RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Annual Mid-Year Reporting LCAP

RECOMMENDATION:
The Superintendent recommends the Board receive information on the Local Control Accountability Plan.

BACKGROUND:
The District receives state funding under the Local Control Funding Formula (LCFF) which requires the creation and monitoring of a 3-year (2024-2027) Local Control Accountability Plan (LCAP). The plan requires increased educational partner involvement in the development and implementation of goals and activities.

STATUS:
The Assistant Superintendent of Curriculum and Instruction, Dustin Haley, will update the Board on the LCAP monitoring and revision process and activities related to the implementation of the LCAP goals.

FISCAL IMPACT:
N/A

BOARD GOAL(S):
I. CONTINUOUS IMPROVEMENT
Create and promote practices and environments that foster a culture of continuous improvement by systematically analyzing data, engaging in reflective dialogue, and implementing evidence-based strategies to enhance student learning outcomes, staff professional growth, and overall district performance. **Reflected in LCAP GOAL(S) 1-2-3**
II. STUDENT SUPPORT
A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment. **Reflected in LCAP GOAL 2**
B. Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond. **Reflected in LCAP GOAL 1**
C. Environment: Foster an engaging learning environment that motivates students to take ownership of their learning and personal academic growth. **Reflected in LCAP GOAL 2**
III. STAFF SUPPORT
Attract and retain diverse, knowledgeable, dedicated individuals who are skilled and supported in their commitment to provide quality education for our students. **Reflected in LCAP GOAL(S) 1-2-3**
IV. COMMITMENT TO COMMUNITY
A. Communication: Establish and maintain consistent and effective communication that is transparent and timely to foster meaningful engagement, share valuable information, and enhance the knowledge and involvement of our District community. **Reflected in LCAP GOAL 3**
B. Connectedness: Foster a strong sense of community connectedness by building partnerships with local organizations, creating opportunities for family involvement, and encouraging community participation in school events to support student success and well-being. **We will explore an LCAP GOAL(s) for this in Spring 2025**
V. FISCAL ACCOUNTABILITY
Keep the district fiscally solvent and stable through prudent LCAP aligned budget processes in order to meet the needs of all of our students, staff and schools. **Reflected in LCAP GOAL(S) 1-2-3**
VI. FACILITIES MANAGEMENT
Build, maintain, and improve facilities to provide safe school and work settings that also meet current and future educational needs. **Reflected in LCAP GOAL 3**

Mid-Year LCAP Supplemental Report to the Board

February 10, 2026

Rescue Union School District Board of Education

Agenda

- Background [2]
- Impact to the Budget Overview for Educational Partners
- Mid-Year Update
  - LCAP Metrics
  - LCAP Expenditures and Implementation
- Mid-Year Progress LCAP Goals
  - Areas of Strength
  - Areas of Focus/Next Steps
- Questions and/or Comments

Background

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

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

Impact to the Budget Overview for Educational Partners

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

Item	As adopted in BOEP	Amount per Budget Act
Total LCFF Funds	$ 39,951,026	$40,349,319
LCFF Supplemental/ Concentration Grant	$ 1,456,864	$1,462,022

Mid-Year Update: LCAP Metrics

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

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

Mid-Year Update: LCAP Expenditures and Implementation

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

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

- **Areas of Strength**
  - ELA, Math, and Science Academic Indicators are positive
  - There is continued improvement in Chronic Absenteeism
  - Suspension percentages are fairly maintained
  - RUSD has met standard in all Local Indicators
- **Areas of Focus/Next Steps:**
  - Monitor
    - English Learner Progress Indicators
    - Chronic Absenteeism Indicators

Student Group Data   *See Board Appendix for greater details on all Goal 1 sub-goals*

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

- **<u>Area of Strength</u>**
  - RUSD Culture and Climate Student Survey Results
  - LCAP Parent Survey Results
  - California School Dashboard Chronic Absenteeism Indicator
  - California School Dashboard Suspension Rate Indicator

- **<u>Areas of Focus/Next Steps:</u>**
  - Monitor
    - California School Dashboard Chronic Absenteeism Indicator
    - California School Dashboard Suspension Rate Indicator
  - Administer
    - Spring Parent Survey
    - Student Listening Circles

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

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

- **Areas of Strength:**
  - RUSD Culture and Climate Student Survey Results
  - LCAP Parent Survey Data
  - Studer District Services Survey (DSS) Results
  - Studer Employee Experiences Survey (EES) Results

- **Areas of Focus/Next Steps:**
  - Evaluate
    - Studer District Services Survey (DSS) Results (Fall) and develop next steps/action plans through a lens of continuous improvement
  - Administer
    - Studer Employee Experiences Survey (EES) Results (Spring) and develop next steps/action plans through a lens of continuous improvement
      - ***See Board Appendix for greater details on all Goal 3 sub-goals***

