Action Plan: PROGRESS MONITORING	**Math Action Plan:** Gather input from interested staff members on math action plan year 2 steps Interest gathered from staff, initial Zoom meeting with interested parties, and DM math teachers, half day planned with DM and Nicole Nicole working closely with Nathan to monitor and support curriculum pilot for PK-5 Reed & Bel Aire: Math pilot completed (PreK-5). Pilot teachers presented outcome and sample of curriculum to staff (April 2025) Math Action Plan Update presented to board on April 15th: • Board Meeting Slides • Math Action Plan: PROGRESS MONITORING **Spanish Action Plan:** Spanish Action Plan Update presented to board on 1/14/25: Spanish Action Plan: PROGRESS MONITORING Spanish Team has met four times to collaborate on Spanish Task Force Action Plan • 8.16.24 Team Meeting • 10.18.24 Team Meeting • 1.24.225 Team Meeting • 4.18.25 Team Meeting Key Outcomes: • Spanish Curriculum + Supplemental Resources Rubric • RUSD Spanish Articulation Framework (draft)
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.						
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 Director of Student Services Site Principals	2024-2027	Professional Development	Instructional Framework adoption Data analysis by teachers and grade level teams following benchmark assessments each	One year's growth in one 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	Start exploring 2025-26 (in alignment with Instructional Framework task above) See comment above Teacher participation in UDL Summit 2025 *Momentum in Reading* Professional Development (Reed & Bel Aire) Grade level teams analyzed MAPs outcomes fall 2024 & Spring 2025 Reed & BA

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	GLCs			trimester Explore high-impact teaching opportunity targeting high-achievement low growth students	Number of students matriculating to Algebra from Math 7c % MAP growth for all grades students in ELA and Math **Academic Achievement Metrics:** CAASPP Board Presentation - 9.10.24 CAASPP Board Update - 11.12.24 MAP Board Presentation - 11.12.24 CA Dashboard Board Presentation - 1.14.25 Math 7C Board Presentation - 5.13.25	Classified & Certificated attended 5-week Orton Gillingham Training Fall 2025 Reed & BA Sonday (phonics) training for BA SpEd Aide DM teachers received training from Sam Drazin on students access to demonstrating knowledge (assessment) and met with him one-on-one to help ensure access for all learners through assessment.
Tier II system for English Language Arts and Math that meets individual needs and flows between school sites: • 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 facilitate real-time data collection, analysis, and reporting to ensure interventions are timely and effective. • Provide ongoing training for educators	Coordinator of Educational Services & Director of Student Services Principals Counseling Support & SpEd. Teams	Understand current offerings 2024 Gather feedback and visit districts for creative ideas 2025 Design system and implement 2026-30	Time PD time for site visits and research $10,000 Hourly time for collaboration $15,000	Well-articulated Tier II system and strategies across all sites 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 ~Evaluation of current programs and best practices Site and District administrators have conducted inventory or current Tier I, II, III services and programs at each site. Will engage wider staff at March PD ~Develop guidelines on intervention frequency, duration, instructional techniques, and materials to ensure consistency across all schools. ~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. BA: Reach Team (MTSS) Writing Interventions inventory for teachers

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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.						
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 will continue until 2030	Tutoring costs of $50,000 GLC, Counseling and Staffing commitments	SED Growth Ownership strategies Tutoring implementation E&I GLC Involvement Counseling Support Explore extended learning opportunities for students who have demonstrated mastery	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)	~Communicate list of priority students per school site Completed ~ Counselor will create family connection and 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 ~ Equity GLCs systematize support and progress monitoring system for individual Progress Monitoring tool developed and being employed Jan 2025. Tool incorporates goal setting feature. ~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, intervention, etc …) Nicole is starting discussions about what is taught during tutoring BA Progress Monitoring of Priority Students by REACH Team DM Progress Monitoring of Priority students by SAP Team.
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						

