

ITEM #: 2a
DATE: January 24, 2023

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Updates for Board Policy, Administrative Regulations and Board Bylaws
(AR/BP 6158: Independent Study)

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the changes to AR/BP 6158: Independent Study

BACKGROUND:

In order to best serve students and meet families' diverse health and educational needs, the Rescue Union School District will offer a Long-Term Independent Study (LTIS) program, for students not planning on returning to in-person learning for the 2022-2023 school year.

On June 30, 2022 Assembly Bill 181, the 2022–23 omnibus budget trailer bill, was enacted. The bill contains significant revisions to the provisions of the Education Code for Independent Study (Sections 72-79 of the bill). Because the bill was a budget trailer bill, it went into effect immediately. CSBA did not provide an updated sample Administrative Regulation/Board Policy 6158: Independent Study until recently.

This DRAFT Board Policy is submitted to align with the new CSBA language and to ensure that our Master Agreement is in alignment with our Administrative Regulation and Board Policy.

STATUS:

Policies, regulations and bylaws identified for review and/or changes are submitted to the Board for first reading and possible consideration of approval. The following Administrative Regulation and Board Policy are submitted for review: AR/BP 6158: Independent Study. The revised AR/BP reflects changes made by the California State Legislature for the 2022-2023 school year.

FISCAL IMPACT:

Independent Study contracts that are not in alignment with Education Code and Board Policy put us at risk of losing the Local Control Funding Formula (LCFF) funding that the students' attendance generates.

BOARD GOALS:

Board Focus Goal I - STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

Board Focus Goal II – FISCAL ACCOUNTABILITY

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

Rescue Union USD

Administrative Regulation 6158: Independent Study

Regulation 6158: Independent Study

Status: DRAFT

AR 6158

Definitions

Live interaction means interaction between the students and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in-person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group of one-on-one instruction delivered in-person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by a teacher or teachers of record for that student pursuant to Education Code 51747.5 or the certificated employee providing instruction for course-based independent study. (Education Code 51745.5)

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
(cf. 6143—Courses of Study)
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. ~~Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum~~
3. Continuing and special study during travel

~~(cf. 5112.3 - Student Leave of Absence)~~

4. Volunteer community service activities that support and strengthen student achievement

~~(cf. 0420.4 - Charter Schools)~~

~~(cf. 6142.4 - Service Learning/Community Service Classes)~~

~~(cf. 6181 - Alternative Schools/Programs of Choice)~~

5. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction or for a student who is unable to attend in-person instruction due to a quarantine due to exposure to, or infection with, COVID-19, pursuant to local or state public health guidance.

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

~~(cf. 5113 - Absences and Excuses)~~

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and district-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

To participate in independent study, a student shall be enrolled in a district school. (Education Code 51748)

Provided that experienced certificated staff are available to effectively supervise students in independent study, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently. **The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction.** A student whose academic performance is not at grade level may participate in independent study only if the school is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program (**IEP**) specifically provides for such participation. **If a parent/guardian of a student with disabilities requests independent study because the student's health would be put at risk by in-person instruction, the student's IEP team shall make an individualized determination as to whether the student can receive a free and appropriate public education (FAPE) in an independent study placement. A student's inability to work independently, need for adult support, or need for special education or related services shall not preclude the IEP team from determining that the student can receive FAPE in an independent study placement.** (Education Code 51745)

In addition, any student with disabilities who receives services from a nonpublic, nonsectarian school through a virtual program may be permitted to participate in independent study if the student's IEP team determines that FAPE can be provided to the student by means of the virtual program and other conditions of law are satisfied.

(cf. 6159 - Individualized Education Program)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

(cf. 6183 - Home and Hospital Instruction)

Written Agreements

A written agreement shall be developed and implemented for each student participating in independent study for five or more consecutive school days. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but not be limited to, all of the following: (Education Code 51747; 5 CCR 11700)

1. The manner, time, frequency, and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one trimester
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Before the student begins the independent study, the written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747; 5 CCR 11702)

Monitoring Student Progress

~~Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant~~

~~However,~~ The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement.

The following supportive strategies may be used:

- 1.A letter to the student and/or parent/guardian
- 2.A meeting between the student and the teacher and/or counselor
- 3.A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
- 4.An increase in the amount of time the student works under direct supervision

When the student has **failed to make satisfactory educational progress or** missed the number of assignments specified in Board policy and the written independent study agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to a regular school program. (**Education Code 51747, 51749.5; 5 CCR 11701**)

A written record of findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation, and if the student transfers to another public school in California, the record shall be forwarded to that school. (Education Code 51747, 51749.5)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator shall **include, but not be limited to:**

- 1.Ensure that the district's independent study option is operated in accordance with law, Board policy, and administrative regulation and is substantially equal in quality and quantity to the classroom instruction
- 2.Obtain and maintain current information and skills required for the operation of an independent study program that meets established standards for the district's educational programs
- 3.Develop and manage the budget for independent study
- 4.Authorize the selection of certificated staff to be assigned as independent study teachers
- 5.Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator

- 6.Approve or deny the participation of students requesting independent study
- 7.Facilitate the completion of written independent study agreements
- 8.Assure a smooth transition for students into and out of the independent study mode of instruction
- 9.Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
- 10.Complete or coordinate the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

(cf. 4112.2 - Certification)

(cf. 4112.24 - Teacher Qualifications Under the No Child Left Behind)