LCAP Mid-Year Supplemental Report

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

Goal Description
The District will provide excellent educational services to maximize academic achievement for each individual student and all student groups.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Grade Span Adjustment	Estimated Grade Span adjustment of 23.67 in grades K-3.	Estimated Grade Span adjustment of 22.83 in grades K-3.		The mid-year K-3 average class size is 22.25	Grade Span adjustment will remain at 24.0 or below.
1.2	District ELA Benchmark Assessment Results	Basic Phonics Skills Test data revealed that 92.3% of 1st grade students and 87.3% of 2nd grade students met the end of the year benchmark for phonemic awareness. Acadience data revealed that 76.9% of second graders met the fluency benchmark and 75.8% met the accuracy benchmark. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 80.5%. The average percent meeting the DORF accuracy benchmark was 79%.	Basic Phonics Skills Test data revealed that 92.3% of 1st grade students and 87.3% of 2nd grade students met the end of the year benchmark for phonemic awareness. Acadience data revealed that 73.3% of second graders met the fluency benchmark and 80.4% met the accuracy benchmark. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 78.4%. The average percent meeting the DORF accuracy benchmark was 79.7%.		As of November 2025: 63.6% of 1st grade students and 86.7% of 2nd grade students are on track to meet the end of the year benchmark for phonemic awareness. This is based on 1st Trimester Assessments and students will have updated scores in early March 2026. In 2nd grade, Acadience data revealed that 82.9% of students are on track to meet the end of the year fluency benchmark and 89.2% are on track to meet the end of the year accuracy benchmark. In grades 3-5, Acadience data revealed that 82% of students are on track to meet the end of the year fluency benchmark and 82.4% are on track to meet	Students will continue to improve phonemic awareness and fluency proficiency as measured by District ELA Benchmark Assessments.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					the end of the year accuracy benchmark.	
1.3	Renaissance Star Reading Proficiency Rate	Rescue USD uses the Star Reading Assessment to monitor student reading levels and progress. Students in grades 3-8 are assessed multiple times throughout the school year. Below is the most recent percentage of student reading progress as it pertains to the appropriate category: Above Benchmark (Level 4): 31.4% At Benchmark (Level 3): 39.8% Below Benchmark (Level 2): 18.3% Far Below Benchmark (Level 1): 10.5%	Rescue USD uses the Star Reading Assessment to monitor student reading levels and progress. Students in grades 3-8 are assessed multiple times throughout the school year. Below is the most recent percentage of student reading progress as it pertains to the appropriate category: Above Benchmark (Level 4): 35.4% At Benchmark (Level 3): 35.2% Below Benchmark (Level 2): 17.6% Far Below Benchmark (Level 1): 11.9%		As of January 2026, the follow data illustrates student reading progress at this point in the 2025-26 school and is delineated in the following categories by percentage of all students in grades 3-8: Above Benchmark: 55.2% At Benchmark: 15.9% On Watch: 20.1% Intervention: 5.6% Urgent Intervention: 3.2% Student progress will continue to be assessed throughout the remainder of the school year.	Students will continue to improve reading proficiency as measured by the Renassiance Star Reading Assessment.
1.4	IXL Diagnostic Assessment (Mathematics)	The most recent administration of the IXL Diagnostic Assessment determined that 59% of students in grades 3-5 and 43% of students in grades 6-8 are at or above grade level as measured by grade level standards.	The most recent administration of the IXL Diagnostic Assessment determined that 73.8% of students in grades 3-5 and 42.7% of students in grades 6-8 are at or above grade level as measured by grade level standards.		The most recent administration of the IXL Diagnostic Assessment determined that 74% of students in grades 3-5 and 47% of students in grades 6-8 are at or above grade level as measured by grade level standards.	Students will continue to improve math proficiency as measured by the IXL Diagnostic Assessment for Mathematics.
1.5	Academic Indicator on the California School Dashboard for ELA	As reported on the 2023 CAASPP Scores Website, 68.81% of	As reported on the 2024 CAASPP Scores Website, 69.66% of		As reported on the 2025 CAASPP Scores Website, 71.09% of	Students will continue to improve overall ELA proficiency as

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		students met or exceeded ELA standards. The 2023 California School Dashboard shows our students to be 38.7 points above standard in ELA.	students met or exceeded ELA standards. The 2024 California School Dashboard results indicate that RUSD scored "Green" and were 40.9 points above standard in ELA		students met or exceeded ELA standards. The 2025 California School Dashboard results indicate that RUSD scored "Blue" and were 45.2 points above standard in ELA.	measured by the Smarter Balanced Summative Assessment for ELA.
1.6	English Learner Indicator on the California School Dashboard	As reported on the 2023 California School Dashboard, 41.6% of ELs were making progress towards English language proficiency.	As reported on the 2023 California School Dashboard, 54.4% of ELs were making progress towards English language proficiency. The 2024 California School Dashboard results indicate that RUSD socred "Green" having increased 12.8% in English Learners making progress.		As reported on the 2025 California School Dashboard, 44.3% of ELs were making progress towards English language proficiency. RUSD scored "Red" having decreased 10.1% in English Learners making progress. Supports are being put in place to assist with struggling students and Long Term English Learners.	English learners will continue to make progress toward English language proficiency, as reported on the 2023 California School Dashboard.
1.7	Academic Indicator on the California School Dashboard for Math	As reported on the 2023 CAASPP Scores Website, 62.25% of students met or exceeded Math standards. The 2023 California School Dashboard shows our students to be 21.6 points above standard in Math.	As reported on the 2024 CAASPP Scores Website, 61.78% of students met or exceeded Math standards. The 2024 California School Dashboard results indicate that RUSD scored "Green" and were 19.8 points above standard in Math.		As reported on the 2025 CAASPP Scores Website, 62.93% of students met or exceeded Math standards. The 2025 California School Dashboard results indicate that RUSD scored "Green" and were 23 points above standard in Math.	Students will continue to improve overall Math proficiency as measured by the Smarter Balanced Summative Assessment for Math.
1.8	Parent Survey Results	Parent Survey data indicates that educational services are among the highest priority for parents,	Parent Survey data includes families across the District expressing strong appreciation for the		The 2025-2026 Parent Survey will be given in the Spring of 2026.	Student perceptions regarding educational services will continue to improve as measured by the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027 annually
		guardians, and caregivers. On the survey, human resources, including teachers, administrators, and support staff ranked highest in terms of what the district is doing well. However, staff was also the number one area of focus when asked what the district can improve upon.	quality of education their children are receiving. A consistent theme throughout the feedback was the high regard for classroom instruction. Families feel that teachers provide instruction that is not only of excellent quality but also fosters engagement and promotes a sense of challenge, helping students reach their academic potential. Another notable area of strength is the supportive and caring school environment. Parents reported that their children feel safe at school and can identify adults who care about them. This sense of connection extends to families as well, with parents sharing that they too feel seen and supported by school staff. Additionally, the cleanliness and upkeep of school campuses received positive marks, contributing to a welcoming and respectful learning atmosphere. Social-emotional support continues to be an area of growth,			administered District LCAP Parent surveys.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			with improvements noted in responsiveness to both student and family needs. Parents acknowledged that schools are taking meaningful steps to support the whole child, including the emotional well-being of students. Class sizes was the number one area of focus as an areas for the District to improve.			
1.9	Student Listening Circle Feedback	Student Listening Circle data indicates that most students are very pleased with their teachers, administrators, and support staff. Many would like to see additional electives, including visual and performing arts taught during the school day. Many students also reported a desire for more time for physical education and less homework.	Students across the Rescue Union School District expressed strong appreciation for their teachers, highlighting how much they care and support student learning. They noted that classrooms are positive environments where they feel safe, respected, and encouraged to succeed. Students shared that having trusted adults on campus helps them feel secure and supported, which contributes to their ability to focus and thrive academically.		The 2026 Student Listening Circles are currently in progress and data will be reported in the Spring of 2026.	Student perceptions regarding educational services will continue to improve as measured by the annually conducted Student Listening Circles.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			While most feedback focused on facilities and resources, students emphasized the value of alternative recess options and school gardens—experiences that enrich learning beyond the classroom. These programs reflect the district's commitment to hands-on, engaging educational opportunities. When asked what they would change, students focused on enhancing their learning environment through better equipment and more engaging lunchtime experiences. These areas, though not academic in the traditional sense, directly impact students' readiness to learn and overall school engagement.			
1.10	Teachers are appropriately credentialed and assigned.	100% of Rescue teaching staff are appropriately credentialed and assigned per Board approval.	100% of Rescue teaching staff are appropriately credentialed and assigned per Board approval.		100% of Rescue teaching staff are appropriately credentialed and assigned.	100% of Rescue teaching staff will be appropriately credentialed and assigned.
1.11	Pupils have access to standards aligned instructional materials	Per Williams 100% of pupils have access to standards aligned instructional materials	Per Williams 100% of pupils have access to standards aligned instructional materials		Per Williams 100% of pupils have access to standards aligned instructional materials.	100% of pupils will have access to standards aligned instructional materials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.12	California Science Test	As reported on the 2023 CAASPP Scores Website, 52.38% of students met or exceeded Science standards.	As reported on the 2024 CAASPP Scores Website, 49.66% of students met or exceeded Science standards.		As reported on the 2025 CAASPP Scores Website, 59.31% of students met or exceeded Science standards. The 2025 California School Dashboard shows our students to be in the Blue category.	Students will continue to improve overall Science proficiency as measured by the California Science Test.
1.13						
1.14						