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
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: • Spanish Task Force Action Plan implementation (linked) • Others	Superintendent Coordinator of Ed Svcs Spanish Team	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 On track with presentations - noted in year long calendar Spanish Action Plan Update presented to board on 1/14/25: Spanish Action Plan: PROGRESS MONITORING	~ Superintendent and Coordinator of Ed Services will meet with the Spanish team to operationalize and annualize the Spanish Task Force Action Plan **Spanish Action Plan:** Spanish Action Plan Update presented to board on 1/14/25: Spanish Action Plan: PROGRESS MONITORING Spanish Team has met four times to collaborate on Spanish Task Force Action Plan • 8.16.24 Team Meeting • 10.18.24 Team Meeting • 1.24.225 Team Meeting • 4.18.25 Team Meeting ~ Ongoing team times will be established for 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 ~Create a better understanding of how to measure student growth and desired outcomes in Spanish Key Outcomes: • Spanish Curriculum + Supplemental Resources Rubric • RUSD Spanish Articulation Framework (draft)
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 & 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.) YouthTruth survey results	~DM Administrators create a document that accounts for current athletic and co-curricular offerings including county-wide events and beyond • Del Mar Athletics and Extracurricular Activities (2024-25) ~Brainstorm with the athletic director, elective teachers, and club leads on future, innovative possibilities • Decision to implement the DM Middle School Student-Athlete Agreement for all athletic programs and competitive clubs for 2025-26: revision will include competitive clubs. ○ Make decision with staff whether or not to include student meeting academic performance and progress as a factor in student-athlete participation expectations. • Decided to close Advanced Robotics as an elective offering for 2025-26, and revert back to being a Del Mar Club to increase access and opportunity for students. • Schools and Athletic Directors will discuss with Marin County

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						Office of Ed, possible scheduling changes to the Marin County Middle School track meets (two Fridays) to prevent absences. ~ Decide first new or improved steps to occur this school year ● Piloted during the boys basketball season the DM Middle School Student-Athlete Agreement. ● Partnered with Marin County Office of Ed to discuss with other middle school athletic directors, and reach tentative agreement to have the county take over the coordination of the Middle School Athletics programs, countywide: possibly to begin 2025-26.

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: 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 Coordinator of Educational Services & 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 Satisfaction with field trips YouthTruth survey results - YT Executive Summary	Come to agreement on SEL vision and concepts for RUSD/each school site (consider RUSD graduate profile) Using RUSD Grad Profile (4/16/25) - Will be included in 25-26 Belonging task force work Site Principals review current practices (including pilots at sites), activities, field trips and lessons that are tied to / incorporate SEL concepts Bel Aire is piloting SEL curriculum; pilot process extending to 2025-26 school year. BA discussions about SEL programming. Reed and Bel Aire are taking inventory of SEL curriculum, programs and activities. Bel Aire is assessing programming across all grade levels Spring 2025 Reed: Dave Nettell has led lessons in each PK-5th grade class (October 2024, January 2025, March 2025) DM staff identified what is working and areas of growth in the Advisory program to ensure the lessons are impactful.
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 intervention.	MTSS Draft Document	Document current practices, systems, and roles and responsibilities regarding tiered systems of intervention ~ Create flowchart of roles & responsibilities matrix and process flow of MTSS
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 Data dashboard shows suspension	~ Re-read specific plan inputs related to discipline ~ Gather information about the practices / ways that sites communicate discipline steps

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					data going down from 1% to .3%	Family Handbooks (from new websites): **Reed**, **BA**, **DM** Assemblies/Presentations ~ School site administrators will review and evaluate current discipline practices and policies: Site Specific and Districtwide. Working with the district leaders, and the Director of Student Services, apply MTSS actions to current disciplinary practices. ~ Site Admin will analyze past disciplinary data and actions to determine trends for consistent and fair implementation (bullying), and determine metrics for adopting/implementation of disciplinary action. RUSD All Schools 5-year Basic Incident Summary RUSD Discipline Data Analysis (draft stage) ~ At Del Mar, continue to implement and fund current anti-bullying protocols/system (No-Bully Program and Solutions Coach Training). ~ At Reed and Bel Aire consider adopting No-Bully Program. Discussion with principals led to decision to not adopt No-Bully program at the elementary schools, as both Reed and BA already have SEL and anti-bullying protocols. BA: Alignment on guiding documents (Responding to Negative Behaviors, Restorative Actions, & Behavior Communication) Reed & Bel Aire reviewed SEL portion of current report in preparation of future revisions (2 times throughout year)
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.						
Opportunities:						
Through a 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-communicate, structured plan that's aligned across schools	Improved student Youth Truth results that support equity, inclusion, belonging, and kindness Survey implemented and initial analysis taking place	Establish Belonging Task force and establish calendar for meeting in the 2025-26 school year To be done Spring 2025 Update 4/16/25 - In progress. May work with consultant to develop framework for a Belonging/Wellness Task Force to meet in 25/26 school year