The principal and independent study administrator may recommend and the Superintendent shall approve the assignment of teachers to directly supervise independent study and/or work with students on specific subject matter. The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

(cf. 4131 - Staff Development)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall be to include, but not be limited to:

- 1.Complete designated portions of the written independent study agreement, add additional information to the written agreement when appropriate, and sign the agreement
- 2.Supervise and approve coursework

- 3.Design lesson plans and make assignments
- 4.Maintain records of student assignments showing the date the assignment is given and the date the assignment is due
- 5.Provide direct instruction and counsel as necessary for individual student success
- 6.Regularly meet with the student to discuss the student's progress
- 7.Judge the time value of assigned work or work products completed and submitted by the student
- 8.Assess student work and determine and assign grades or other approved measures of achievement
- 9.Select and save representative samples of the student's completed and evaluated assignments for each subject, signed or initialed and dated in accordance with item #3 in the section on "Records" below
- 10.Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
- 11.Maintain any other required records and files on a current basis
- 12. Document each student's participation in live instruction and/or synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which live interaction or synchronous instruction is provided as part of the independent study program.**

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Records

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

- 1.A copy of the Board policy, administrative regulation, and other procedures related to independent study
- 2.A separate listing of the students, by grade level, program, and school, who have participated in independent study. This listing shall identify units of the curriculum attempted and units of the curriculum completed by students in grades K-8, as specified in their written agreements

3.A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher

4.A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

(cf. 3580 - District Records)

The above records shall be maintained for three years, excluding the current fiscal year.

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school.

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for 3 years from date of evaluation. (Education Code 51747)

(cf. 5125 - Student Records)

Class size reduction funding shall not be available for any independent study student. (Education Code 52123)

Regulation RESCUE UNION SCHOOL DISTRICT
approved: August 2002 Rescue, California
revised: December 2011
revised: April 8, 2014
revised: January 24, 2023

Pursuant to Assembly Bill 130 the Governing Board will adopt the changes to Independent Study as noted below for the 2021-22 school year only, unless otherwise noted:

Definitions

~~Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This~~

~~interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)~~

~~Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)~~

~~Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)~~

Educational Opportunities

~~For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51475)~~

~~Educational opportunities offered through independent study may include, but are not limited to:~~ (Education Code 51745)

- ~~1. Special assignments extending the content of regular courses of instruction~~
- ~~2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum~~
- ~~3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum~~
- ~~4. Continuing and special study during travel~~
- ~~5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement~~
- ~~6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction~~

~~In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short term basis to ensure that the student is able to maintain academic progress in the student's regular classes.~~

Equivalency

~~The district's independent study option shall be substantially equivalent in quality and quantity to~~

~~classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)~~

~~Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)~~

~~The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)~~

Eligibility for Independent Study

~~Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.~~

~~For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.~~

~~A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)~~

~~A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)~~

~~A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)~~

~~Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)~~

~~No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745).~~

Monitoring Student Progress

~~The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:~~

- ~~1. A letter to the student and/or parent/guardian~~
- ~~2. A meeting between the student and the teacher and/or counselor~~
- ~~3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate~~
- ~~4. An increase in the amount of time the student works under direct supervision~~

~~When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.~~

~~A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)~~

Responsibilities of Independent Study Administrator

~~The responsibilities of the independent study administrator include, but are not limited to:~~

- ~~1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator~~
- ~~2. Approving or denying the participation of students requesting independent study~~
- ~~3. Facilitating the completion of written independent study agreements~~
- ~~4. Ensuring a smooth transition for students into and out of the independent study~~

~~mode of instruction~~

5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

~~Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)~~

~~The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)~~

~~The responsibilities of the supervising teacher shall include, but are not limited to:~~

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which

~~independent study is provided~~

~~The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.~~

~~These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.~~

~~State References Description~~

Pursuant to Assembly Bill 181 the Governing Board will adopt the changes to Independent Study as noted below for the 2022–23 school year only, unless otherwise noted:

~~Note: On June 30, Assembly Bill 181, the 2022–23 omnibus budget trailer bill, was enacted. The bill contains significant revisions to the provisions of the Education Code for Independent Study (Sections 72–79 of bill). Because the bill is a budget trailer bill, it went into effect immediately. CSBA will provide an updated sample Board Policy/Administrative Regulation 6158: Independent Study in its September policy update packet.~~

~~In the meantime, local educational agencies should include the following new independent study requirements in their written agreements with students and parents for student participation in independent study:~~

- ~~LEAs are required to obtain a signed written agreement for an independent study or course-based independent study program 15 days or more before the beginning of independent study, and for an independent study or course-based program of less than 15 days, within 10 days of the beginning of the first day of the student's enrollment. (EC §§ 51747 (g)(9)(A) and 51749.6 (b)(1))~~
- ~~If a student receives special education and related services and the individualized education program (IEP) team decides the student can receive a free appropriate public education (FAPE) in independent study, "the certificated employee with responsibility for the student's special education programming" must be a signatory to the written agreement. (EC §§ 51747 (g)(9)(F) and 51749.6 (b)(1))~~
- ~~Attendance triggers for implementation of tiered reengagement were revised to require tiered reengagement in the following circumstances:~~
 - ~~Students not generating attendance for more than 20 percent of instructional time over four weeks; or~~
 - ~~Students not participatory in synchronous instructional offerings for more than 50 percent of the scheduled times for such instruction in a school month~~