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Certificated Staff** Certificated teaching staff (Gen Ed, SPED, Substitutes) will provide a broad course of study and enrichment that is rigorous and engaging for all students. Professional development opportunities will be provided for teachers to ensure quality educational opportunities for students. All adjunct duty and stipend positions are included in this service.	No	Partially Implemented	All classrooms are fully staffed with a credentialed teacher. Professional Development offerings have been robust and will continue for the remainder of the year.		$23,572,225.01	$12,818,130.36
1.2	**Classified Staff** Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators) will support students at all sites. Professional development opportunities will be provided to staff to ensure quality educational opportunities and support services for students.	No	Partially Implemented	We are vetting and hiring classified staff as quickly as possible. Professional Development offerings have been offered, especially in		$3,540,743.52	$1,665,174.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Special Education, and will continue for the remainder of the year.			
1.3	**Low Class Size** The District will strive for low class sizes in grades K-3. Costs are included Goal 1 Action 1.	No	Fully Implemented	Our class sizes continue to meet the 24:1 Class Span Adjustment.		$0.00	$0
1.4	**Unduplicated Pupil Supports** The following supports will be provided to all Unduplicated Pupils: District will provide additional academic supports for English language learners, socioeconomically disadvantaged students, foster youth, homeless students, Title I identified students, and immigrant students. Services may include interventions, software, aides, staffing, professional development , and materials needed to meet the needs of our unduplicated students. Counseling services will be provided to all sites, primarily to serve unduplicated students. PBIS will be refined at all sites to provide a structure for behavioral support. The Multi-Tiered Systems of Supports and Special Programs Coordinator will provide supports and services for unduplicated students, as well as professional development for certificated and classified personnel who work with our unduplicated students. A Summer Learning Program will be provided for unduplicated Students, with a focus on academic support and a "Jump Start" for the following year. Behavioral Supports will also be	Yes	Partially Implemented	Our new Coordinator of MTSS has been engaged in work to support our Unduplicated Pupils at every site. Tier 2 teams have bees established at every site. Universal Design for Learning (UDL) professional development has been provided for teachers to support learning differentiation.		$1,727,979.90	$992,275.88