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Develop and implement activities and lessons that celebrate diverse backgrounds and perspectives	Coordinator of Educational Services Site Administration GLCs	2024-2027	E&I GLC stipends Teacher Planning time Professional Development	Number of activities and lessons per subject area Integration with Library services and projects	Student Youth Truth results that support inclusion, belonging and kindness - YT Executive Summary	~GLCs gather information about current activities and lessons that celebrate diverse backgrounds and what do we want to measure Scheduled to be complete at an upcoming Equity GLC meeting ~ Research existing and innovative activities and lessons ~ Work with Changing Perspectives to celebrate diversity ~ Consider VR tours of other cultures and areas Kim asked DM Staff member to create an invoice with a cart and VR sets for possible purchase. ~ Partnership with other schools and PTA opportunities ~ Promote and curate experiences through libraries ~ Leverage Spanish Action Plan for innovative steps Ongoing with Spanish team and Coordinator Reed: Ongoing refinement of library collection to include titles that foster inclusion Reed: The Great Kindness Challenge Week Reed & BA: Initial partnership with Infinite Flow Dance School Assembly BA: Partnership with San Pedro School, students visit BA, The Great Kindness Challenge Week DM: Kindness project to gather book donations to start a library in a school in Kenya.
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 Strong improvements noted on dashboard	Staff Youth Truth results that support inclusion, belonging and kindness - YT Executive Summary Survey administered Initial analysis taking place • Nov 1 PD Agenda & SlideDeck • August E&I GLC Agenda • Changing Perspectives 24-25 schedule	Implement PD plan with Changing Perspectives at each site In progress - ongoing Update 4/16/25 - Nov 1 & March 17 PD days successful (survey results available Cultural Competency PD with Dr. Trudy Arriaga Complete - E&I training & Nov 1 whole staff PD Reed & BA Staff Participation in Wellness Conference
Review policies, practices and programs to ensure all promote respect, empathy, and inclusion	E & I GLCs Director of Student	Ongoing	Analysis supported by Changing Perspectives	Board Policy	Policy implemented	Director of Student Services Identifies all policies Ongoing policy review throughout the year

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for all students	Services					GLCs identify current site practices and programs
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 & Director of Student Services with Principals and GLC Input	2024-2028	Teacher release days	Well-communicated, structured plan that's aligned across schools 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: ~ Superintendent will work with teams to define leadership and non-technical skills, create common understanding Draft language included in leadership document ~Based on site input, create a list of current leadership opportunities district-wide and per school site Completed by Nov. 8. List linked here. ~ Gather feedback about the quality of the opportunities (great, ok/needs improvement, should eliminate or replace, added) Needed next step ~ Research existing district-wide leadership programs One great program discovered called "Leader in Me" ~ Brainstorm creative leadership opportunities for students or how it could be integrated DM, BA, Reed: ~Brainstorm with GLCs on additional leadership opportunities that could be added or improved this year BA Expansion of Peer Tutoring Program. Seven Del Mar students participated in LCAP Advisory Meetings and provided input to ensure that the LCAP plan aligns with their needs, interests, and experiences. Students provide valuable insights into the challenges and opportunities they face in their learning environment. This information helps us make informed decisions about resources and program implementation. • LCAP Advisory Slides & Notes
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 - YT Executive Summary	Middle School Principal/AD identify current programming and opportunities in the district and across the county. Coordinated with topic above Hear from the AD about future offerings and opportunities.