~~(EC § 51747 (d))~~

- Before signing a written agreement for independent study, the parent or guardian may request a meeting regarding the placement in the independent study program. This is a very small change as the statute previously stated that the LEA “shall” provide the meeting “upon request of the parent or guardian.” (EC § 51747 (h)(2))
- The following are not required for students who participate in independent study due to necessary medical treatments or in-patient treatment for health care or substance abuse, if they are otherwise enrolled in regular classroom instruction and the LEA obtains proof of the need for medical care:
 - Tiered reengagement strategies under Ed Code section 51747 (d);
 - Daily synchronous instruction for grades TK-3 Ed Code section 51747 (e); and
 - Plan to transition back to in-person instruction within five instructional days Ed Code section 51747 (f)

~~(EC § 51747 (i))~~

~~Other revisions to the independent study statutes in AB 181 include:~~

- Unlike 2021-22, LEAs are not required to offer independent study. Though the statute was not amended to remove that requirement, per the plain language of the statute, the requirement only applied in the 2021-22 school year.
- The bill provides a statement of legislative intent that LEAs offer a range of quality educational options, including classroom-based, hybrid and non-classroom based programs to better tailor instruction to pupils and that LEAs consider, when adopting independent study policies, offering more than one independent study model for long- and short-term placements in accordance with the relevant statutes. (EC § 51744)
- Educational opportunities that may be provided through independent study no longer include individualized alternative education designed to teach the knowledge and skills of the core curriculum. However, the statute continues to allow independent study participation for students whose health would be put at risk by in person instruction, as determined by the parent or guardian. (EC § 51745 (a)(5) and former EC § 51745 (a)(3))
- IEP teams must consider independent study placements for a special education student if requested by parents due to risks to the student’s health of in-person instruction pursuant to Ed Code section 51745, subdivision (a)(6). The IEP team must make an individualized determination as to whether the student can be provided FAPE through independent study. A student’s inability to work independently, need for adult support, or receipt of special education or related services, shall not preclude the IEP team from making such a determination. (EC § 51745 (e))

- The bill removed prohibition on special education students participating in course-based independent study if participation in course-based independent study provides a FAPE. (EC § 51749.5 (a)(7))
- A temporarily disabled student may not receive individual instruction pursuant to Education Code 48206.3 through independent study. (EC § 51745.5 (d))
- The requirement that synchronous instruction be provided by the teacher of record “appropriate to the subject matter being taught” has been removed. (EC § 51745.5 (d))
- The requirement that independent study content must be “provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction has been revised to remove the phrase “provided at a level of quality and intellectual challenge.” (EC § 51745.5 (d))
- More than 10 percent of students in an opportunity school/program or continuation high school may participate in independent study in the case of emergency as defined in Education Code sections 41422 and 46392. (EC § 51745 (b))
- Apportionment credit can now be claimed by the combined time value of pupil work product and pupil participation in synchronous instruction. Procedures for claiming apportionment have been revised to account for this change. (EC § 51745 (b)(1) and (2))
- Districts may claim apportionment credit for students who receive a virtual program through a nonpublic, nonsectarian school. (Uncodified language- Section 110 of AB 181)

~~5 CCR 11700-11703 Independent study~~

~~5 CCR 19819 State audit compliance~~

~~Ed. Code 17289 Exemption for facilities~~

~~Ed. Code 41976.2 Independent study programs; adult education funding~~

~~Ed. Code 42238 Revenue limits~~

~~Ed. Code 42238.05 Local control funding formula; average daily attendance~~

~~Ed. Code 44865 Qualifications for home teachers~~

~~Ed. Code 46200-46208 Incentives for longer instructional day and year~~

~~Ed. Code 46300-46307.1 Methods of computing average daily attendance~~

~~Ed. Code 47612.5 Charter schools operations, general requirements~~

~~Ed. Code 48204 Residency requirements~~

~~Ed. Code 48206.3 Home or hospital instruction; students with temporary disabilities~~

~~Ed. Code 48220 Classes of children exempted~~

~~Ed. Code 48340 Improvement of pupil attendance~~

~~Ed. Code 48915 Expulsion; particular circumstances~~

~~Ed. Code 48916.1 Educational program requirements for expelled students~~

~~Ed. Code 48917 Suspension of expulsion order~~

~~Ed. Code 49011 Student fees~~

~~Ed. Code 51225.3 Graduation requirements; courses that satisfy college entrance criteria~~

~~Ed. Code 51745-51749.6 Independent study~~

~~Ed. Code 52522 Adult education alternative instructional delivery~~

~~Ed. Code 52523 Adult education as supplement to high school curriculum; criteria~~

~~Ed. Code 56026 Individual with exceptional needs~~

~~Ed. Code 58500-58512 Alternative schools and programs of choice~~
~~Fam. Code 6550 Authorization affidavits~~

Rescue Union USD

Board Policy 6158: Independent Study

Policy 6158: Independent Study

Status: DRAFT

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and enabling students to reach curriculum objectives and fulfill promotion requirements. As necessary to meet student needs, independent study may be offered for short- or long-term placements, on a full-time basis or on a part-time basis and/or in conjunction with part- or full-time classroom study.

(cf. 0420.4 - Charter Schools)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6200 - Adult Education)

The Board shall hold a public hearing when considering the scope of its existing or prospective use of independent study as an instructional strategy, its purposes in authoring independent study, and factors bearing specifically on the maximum realistic lengths of assignments and acceptable number of missed assignments for specific populations of students. (Education Code 51747; 5 CCR 11701)

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, or an online course.