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provided to students through a Behaviorist and Behavioral aides. Additionally, the following supports will be offered to the following groups: Students with Disabilities/Exceptional Needs: In Rescue Union School District, students with disabilities are supported through a comprehensive continuum of services designed to meet their academic, behavioral, and social-emotional needs. Each student has an Individualized Education Program (IEP) that guides specialized instruction, which may include resource support, special day classes, or related services such as speech therapy, occupational therapy, counseling, and adaptive PE. Within our Multi-Tiered System of Supports (MTSS), students benefit from universal design for learning in the general classroom, targeted interventions in small groups, and ongoing progress monitoring to ensure growth. Positive Behavioral Interventions and Supports (PBIS) and, when necessary, individualized behavior plans help students develop self-regulation, while school psychologists, counselors, and paraprofessionals provide direct social-emotional and instructional support. Inclusion is emphasized through co-teaching, push-in services, and the use of assistive technology, ensuring access to grade-level curriculum. Additional supports include preschool special education services, extended school year programs to prevent regression, and specialized transportation when needed. Family partnership is central to this work, with parents actively involved in planning and supported through SELPA resources and district trainings, while community collaborations—such as garden spaces and local organizations—further enrich the experiences of our students. Together, these layered supports reflect RUSD's commitment to ensuring that all students, regardless of						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	disability, can thrive academically, socially, and emotionally. English Learners: English learner supports will be provided at each school site. The services include at a minimum the provision of English Language integrated support to students by trained staff members. In addition, a Bilingual Community Liaison will be provided to provide social and academic outreach supports, and translation services, as needed. Promoting Participation in Programs for Unduplicated Pupils: In Rescue Union School District, parental participation in programs for unduplicated students—defined as English learners, low-income students, and foster youth—is promoted in several intentional ways. Families are actively engaged in the Local Control and Accountability Plan (LCAP) process through surveys, focus groups, and community forums, ensuring their voices shape the priorities and resource allocation that directly impact their children. Schools provide translation and interpretation services to remove language barriers and make meetings, events, and materials accessible to all families. Parents are also encouraged to participate in School Site Councils, English Learner Advisory Committees (ELAC), and the District English Learner Advisory Committee (DELAC), where they can provide input on instructional programs, supports, and school climate. In addition, RUSD hosts family nights, workshops, and parent education opportunities that strengthen home–school connections and equip families with strategies to support student learning. Regular communication—through newsletters, meetings, and digital platforms—keeps families informed and invites them to partner in decision-making. Collectively, these efforts demonstrate RUSD's commitment to fostering meaningful						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	collaboration with parents and guardians, recognizing their essential role in the success of unduplicated students. Additionally, the District will: Implement targeted interventions and support programs tailored to the needs of English learners to boost their academic progress. A credentialed teacher will provide pull out instruction to our English learners at Green Valley Elementary School and Pleasant Grove Middle School who scored a 2 or below on last year's ELPAC. This teacher is targeting her instruction to the area of student need based on a diagnostic assessment provided by the research based program, Really Great Reading. Based on the diagnostic in 2024-2025, we were able to form 8 groups, totaling 27 students. Our teacher meets with these students 4 days/week for 30 minutes. We are exploring adding days and hours to this position dependent upon the 2025-2026 CA State budget. Provide resources to support teachers in teaching English Learner students. Hold pre-ELPAC conferences with students in grades 5-8 to discuss the importance of putting forth their best effort. Assist Long Term English Learners who are struggling by providing instructional support so they can achieve reclassification. Monitor English Learner students who are reclassified with fluent English proficiency through each school site's Tier 2 discussions as part of our MTSS program. Provide translation devices to support our Newcomer English Learners. Provide research based curriculum for our English Learner (EL) students and staff.						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Continue to provide training and collaboration support for our Tier 1 decoding curriculum. Foster Youth/Homeless: A Bilingual Community Liaison our school site leaders, and our Coordinator of MTSS will also provide social and academic outreach supports. Monthly Community Events will be held in collaboration with a variety of community partners. These events will include much needed take-home resources, a family engagement activity, along with dinner for the event. Supplemental Funds: AVID will be provided for all students at Pleasant Grove, which will help students with organization, academic success, and the ability to be college and career ready.						
1.5	**Instructional resources** Instructional resources for general education and special education students, including curriculum, technology, software, professional development, textbook adoptions, and other engaging, standards-aligned materials will be provided to support student learning. Our Elementary Curriculum Committee has worked to identify a reading screener program for implementation for students in Kindergarten through 2nd grade. Teachers have also participated in the Math Institute to learn more about the updated California Math Frameworks in preparation for selecting a new math program to adopt. Teachers will have the opportunity to review and pilot new materials during the 2025-26 school year.	No	Partially Implemented	We continue to vet and add new curriculum for our students. We are currently in a Mathematics adoption process and are reviewing several new programs in accordance with the updated California Mathematics Frameworks.		$5,099,038.58	$1,695,736.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description
The District will provide safe, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Rescue USD Student Culture and Climate Survey	2023-24 Elementary Culture and Climate Survey Results (Grades 3-5) School Connectedness - 84% Caring Adult Relationships - 91% Feel Safe at school - 92% Students well behaved -70% 2023-24 Middle School Culture and Climate Survey Results (Grades 6-8) School Connectedness - 84% Caring Adult Relationships - 91% Perceives school as safe - 92% Anti-bully Climate - 93% Frequent Sadness - 13%	2024-25 Elementary Culture and Climate Survey Results (Grades 3-5) School Connectedness - 86% Caring Adult Relationships - 87% Feel Safe at school - 87% Students well behaved -66% 2024-25 Middle School Culture and Climate Survey Results (Grades 6-8) School Connectedness - 81% Caring Adult Relationships - 85% Perceives school as safe - 86%		2025-26 RUSD Culture and Climate Student Survey Results: Elementary School: School Connectedness: 80.3% Caring Adults in School: 86% Feeling Safe at School: 86% Students Well Behaved: 91.1% Middle School: School Connectedness: 89.3% Caring Adults in School: 85.1% Feeling Safe at School: 95% Responsibility is Important: 90.8%	Students perceptions will continue to improve as measured by the RUSD Culture and Climate Survey.
2.2	Rescue USD Parent LCAP Survey	2023-24 Rescue USD Parent LCAP Survey Teachers provide quality instruction - 89.7% Safe place for child - 91.1% Adults who care about students - 92.1%	2024-25 Rescue USD Parent LCAP Survey Teachers provide quality instruction - 90.7% Safe place for child - 92% Adults who care about students - 94.1%		Our 2026 Community and Staff LCAP Survey will be administered this Spring of 2026.	Parent perceptions will continue to improve as measured by the Rescue USD Parent LCAP Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Students feel connected to their school - 91.9% Well maintained facilities - 93.9% Schools communicate in a timely manner - 93.3% You can see specific details and data in the Engaging Educational Partner section of the LCAP.	Students feel connected to their school - 90.6% Well maintained facilities - 94.2% Schools communicate in a timely manner - 90.9% You can see specific details and data in the Engaging Educational Partner section of the LCAP.			