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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.)	~ Define enrichment Complete - defined within this new linked document ~ GLCs document current practices, programs and activities at each site Complete in document ~ Coordinate with Pillar 1, Category 1 - Academic Activities Time to add one additional enrichment opportunity at each site, including Spanish, etc. BA: Planning for multi-grade "BA Bear Families/Teams" for 25-26
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.						
Opportunities:						
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 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 Student Survey on Food Service Program Food Service Task Force Participant Survey	District: ~Superintendent gathers information about current program, limitations, and possibilities Completed ~ M&O evaluation of facility conditions Eduardo currently completing - due in Nov. ~ Superintendent asks for participants in a Wellness/Food Service Task Force Completed and 2 meetings complete ~ Survey community desires for possible food service programs DM & BA Student Surveys complete Parent Survey being considered ~Communication about findings and why SWOT Analysis of findings Scheduled for December Board meeting Link to Board Item ~ Determining next steps Board direction in December CBO: Account for actual cost of Food Service Program. Complete - shared with Committee. Reference FY23/24 UA and FY 24/25 1st Interim.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
						Can satisfaction in the food service program be increased with current constraints via grant funded initiatives? Explore Grants (i.e. fresh fruits and vegetables grants etc.). Grant names gathered and shared. Some are being used. RFP process complete
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	Define current practices Listed within Leadership document Explore educational connections, established lessons Kim visited San Rafael school with integrated lessons John visited Lagunitas school with 8th grade students supporting lunch service Research the enrichment and/or field trip opportunities in this area? Fieldtrip & Enrichment Opportunities Document created How can we encourage student passion and leadership in this area?” BA: Green Team began composting in 5th grade & field trip to Marin Sanitation in San Rafael

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: 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.						
Opportunities:						
Create a path for career advancement via continual learning and cross-training to encourage promotion and retention of skilled staff and principals.	Superintendent Principals	Fall 2024 and ongoing	Professional Development Opportunities	Clearly articulated career path	Number of staff trained for internal positions Some continual learning and some cross-training taking place Strong classified ongoing training at Reed Elem.	Superintendent and Principals - Identify continuing education opportunities for classified staff (i.e. teacher certification programs) from partners such as MCOE, CDE, etc -Regular, frequent sharing and messaging about career advancement opportunities (i.e. admin services credential), including 1:1 reach-outs in person to staff (nudge theory) Keith and Kathy sharing to staff -Branding of RUSD path for career advancement (i.e. “The Reed Ladder”) for promotion More clarity needed March 17 Professional Development Day–teacher presentations Proposal of Management Ladder Clean Up
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 Initial analysis taking place Desired outcome: Consistent MAP growth between grade levels especially looking at 3rd and 6th grade. Initial discussions and analysis from Fall data	-Scheduled, sacred articulation time at start and end of school year for ⅔ ⅚ grade levels as students matriculate up Initial discussions at Principal meetings about when/how/etc. And ensuring impact -regular, calendared articulation time to review common learning standards and assessments within school sites More work needed here -review of student growth following benchmarks Coordinator, Director, and staffs have participated in data reviews of CAASPP, MAP and action step planning Consistent YouthTruth presentation created in January for staff analysis

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
						RUSD Spanish Articulation Framework (draft)
Continue to implement professional development that is: • 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 about $1500 per person	Completion and attendance at PD opportunities including sharing of information upon return Overall academic and SEL improvement	Satisfaction with professional development activities Link to surveys here: 1. Sam Drazin - Beginning of the Year Kick Off 2. New Staff Survey 3. AI Survey 4. November 1st Survey 5. District Leadership Instructional Rounds Survey 6. Professional Development Feedback Survey 7. March 17th Staff PD Day Survey 8. Math Adoption Helpful information gathered through staff YouthTruth survey noting professional development needs - YT Executive Summary Coordinator considering a more specific follow up question/survey	- value personal and professional development of employees via celebrations and acknowledgments (via messaging and meetings) -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 -identify latest, greatest PD opportunities for all staff, from custodial and maintenance, to office managers, to teachers, GLCs, administrators, IT, DO, etc -partner with neighboring districts and community organizations to offer PD opportunities that might otherwise be cost-prohibitive or to increase number of participants After reviewing feedback from November 1st Staff PD day and Youth Truth data, Coordinator of Ed Services sent out a Professional Development Feedback Survey to help us better understand professional development needs to improve the professional learning opportunities we offer within our District. • Feedback informed our agenda for our March 17th Staff PD Day • March 17th PD Feedback was extremely positive - 60 staff responded and 82% responded ⅘ out of 5 on impact and 87% responded ⅘ out of 5 that they would recommend learning experience