A student's participation in independent study shall be voluntary and no student shall be required to participate. Students participating in independent study shall have the right, at any time, to

enter or return to the regular classroom mode of instruction. (Education Code 51747; 51749.5, 51749.6, 5 CCR 11700)

Independent Study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be **three** consecutive school days. (Education Code 46300)

General Independent Study Requirements

Parents/guardians of students who are interested in independent study shall contact the Superintendent or designee. The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom **setting**

The minimum instructional minutes shall be the same of all students at each school including students participating in independent study, except as otherwise permitted by law. (Education Code 46100)

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of programs. When necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due. However, in no event shall the due date of an assignment be extended beyond the termination date specified in the student's written agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study, the following criteria will be used:

If the independent study agreement is more than 14 days:

- Student is failing to make satisfactory educational progress
- Student is missing the equivalent of three days of assignments in one trimester

If the independent study agreement is less than 14 days:

- Student is failing to make satisfactory educational progress
- Student is missing the equivalent of three assignments in one agreement

Satisfactory educational progress shall be determined based on all the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning of required concepts, as determined by the supervising teacher
4. Progress towards successful completion of the course of study of individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. (Education Code 51747)

The Superintendent or designee shall ensure that all students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction.
2. For students in grades 4-8, opportunities for both live daily interaction and at least weekly synchronous instruction.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students participating in an independent study program for 15 school days or more who are: (Education Code 51747)

1. Not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the district's approved instructional calendar.
2. Not participating in synchronous instructional offerings pursuant to Education Code 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span.
3. In violation of their written agreement.

Tiered reengagement strategies procedures used in district independent study programs shall include local programs intended to address chronic absenteeism, as applicable, including but not limited to the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification of parents/guardians of lack of participation within one school day of the recording of a nonattendance day or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the

student's achievement and well-being

The Superintendent or designee shall, for students who participate in an independent study program for 15 school days or more, develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days. (Education Code 51747)

When any student enrolled in classroom-based instruction is participating in independent study due to necessary medical treatment or inpatient treatment for mental health or substance abuse under the care of appropriately licensed professionals, the student shall be exempt from the live interaction and/or synchronous instruction, tiered reengagement strategies, and transition back to in-person instruction requirements specified above. In such cases, evidence from appropriately licensed professionals, of the student's need to participate in independent study, shall be submitted to the Superintendent or designee. (Education Code 51747)

The Superintendent or designee shall ensure that a written agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

Upon the request of the parent/guardian of a student, and before signing a written agreement as described below in the section "Master Agreement," the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian , and is requested by the parent/guardian an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

~~The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)~~

~~To foster each participating student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:~~

~~The written agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study contracts or agreements shall be no more than one trimester for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.~~

~~When a participating student misses assignments equivalent to three days of independent study work in one trimester, an evaluation shall be conducted to determine whether it is in the student's~~

~~best interest to remain in independent study. However, a student's written agreement may specify a lower or higher number of missed assignments that will trigger an evaluation when the Superintendent or designee determines it appropriate based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.~~

~~Supervising teachers should establish an appropriate schedule for student teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet, either in person or by electronic means, with each participating student at least once every two weeks to discuss the student's progress.~~

(cf. 5147 - Dropout Prevention)

~~Missing appointments with the supervising teacher without valid reasons also may trigger an evaluation to determine whether the student should remain in independent study.~~

~~Students in independent study have access to the same services and resources of the school in which they are enrolled as is available to other students in the school. (5CCR Section 11701.5(b))~~

~~The Superintendent or designee shall annually report to the Board the number of students participating in independent study, the average daily attendance generated for apportionment purposes, the quality of these students' work as measured by standard indicators, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.~~

(cf. 0500 - Accountability)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 6162.5 - Student Assessment)

Home-Based Independent Study

~~The Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the district's classroom instruction.~~

~~Pursuant to Assembly Bill 130 the Governing Board will adopt the changes to Independent Study as noted below for the 2021-22 school year only, unless otherwise noted:~~

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students whose health or other personal circumstances make classroom attendance difficult, and/or who need to make up credits or fill gaps in their learning. The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course. A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5). Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745). For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

- ~~1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060~~
- ~~2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments~~
- ~~3. Learning required concepts, as determined by the supervising teacher~~
- ~~4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher~~

~~The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction.~~

~~The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)~~

- ~~1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction~~
- ~~2. For students in grades 4–8, opportunities for both daily live interaction and at least weekly synchronous instruction~~

~~The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)~~

- ~~1. Verification of current contact information for each enrolled student~~
- ~~2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation~~
- ~~3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary~~
- ~~4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being~~

~~The Superintendent or designee shall develop a plan to transition students whose families wish to return to in person instruction from independent study expeditiously, and, in no case later than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)~~

~~The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)~~

~~The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and re-enrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)~~

~~Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)~~

Master Agreement

~~For the 2021-22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.~~

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703).

For student participation for 15 school days or more, a signed written agreement shall be obtained before the student begins independent study. For student participation of less than 15 school days, a signed written agreement shall be obtained within ten school days of the first day of the student's enrollment. (Education Code 46300, 51747)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place, and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. ~~Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent~~

~~study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.~~

10. Before the commencement of independent study projected to last for 15 school days or more, or within ten school days of the first day of enrollment for independent study for less than 15 school days, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under 18 years of age, the certificated employee responsible for the general supervision of independent study, and for students with disabilities, the certificated employee designated as having responsibility for the special education programming of the student

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction and for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction.