2.3	Rescue Employee Experience Staff Survey	The Employee Experience Survey given in May 2024 elicited the following Top 5 items when asked "What is working well in Rescue USD: Collaboration and Teamwork: There is a strong sense of unity and teamwork among staff, with frequent collaboration on lesson planning and problem-solving. Supportive Environment: Staff and administration create a supportive and positive workplace, where everyone is willing to help each other. Open Communication: Effective and open communication at all	The Rescue Employee Experience Survey revealed strong staff appreciation for several key strengths across the district, alongside important areas for growth. What's Working Well: Strong Communication Staff value the clear, timely, and transparent communication from colleagues, site leaders, and district administration. Regular updates and open dialogue were consistently highlighted. Collaboration and Teamwork There is a strong culture of collaboration across grade levels and departments. Staff feel supported, share		The Employee Experience Survey will be administered this Spring of 2026.	Staff perceptions will continue to improve as measured by the Rescue Employee Experience Staff Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		levels ensures that staff feel heard and supported. Child-Centered Focus: The organization prioritizes being child-centered, focusing on the well-being and educational success of students. Positive Leadership: Leadership at both school and district levels is supportive, communicative, and dedicated to continuous improvement. The Employee Experience Survey given in May 2024 elicited the following Top 5 items when asked "What areas in the District could be improved: Improved Communication: There is a need for better communication at all levels, including timely and clear communication from administration, consistent updates on policies and procedures, and more open dialogue among staff. Discipline and Behavior	ideas freely, and work as cohesive teams to support student success. Positive and Supportive Leadership Employees appreciate leadership that is visible, empathetic, and responsive. Many noted that their input is valued and their concerns are addressed with follow-through. Positive Work Environment and Culture The workplace is described as respectful, inclusive, and kind. Many staff likened their sites to families, emphasizing the strong sense of community. Student-Centered Practices The district's commitment to student well-being and academic growth is evident. Staff highlighted programs like PBIS, MTSS, and SEL as impactful and aligned with student needs. Areas for Improvement:			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Management: Many comments highlight the need for stricter and more consistent discipline policies. Teachers feel unsupported in managing student behavior and desire more accountability for disruptive students. Support for Special Education: The Special Education (SPED) program needs more resources, better communication, and additional staff. Teachers feel overwhelmed by the demands of integrating SPED students and require more support and training. Professional Development and need for updated and better-maintained	Student Behavior and Discipline There are concerns about inconsistent behavior expectations and limited support for managing challenging student behaviors, particularly for 2/3 Tier SPED services. Leadership and Communication Gaps Some staff feel disconnected from key decisions and expressed a need for more transparent, inclusive, and two-way communication from leadership. Facilities and Maintenance Issues with cleanliness, aging infrastructure, and maintenance delays were commonly reported. There is a call for more relevant and effective professional development, including specific Interventions Curriculum and support There is a need for increased SPED for general education staffing, improved teachers working with coordination with high-need students. general education, and more consistent Facility and Resource intervention services and Development across sites. Comments indicate a			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		facilities, more classroom supplies, and resources such as aides for larger class sizes and support for managing special needs students.	Staffing, Pay, and Retention Concerns about workload, compensation, and staffing shortages were prevalent. Staff are seeking more support personnel, competitive pay, and opportunities for professional growth. This feedback offers valuable insights that will guide ongoing improvements to workplace conditions and student support across the district.			
2.4	Rescue District Services Staff Survey	The District Services Survey given in 2024 provided departments with a score from 1-5. Here are the baseline results: Superintendent = 4.61 Facilities = 4.34 Food Services = 4.15 IT = 4.70 Transportation = 4.29 Business = 4.41 HR = 4.48 MTSS = 4.11 DTL = 4.59 SPED = 3.66	The District Services Survey given in 2024-25 provided departments with a score from 1-5. Here are the baseline results: Superintendent = 4.67 Facilities = 4.13 Food Services = 4.37 IT = 4.64 Transportation = 4.31 Business = 4.47 HR = 4.43 MTSS = 4.00 DTL = 4.60 SPED = 3.99		The District Services Staff Survey will be administered this Spring of 2026.	Staff perceptions will continue to improve as measured by the Rescue District Services Staff Survey
2.5	California School Dashboard Chronic Absenteeism Indicator	For the Fall 2023 California School Dashboard data release, the District's chronic absenteeism indicator for "All	For the Fall 2024 California School Dashboard data release, the District's chronic absenteeism indicator for "All		The 2025 California School Dashboard results indicate that RUSD scored "Yellow" making significant progress declining	The District's chronic absenteeism indicator will continue to improve with the goal of moving into the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Students" is in the yellow category, with a rate of 11.1%, which is a decline of 8.8% from the previous year. Our Attendance rate is 88.9%	Students" is in the "Green" category, with a rate of 8.6%, which is a decline of 2.6% from the previous year. Our Attendance rate is 91.5%		0.2% to 8.4% compared to the state percentage of 17.1%	green or blue category for "All Students."
2.6	California School Dashboard Suspension Indicator	For the Fall 2023 California School Dashboard data release, the District's suspension indicator for "All Students" is in the green category, with a rate of 1.5%. Our Expulsion rate is .0002% (1 student out of 3500+)	For the Fall 2024 California School Dashboard data release, the District's suspension indicator for "All Students" is in the "Yellow" category, with a rate of 1.6% which is an increase of 0.1%. Our Expulsion rate is .0002% (1 student out of 3500+)		The 2025 California School Dashboard results indicate that RUSD scored "Orange," having risen 0.5% for a total of 2.1% which is below the state percentage of 2.9%	The District's suspension indicator for "All Students" will remain in the green or blue category.
2.7	Dropout rate	Rescue USD reported zero (0) dropouts for the 2023-2024 school year.	Rescue USD reported zero (0) dropouts for the 2024-2025 school year.		Rescue USD reported zero (0) dropouts for the 2025-2026 school year.	Continue to have a 0% dropout rate.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Social Emotional Learning** The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site. Some of these expenditures are reflected in professional development activities in Goal 1 Action 1. In 2025-2026 the district is continuing to support the Coordinator Of Multi-Tiered Systems of Support and Special Programs position that support the work called out in Goal 2.1. The District has added two PBIS Facilitators to help support social emotional learning of students.	No	Partially Implemented	Our Coordinator of MTSS continues to support our SEL work. She works with our school counselors to support students at every school site.		$98,010,.50	$27,625.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	**Safe School Personnel** The district commits to allocate specific funding to support the presence of essential safe school personnel, recognizing the critical role they play in ensuring safe learning environments that cater to the comprehensive social-emotional needs of all students. These positions include counselors, three PBIS Facilitators and extra 1.0 FTE Counselor at Green Valley Elementary, yard duty supervisors, nurses, health aides, psychologists. The expenditures for counselors and the PBIS Facilitators are reflected in Goal 1 Action 4.	No	Fully Implemented	All of our positions to support safe schools are filled with qualified staff.		$2,753,123.62	$1,553,792.63
2.3	**Safe School (Materials and Supplies)** The District will provide the materials, supplies, and services for nurses, health aides, psychologists, and yard supervisors to ensure safe school environments. Safety trainings and safety equipment will be maintained and provided.	No	Partially Implemented	We continue to explore new safety products, technology and trainings. In the past year we have added safety technology on our busses, added new cameras on all campuses, and conducted many trainings with our Catapult Safety and Communications Management systems.		$234,982.00	$86,076.12
2.4	**Chronic Absenteeism**	No		The District Attendance		0	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The District will provide the materials, supplies, and services to support students and families with irregular attendance. Specifically: The cost of our Action in 2.4 is captured in our salaries as we repurposed a counselor to focus 100%on the following work: Continued implementation of strategies to engage students and families more effectively, aiming to reduce absenteeism and promote regular attendance. Review student attendance at the District level and identify students at risk of being classified as Chronically Absent and communicate with families including meeting to determine the nature of the absences and providing support depending on the individual circumstances of the student/family. District Attendance Review Team (DART) to continue to implement and enforce attendance procedures handbook that includes: attendance expectations and resources to educate and assist families in improving student attendance. Hold Tier 2 meetings at all schools to discuss students including those who are in our English Learner and Hispanic student groups who may have irregular attendance. Expenditures are included in Goal 2 Action 1			Review Committee is providing weekly attendance reports to all sites to monitor student daily attendance. Meetings with families of students with poor attendance are being held to provide support to the families and students to improve their attendance.			