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: 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 (e.g., 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 Completion of Family Guides and Report Card adjustments	Increase in YouthTruth Parent Responses around Student Progress - YT Executive Summary 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. ~Principals and GLCs assess types of assessment practices used in the classroom. ~Principals and GLCs assess how students/families receive feedback through homework and assessments. ~Sites gather feedback on their current report cards and communication towards families in regards to them. Completed. Elementary staff spent time on January 6th and March 17th discussing report cards - what works, what is missing, developmental considerations, alignment, etc … - and reviewing sample report cards from other districts. ~District administration researches professional development opportunities in regards to modernizing homework and assessment. Provides opportunity for a group of teachers and administrators to attend PD workshops. TK-5 Report Card Committee to be created in 2025-26 to use data gathered this year and dive deeper into best practices and potential PD opportunities for staff. ~Drafting grade level family guides for Math and ELA and getting feedback from various groups (staff, PTA, etc …) Spring 2025 with a goal of sending home annually at the beginning of the year, starting August 2025 Completed Reading Difficulties Screener - GLCs at Reed Elementary completed a needs assessment for a reading screener Fall 2024 to help guide the selection process and identify a tool that improves the work teachers were already doing. • Board Presentation

	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
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 - YT Executive Summary 3 Changing Perspectives Parent Education Events 2024-25 SY	~ Directors and coordinators meet with PTA to assess the current offerings and how they are organized. Conversations took place Unique to this year is MCOE's extensive offerings that are aligned with our needs 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) ~ Directors and coordinators work with PTA to create goals and a plan for parent education in collaboration with the annual site goals at each school. MCOE offerings aligning with district and site needs Screening of The Anxious Generation ~ Brainstorm innovative ways to create more outreach and opportunities for parents to be involved to get a broader group of parents involved. Through Site and District HLN, opportunities available through MCOE have been shared with community, covering topics, such as: Vigilant Parent Safe technology use Teen Brain Other topics
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 Some information gathered in YouthTruth results - more specific survey likely needed	~ GLCs (and for DM, Department Leads) analyze current homework practices Initial discussions and SWOT analysis taking place with school sites on homework practices ~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. Conversations taking place to set this up as part of the report card discussion around 2026
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.						

	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
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 - YT Executive Summary Participation in community / partner related opportunities	~ Work with PTA and other community groups to gather community resources and partnerships. Initial conversations started, some community organizations contacted and initial conversations started Specific good work with Rotary Parents and communities engaged in middle school student interviews and career information ~ Create a bank of community contacts with content information. Del Mar started with a parent survey and coordinated Google Doc that lists resources. This concept was discussed at the Principal's meeting for further development. ~ Research types of professional development the best ways to connect school to community opportunities for students (PBL for example). Helpful information gathered through YouthTruth survey from staff -BA 5th Grade Service Project partnering with Rotary and Ritter Center
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 YouthTruth presentation to all staff members and the Board -YT Executive Summary Satisfaction with community / partner related experiences	~ Use the current district field trips our schools do and evaluate the value they provide. Analysis and Discussion started. Held within this document. ~ Work with stakeholders/partners to see if there are more opportunities in the local community. ~ GLCs discuss what other field trips can align to their curriculum. Initial discussions with Leadership and Principals Adjustments made in the field trip document to begin meeting this need More exploration is needed - good focus for Abby More community input needed as well