4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor.
7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.

8. A student shall not be required to enroll in courses included in the course-based independent study program.

9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.

10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.

11. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.

12. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.

13. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.

14. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.

15. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5

2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above

3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years

4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. Before the commencement of an independent study course **projected to last for 15 school days or more, or within ten school days of the first day of enrollment for an independent study course projected to last less than 15 school days**, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the

general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph “caregiver” means a person who has met the requirements of Family Code 6550-6552. ~~However, for the 2021–22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student’s parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.~~

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6).

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through **course-based** independent study. (Education Code 51749.6).

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Upon the request of a student's parent/guardian, and before signing a learning agreement as described above, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference, or other meeting during which the student, parent/guardian, and, if requested by the parent/guardian, an advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51749.6)

Student Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a re-engagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8.

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as non-participatory for that school day. (Education Code 51747.5).

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

5 CCR 11700-11703 Independent study

5 CCR 19819 State audit compliance

Ed. Code 17289 Exemption for facilities

Ed. Code 41976.2 Independent study programs; adult education funding

Ed. Code 42238 Revenue limits

Ed. Code 42238.05 Local control funding formula; average daily attendance

Ed. Code 44865 Qualifications for home teachers

Ed. Code 46200-46208 Incentives for longer instructional day and year

Ed. Code 46300-46307.1 Methods of computing average daily attendance

Ed. Code 47612.5 Charter schools operations, general requirements

Ed. Code 48204 Residency requirements

Ed. Code 48206.3 Home or hospital instruction; students with temporary disabilities

Ed. Code 48220 Classes of children exempted

Ed. Code 48340 Improvement of pupil attendance

Ed. Code 48915 Expulsion; particular circumstances

Ed. Code 48916.1 Educational program requirements for expelled students

Ed. Code 48917 Suspension of expulsion order

Ed. Code 49011 Student fees

Ed. Code 51225.3 Graduation requirements; courses that satisfy college entrance criteria

Ed. Code 51745-51749.6 Independent study

Ed. Code 52522 Adult education alternative instructional delivery

Ed. Code 52523 Adult education as supplement to high school curriculum; criteria

Ed. Code 56026 Individual with exceptional needs

Ed. Code 58500-58512 Alternative schools and programs of choice

Fam. Code 6550 Authorization affidavits

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Health and Nursing Staff and Student Supports

RECOMMENDATION:

Information and discussion only.

BACKGROUND:

Our nursing staff consists of district-wide nurses and health office nurses or aides.

The district-wide nurses create and review health plans, provide services outlined in Individualized Education Plans (IEP), perform hearing and vision screenings, in addition to oversight of students with health issues such as diabetes.

The health office nurses/aides support individual school sites with day to day student needs, including implementation of health plans and monitoring diabetic students.

STATUS:

Currently, there are health office nurses at Lake Forest, Lakeview, Rescue, Pleasant Grove, and Marina Village for 6 hours daily. Green Valley and Jackson have health office aides for 6 hours per day for a combined total of 3.75 FTE (Full-Time Equivalent) and there are 4 district-wide nurses for a total of 2.2 FTE.

FISCAL IMPACT:

This is a report reviewing current staffing levels that are included in the most recent board approved budget.

BOARD GOAL(S):

Board Focus Goal I - STUDENT NEEDS

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

Board Focus Goal II – FISCAL ACCOUNTABILITY

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.



January 24, 2023

Health and Nursing

Rescue Union School District Board of Education

Topics to be covered

- Staffing - Background Information
- FTE Distribution
- Roles and Responsibilities
- Student Data
- Impacts
- Questions



Staffing - Background Information

2019-2020

2.2 FTE District Nurses

3.1 FTE HON (LF, LV, RE, PG, MV)

1.5 FTE Health Aides (GV and JE)

2020-2021

2.2 FTE District Nurses

3.75 FTE HON (LF, LV, RE, PG, MV)

1.5 FTE Health Aides (GV and JE) Note: *COVID funded*

2021-2022

2.2 FTE District Nurses

3.75 FTE HON (LF, LV, RE, PG, MV) Note: *All five remained with COVID funding*

1.5 FTE Health Aides (GV and JE)

2022 - 2023

2.2 FTE District Nurses

3.75 HON

1.5 FTE Health Aides



FTE Distribution (Nurses)

District Nurse	FTE	Site
Morgan Butler	1.0	LF, MV, JE
Bree Harris	0.5	RE, PG
Mandy Tomlin	0.5	RE, GV
Christy Beamer	0.2	LV



FTE Distribution (Health Office Nurses and Aides)

Health Office Nurse (LVN)	FTE	Site
Lisa Prini	0.75	LF
Katie Clark	0.75	LV
Adrian Padilla	0.75	RE
Anne Fegan	0.75	MV
Francie Hoover	0.75	PG
Health Aide	FTE	Site
Jamie Hall	0.75	GV
Carina De La Garza	0.75	JE