Goal 3

Goal Description
The District will provide technical infrastructure and systems of support that allow excellent education and effective learning environments to flourish.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Student Listening Circle Feedback	The Student Listening Circle data affirms that students feel school facilities are clean, well maintained, and safe. Students provided feedback on adding more playground equipment and sites have done that. Additionally our students commented on the food in our cafeterias and our Nutritional Services team spent considerable time this past year exploring options that better meet student interests while complying with state and federal laws. You can see specific details and data in the Engaging Educational Partner section of the LCAP.	Student feedback from the Listening Circles confirms that school facilities continue to be viewed as clean, well-maintained, and safe. Students expressed a desire for more playground equipment, which has since been addressed at school sites. They also shared input on cafeteria food, prompting the Nutritional Services team to explore and implement options that better align with student preferences while remaining compliant with state and federal guidelines. Further details and data can be found in the Engaging Educational Partners section of the LCAP.		The 2026 Student Listening Circles are currently in progress and data will be reported in the Spring of 2026.	Student attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve, as measured by the annual surveys.
3.2	Rescue USD Parent LCAP Survey Results	2023-24 Rescue USD Parent LCAP Survey Teachers provide quality instruction - 89.7% Safe place for child - 91.1%	2024-25 Rescue USD Parent LCAP Survey Teachers provide quality instruction - 90.7% Safe place for child - 92%		Our 2026 Community and Staff LCAP Survey will be administered this Spring of 2026	Parent perceptions will continue to improve as measured by the Rescue USD Parent LCAP Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Adults who care about students - 92.1% Students feel connected to their school - 91.9% Well maintained facilities - 93.9% Schools communicate in a timely manner - 93.3% You can see specific details and data in the Engaging Educational Partner section of the LCAP.	Adults who care about students - 94.1% Students feel connected to their school - 90.6% Well maintained facilities - 94.2% Schools communicate in a timely manner - 90.9% You can see specific details and data in the Engaging Educational Partner section of the LCAP.			
3.3	Ridership Report from Transportation	For the 2023-2024 School Year, 937 students were signed up to ride district school buses. This represents a decrease in ridership from the 2022-2023 school year.	For the 2024-2025 School Year, 795 students were signed up to ride district The Transportation Department also sold 142 of "ticket books" allowing students that do not ride normally to ride when needed. This represents a decrease in ridership from the 2023-2024 school year.		For the 2025-2026 School Year, 715 students were signed up to ride district TheTransportation Department also sold 116 of "ticket books" allowing students that do not ride normally to ride when needed. We also have 28 students with special needs and 13 McKinney Vento students who ride the bus. This represents a decrease in ridership from the 2024-2025 school year.	Ridership on school district buses will continue to provide quality transportation programs where the ridership will be maintained if not increased.
3.4	HelpDesk Response Rate	From July 1, 2023 through June 1, 2024, 2389 technology help tickets were opened, and 2367, or 99%, have been closed. The average completion time for	From July 1, 2024 through May 20, 2025, 2657 IT support tickets were created and 2649 of those tickets were resolved. The average 1st response time to a submitted		From July 1, 2025 through January 17, 2026, 2008 IT support tickets were created and 2039 of tickets (including some open tickets from 2024-25) were resolved. The	HelpDesk tickets will be resolved in a timely manner (ideally 5 days or less).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		each ticket was 5.5 days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 1 day.	ticket was 21 hours. Of those 2649 resolved tickets, 47.9% were resolved with the 1st response. The average completion time for each ticket was around 2.5 days. Since the last LCAP midyear report, the average ticket resolution time had dropped from 5.3 days to 2.5 days. The data also includes tickets for long term projects that take longer to resolve.		average 1st response time to a submitted ticket was 1 day. Of those 2039 resolved tickets, 45.37% were resolved with the 1st response. The average completion time for each ticket was around 5 days. The data also includes tickets for long term projects that take longer to resolve.	
3.5	Facilities Inspection Tool	The 2023-2024 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: Green Valley = Good Jackson = Good Lake Forest = Good Lakeview = Good Rescue = Good MVMS = Good PGMS = Good	*Update: This metric has been moved from Goal 3 to Goal 2 as the RUSD Board feels it better supports Goal 2. The 2024-2025 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: Green Valley = Good Jackson = Good Lake Forest = Good Lakeview = Good Rescue = Good MVMS = Good PGMS = Good		The 2025-2026 Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV - Good J - Good LF - Good LV - Good MV - Good PG - Good R - Good	Ratings for each school site, as measured by the Facilities Inspection Tool, will improve so that all are rated "Good."