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
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.						
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.) . Long-Range Facility Plan linked)	Superintendent Chief Business Official & Director of Maintenance & Operations	2024 - beyond	TBD based on scope Large scope might require a facility bond	Plan execution steps	# of implemented improvements Recognized ROI from improvements when measureable	See Pillar 6 for related CBO entries. **Long Range Facilities:** The majority of the Long Range Facilities plan is financially dependent on the successful passage of a General Obligation Bond. Ongoing Board Discussions regarding the feasibility of the Bond. **Granada Site 5 Year Maintenance Plan:** Granada Facilities Expenditure Update presented Identification of Major Maintenance and Operations Project NOT reflected in the Long Range Facilities Plan as of FY 24/25. Reed: Outdoor learning space added Reed: Underutilized loft area was refurbished to accommodate Tier 2 learning classroom (math)
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	Identify needs for facilities to maintain technological cutting edge needs. Ensure technology cycles and replenishment implementations align with budgetary considerations. Consulted with E-Rate to facilitate upgrade of switches and access points. **Network Infrastructure:** Firewalls have been upgraded at each campus. Initial discussions with CBO & IT Director - identified need to incorporate network switch and Access Point upgrades into bond initiative depending on timeline. **CalNET:** Price dropped after upgrade **Network Speed:** Doubled from 1Gbps to 2Gbps

Objectives	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
						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.						
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	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 Satisfaction with training opportunities	SEIS & related training for Data Manager & Student Services assistant Changed 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 Incorporating AI examples into staff meetings Development of AI videos to spark creativity and encourage use Creating VR carts for exploration - Meta Quest 3 purchased for pilot
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	IT Director and Coordinator of Ed Svcs analyzing current apps and use Analyzing apps within new curriculum pilots Professional Development Workshop Sessions (3/17)

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
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.						
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. Year End Approved at the Sept. Board Meeting.Completed. Audit Completed. 1st Interim Budget Updated (revenue and expenditures). Completed. Position Control Reconciled. Develop Budget Revisions and Multi Year Projection Parameters in alignment with MCOE. Completed. 2nd Interim & School Site Level Budget Updated. Convene Budget Advisory Committee. Completed. Complete FY25/26 and FY26/27 Negotiations AB1200 Projections FY 25/26 Budget for Adoption w/ negotiated parameters. FY 25/26 1st Interim w/ FY 24/25 Audit + possible expenditure reduction plan + revenue generating opportunities.
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	Target 2nd Interim for projecting out cost of Strategic Plan and update Budget to align with Year 1 projected expenditures. This will require iterative conversations with "responsible parties." Align cost of strategic plan in the District's FY 2025/26 Budget Adoption and Multi Year Projections. Integrate in w/ District's FY25/26 Budget for Adoption and MYP.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
Analyze existing and potential funding sources to identify long-term impact to district finances including risks and benefits	Chief Business Official	Ongoing	Time and possible consultant cost $15,000	Detailed analysis of long-term funding sources; identifying other potential funding sources	Incorporate into annual budget presented to the Board	Internal Tool (Categorical Funding Analysis), for State and Federal Funding (i.e. Educator Effectiveness Grant etc). Existing Funding Source. Done.
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	Board Study Session is scheduled Completed. 9/7/24. Reserve Comparison with similar Districts. Completed Analysis and Education Around: Restricted Unrestricted Completed Board Designated Reserve Fund Adopted. Thoughtful Messaging Budget Advisory Committee Established.
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.						
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	Utilize Long Range Facilities 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. Supt. and CBO Reviewed Facilities Plan. Discussions with Board Underway with advisement via Capital PFG.

Objective	Responsible Party	Timeline	Cost / Resources	Task / Action	Goals / Metrics for Success	Year 1 Action Steps
						Utilize Long Range Facilities Plan, to cost out projects in relation to the financing bounds of a GOB. Align with FY 25/26 Budget for Adoption and MYP Above.
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	3D Strategies Engagement, Property Analysis and Options in Year Preliminary Discussions Completed. Facilities Survey completed as part of the Facilities Plan. Continued Discussions underway.