Roles and Responsibilities - Nurses

District Nurse

- Annual Health Screenings - Hearing/Vision/Dental - coordination and follow up, TB, and Scoliosis follow up
- Annual Staff Trainings - First aid/CPR, hyper/hypoglycemia, anaphylaxis, epipen use, Narcan, and Individual Health Plans (IHPs)
- Vaccination requirements/compliance, audits for reporting to CHDP and CA Immunizations
- County Liaison - communicable diseases, COVID tracking
- Site yearly medication forms and Family Life support
- Kinder orientation
- School website updates - Health
- Supply orders



Roles and Responsibilities - HON's and HA's

Health Office Nurse

- Manage daily medication schedule
- Facilitate Individual Health Care Plans including Diabetic Medical Management Plans
- Facilitate mass communication to families
- Assess daily student illness and injury
- Stock supplies in classrooms
- Train site staff on basic first aid

Health Aide

- Provide all above responsibilities with the exception of the physician orders requiring licensed personnel



Current Data - District Totals

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	1278	148	265	46	24	1761	110.0625
September	21	1946	187	323	42	106	2604	124
October	20	2118	199	339	59	64	2779	138.95
November	16	1315	146	206	29	22	1718	107.375
December	16	1563	160	259	64	96	2142	133.875
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	8220	840	1392	240	312	11004	61.133333333



Impacts

Impact on Students/Families:

- Increase of 846 hours of additional support for students per year
- All sites staffed with HON's from bell to bell
- Provides consistent care across the district at every site
- Improved communication between site and families

Impact on Staff:

- Frees up secretarial and administration time so they can focus on what they were hired to do
- Adequate time for our HON's to be proactive and comprehensive in the services they can provide





Addendum A:

Specific Data for each school site

Current Data - Green Valley

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	225	33			24	282	17.625
September	21	330	42			81	453	21.57142857
October	20	381	40	20	8	62	511	25.55
November	16	260	22	13	2	22	319	19.9375
December	16	308	28	13	6	95	450	28.125
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	1504	165	46	16	284	2015	11.19444444



Current Data - Jackson

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	232	17	0	0	0	249	15.5625
September	21	369	33	0	0	0	402	19.14285714
October	20	416	38	0	0	0	454	22.7
November	16	189	35	0	0	0	224	14
December	16	274	30	0	0	0	304	19
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	1480	153	0	0	0	1633	9.072222222



Current Data - Lake Forest

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	183	10	77	26	0	296	18.5
September	21	271	19	112	27	0	429	20.42857143
October	20	287	16	109	19	1	432	21.6
November	16	144	13	65	3	0	225	14.0625
December	16	212	15	89	27	0	343	21.4375
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	1097	73	452	102	1	1725	9.583333333



Current Data - Lakeview

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	195	11	16	3	0	225	14.0625
September	21	269	9	21	4	24	327	15.57142857
October	20	311	12	20	3	0	346	17.3
November	16	185	8	14	2	0	209	13.0625
December	16	232	3	16	3	0	254	15.875
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	1192	43	87	15	24	1361	7.561111111



Current Data - Rescue

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	183	5	140	12	0	340	21.25
September	21	325	2	148	9	0	484	23.04761905
October	20	319	1	153	20	1	494	24.7
November	16	249	0	84	18	0	351	21.9375
December	16	274	14	113	21	0	422	26.375
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	1350	22	638	80	1	2091	11.61666667



Current Data - Marina Village

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	123	33	16	1	0	173	10.8125
September	21	189	42	21	1	0	253	12.04761905
October	20	212	42	21	1	0	276	13.8
November	16	151	32	16	0	0	199	12.4375
December	16	135	32	18	1	0	186	11.625
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	810	181	92	4	0	1087	6.038888889



Current Data - Pleasant Grove

Month	School Days	Health Log Total <i>(From Daily Health Log)</i>	Medications Dispensed	Diabetic Care Scheduled	Diabetic Care Unscheduled	Lice Checks	Total encounters per month	Average encounters per school day
August	16	137	39	16	4	0	196	12.25
September	21	193	40	21	1	1	256	12.19047619
October	20	192	50	16	8	0	266	13.3
November	16	137	36	14	4	0	191	11.9375
December	16	128	38	10	6	1	183	11.4375
January	16						0	0
February	18						0	0
March	23						0	0
April	14						0	0
May	20						0	0
Totals	180	787	203	77	23	2	1092	6.0666666667



RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California School Dashboard Update for 2022

RECOMMENDATION:

Information and discussion only.

BACKGROUND:

The District began receiving funding under the Local Control Funding Formula (LCFF) for the 2013-2014 school year. The LCFF accountability system requires that Local Education Agencies (LEA's) develop a three-year Local Control Accountability Plan (LCAP) and complete annual updates. The performance of schools and districts under the new Local Control Accountability Planning process will be reported out for various state and local indicators on the new California School Dashboard. The Dashboard was recently suspended during 2021 due to the Covid-19 pandemic. The Dashboard has resumed during 2022.

STATUS:

Due to the Covid-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. The District has analyzed progress relative to the state measured priorities listed below. The Board will receive information regarding Rescue Union School District's status for the state indicators.