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Non-instructional Personnel** The District will provide non-instructional staff that supports educational services, inclusive of those not in Goals 1 or 2. This includes personnel from the information technology department, the transportation department, administration, management, district office staff, maintenance and operations staff, and site office staff.	No	Partially Implemented	We continue to vet and hire non-instructional personnel whenever a vacancy occurs.		$10,340,277.15	$5,495,634.62
3.2	**Materials and Supplies for Non-instructional operations** The District will provide the materials, supplies, and services for the information technology department, the transportation department, administration, management, district office staff, maintenance and operations staff, and site office staff to ensure that the District organization operates efficiently and to the benefit of all students and staff. This includes all other district expenditures (i.e. District utilities) not captured elsewhere in this plan.	No	Fully Implemented	The district in unaware of any non-instructional employee who does not have the materials and supplies they need to accomplish their jobs at the highest level		$7,913,905	$3,257,171.81
3.3	**Partnerships with the Community** Develop and strengthen partnerships with local organizations, businesses, and community leaders to match resources, learning opportunities, and services in the community with the identified needs of students and families. Expenditures included in Goal 2 Action 1					0	$0
3.4	**School-Community Engagement**					0	$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide clear communication channels, accessible resources, and meaningful engagement opportunities for Rescue Union students, families and community members to strengthen the school-community partnership. Expenditures included in Goal 2 Action 1						

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	39,951,026	40,349,319
LCFF Supplemental/Concentration Grants	1,456,864	1,462,022

RESCUE UNION SCHOOL DISTRICT

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

RECOMMENDATION:

The Superintendent recommends the Board of Trustees receive a report on the Rescue Union School District Culture and Climate Survey that was administered in December of 2025.

BACKGROUND:

The Rescue Union School District has created a local survey that ascertains student feedback on their educational experiences at their respective schools. The information gathered from the survey, along with additional climate measures is incorporated into the Local Control and Accountability Plan (LCAP) as well as in the Single Plans for Student Achievement for each of our school sites. The data is used to provide the district with quality local data which can be used to improve student academic performance and social-emotional, behavioral and physical health of all youth. It assesses key indicators linked to success in school and career, and life.

STATUS:

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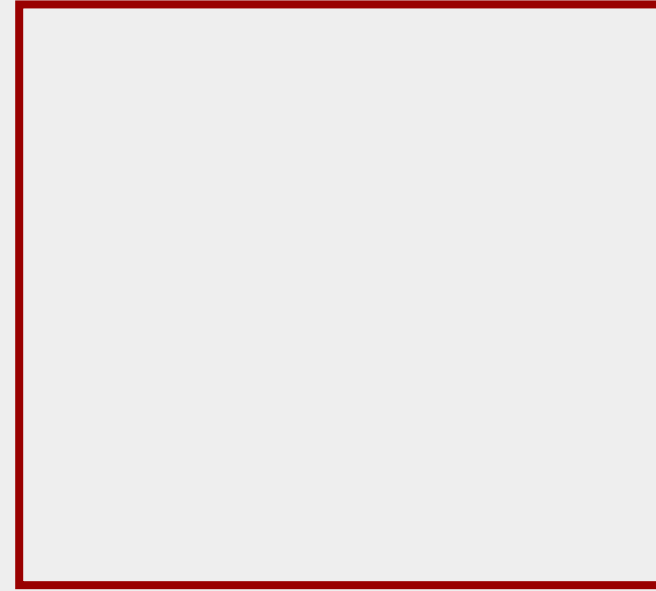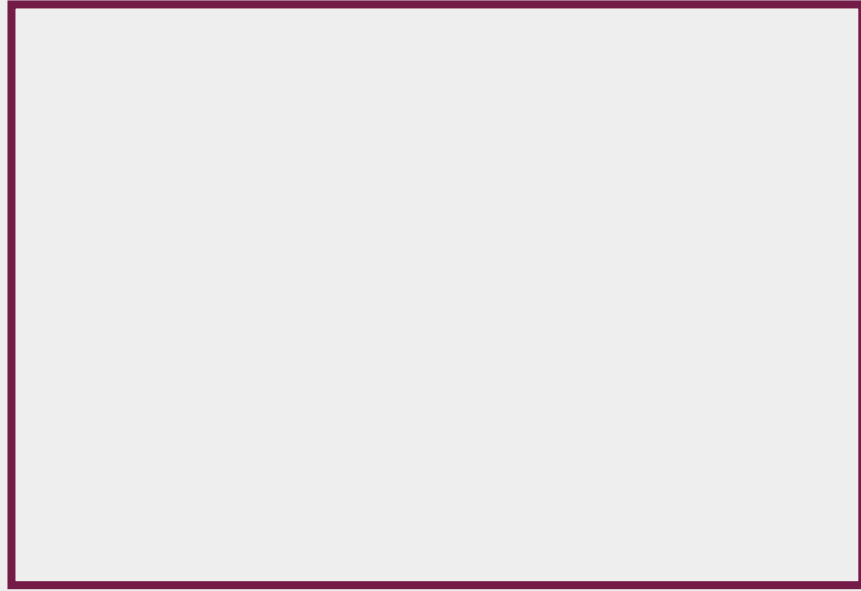
FISCAL IMPACT:

N/A

BOARD GOAL(S):