- Academic Performance Indicators
- Academic Engagement Indicators
- Conditions & Climate Indicators

FISCAL IMPACT: N/A

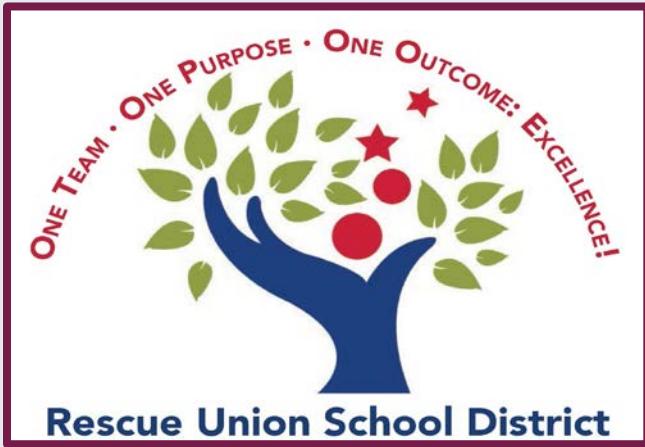
BOARD GOAL(S):

Board Focus Goal I - STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District community.



January 24, 2023

The California Dashboard

Rescue Union School District Board of Education

Topics to be Covered

- What is the California School Dashboard?
- Dashboard Reporting
- Dashboard Indicators Information
 - Categories
 - Calculations
 - History
- Review Indicator Data
- Data Analysis and Next Steps
- Questions



What is the California School Dashboard?

- The **California School Dashboard** is one tool that provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.



Dashboard Reporting

- The **California School Dashboard** provides data on indicators by
 - District
 - School Site
 - Student Group
 - For reporting purposes: Student Groups need a minimum of 30 students in all groups with the exception of Foster Youth and McKinney Vento (15 student minimum).



California School Dashboard Indicators

- The following indicators are used on the Dashboard to measure performance and identify areas of strength and weakness:
 - English Language Arts/Mathematics
 - Chronic Absenteeism
 - English Language Progress
 - Suspension Rate
 - Local Indicators

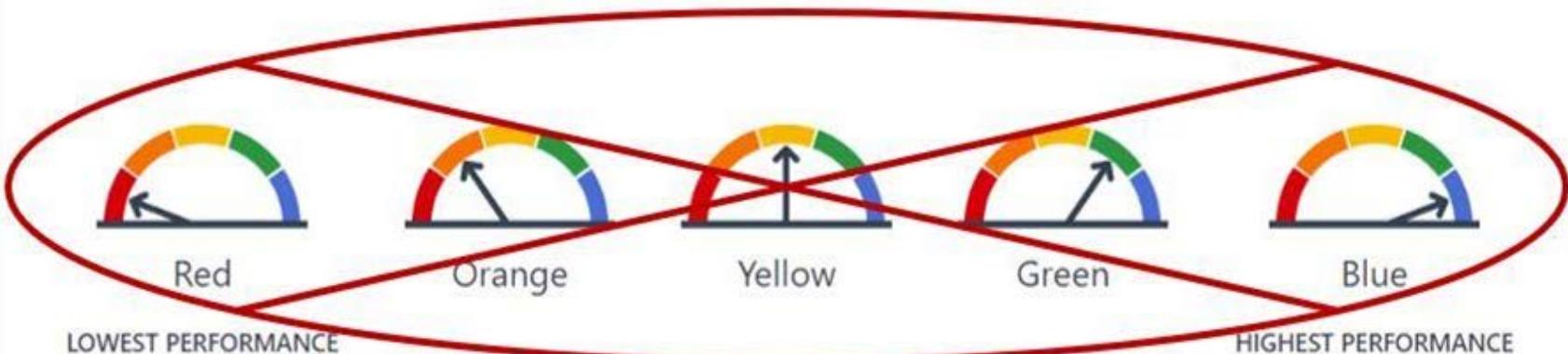


How was the Dashboard Calculated?

During the Years 2017-2019, the Dashboard was calculated using a formula that added Status Levels and Change Levels.

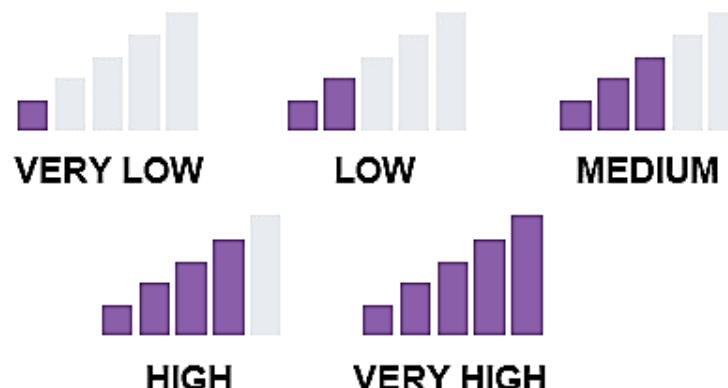


2022 Dashboard: No Indicator Colors



AB 130 Language: *Using only 2021/22 Data (Status) on the 2022 Dashboard*

- Current Year Data: (2021-22) = Status Only
- Status Graphic
 - “Cell Phone Bars”
 - Single Color for all Status Levels