II. STUDENT SUPPORT
  A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment. **Reflected in LCAP GOAL 2**
  B. Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond. **Reflected in LCAP GOAL 1**
  C. Environment: Foster an engaging learning environment that motivates students to take ownership of their learning and personal academic growth. **Reflected in LCAP GOAL 2**
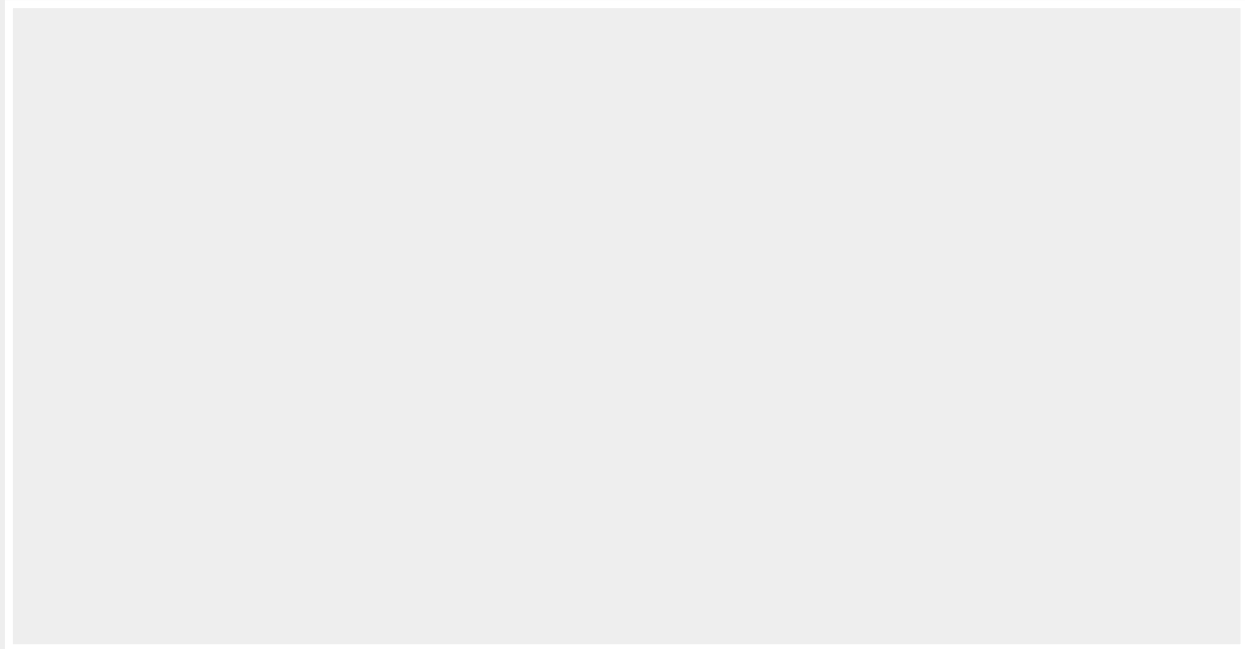
February 10, 2026

Rescue Union School District Culture and Climate Survey Results from December 2025 Administration

Rescue Union School District Board of Education

Agenda

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

RUSD Culture and Climate Survey Descriptors

THE IMPACT

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

- Parent survey results
- Student listening circle feedback
- Surveys of, and reports from, teachers, classified employees, and administrators
- Previous parent and staff survey results
- Discipline referrals and suspension rates
- Behavioral observations and data
- Attendance rates

Student Participation

➢ 637 elementary students in grades 3-5 participated in the 2025-26 survey (643 elementary students participated in the 2024-25 survey). 4

➢ 1128 middle school students in grades 6-8 participated in the 2025-26 survey (1128 middle school students participated in the 2024-25 survey).

Summary of Key Indicators – Elementary (637 Responses)

School Culture and Climate

School connectedness	81%
Caring adults in school	87%
High expectations	98%
Facilities upkeep	80%
Parent Involvement	93%
Problem Solving	83%
Rule Clarity	97%
Students well behaved	66%
Students treated fairly	72%
Students treated w/respect	92%
Student responsibility	89%
Student problem solving	80%
Staff treat students w/respect	94%

Health and Safety

Eating breakfast	89%
Late bedtime (10PM or later)	16%
Frequent feelings of Frustration	3%
Anti-bully climate	86%
Feel safe at school	87%
Feel safe to and from school	92%

Analysis of the Data - Elementary School

➤ **Bright Spots**
- Students are taking good care of themselves
- Academic motivation continues to be evident in students.
- Students identify staff that care about them.
- Parent are involved in school learning experiences and activities.
- Students feel safe at school as well as traveling to and from school.

➤ **Areas of Focus**
- Continue to monitor student engagement in academic and social opportunities
- Continue with Universal Design for Learning procedures and lessons.
- Continue providing Social Emotional Support Opportunities for Students.

Summary of Key Indicators - Middle School (1128 Responses)

School Culture and Climate

School connectedness	88%
Academic motivation	95%
Extracurricular Participation	65%
Caring adult relationships	85%
High expectations	93%
Facilities Upkeep	79%
Parent involvement	98%
Familiar with school rules	98%
Students treated fairly when they break the rules	73%
Students taught to care about each other	84%
Student responsibility is important	89%

Health and Safety

Eating breakfast	71%
Bedtime (12AM or later)	4%
School perceived safe	86%
Feel safe to and from school	95%
Harassment/bullying	48%
Been in a physical fight	10%
Saw a weapon	13%
Cyberbullying	21%
Current alcohol or drug use	2%
Current marijuana use	1%
Current cigarette use	1%
Current vaping	2%

Analysis of the Data - Middle School

➢ **Bright Spots**
- ○ Participation rates remain high, providing more confidence in the data. [8]
- ○ Attendance continues to improve.
- ○ Academic motivation and connectedness continue to improve.
- ○ Students are taking better care of themselves (i.e. Bedtime and Proper Routines)

➢ **Areas of Focus**
- ○ Continue to focus on inappropriate behaviors at school, including bullying, spreading rumors, cyber communication.
- ○ Emotional stress and support continue to be an area of concern.

Next Steps…

Survey results for each individual school have been shared with site administrators.

Site leadership teams, School Site Councils, Safety Teams, Student Councils, and other groups will be planning ways to strategically improve student perceptions and outcomes.

It will be especially important as our district continues to develop our Multi-Tiered Systems of support (MTSS) utilizing our supports including counseling, PBIS, Tier 2 Teams, etc. to support students.

Additionally, we are continuing to promote good attendance by monitoring the reasons for absence and look for ways to improve attendance in areas where it can be done safely.

Questions?