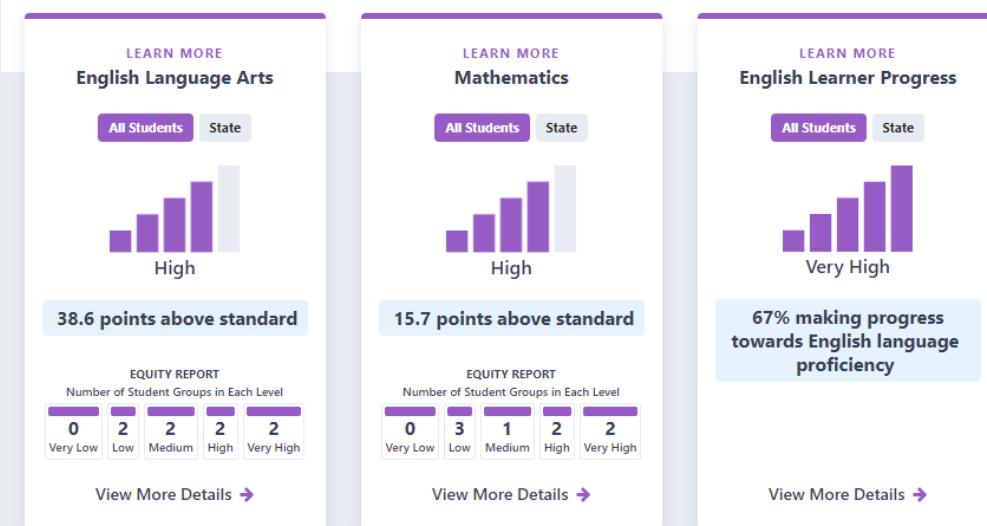


Summary of Dashboard Indicators Leading to 2022

Indicator	2017	2018	2019	2020	2021	2022
English Language Arts/Mathematics	✓	✓	✓	n/a	n/a	Status Only
Chronic Absenteeism	n/a	✓	✓	n/a	n/a	Status Only
English Language Progress	✓	n/a	Status Only	n/a	n/a	Status Only
Suspension Rate	✓	✓	✓	n/a	n/a	Status Only
Graduation	✓	✓	✓	n/a	n/a	Status Only
College/Career	n/a	Status Only	✓	n/a	n/a	n/a
Local Indicators	✓	✓	✓	n/a	✓	✓

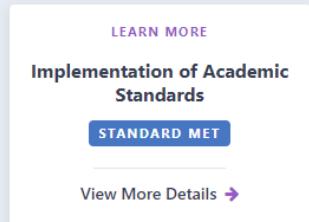


RUSD Academic Performance Indicators

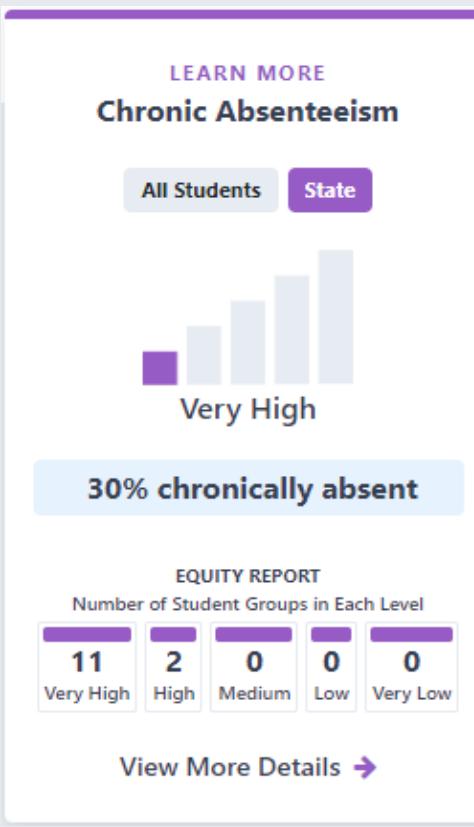
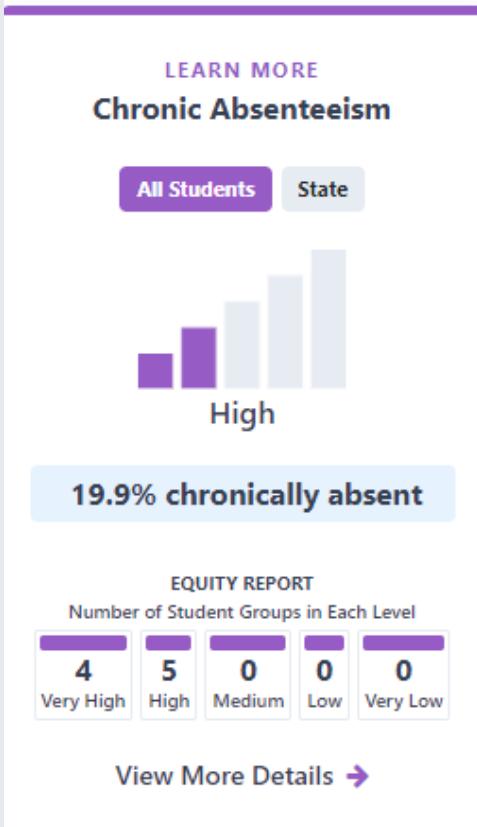


- Indicator Performance Level
- Points or Percentage based on State Standards
- Equity Report Illustrating Student Groups and Where They Scored in Relation to Performance Level
- Local Indicator Information Based on a Rating Scale on State Criteria Taken in Fall 2022

Local Indicators



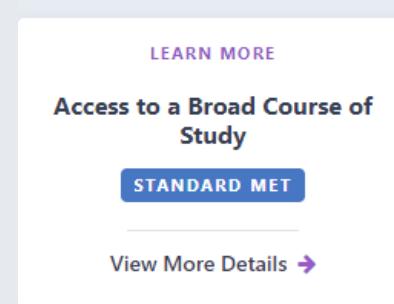
RUSD Academic Engagement Indicator



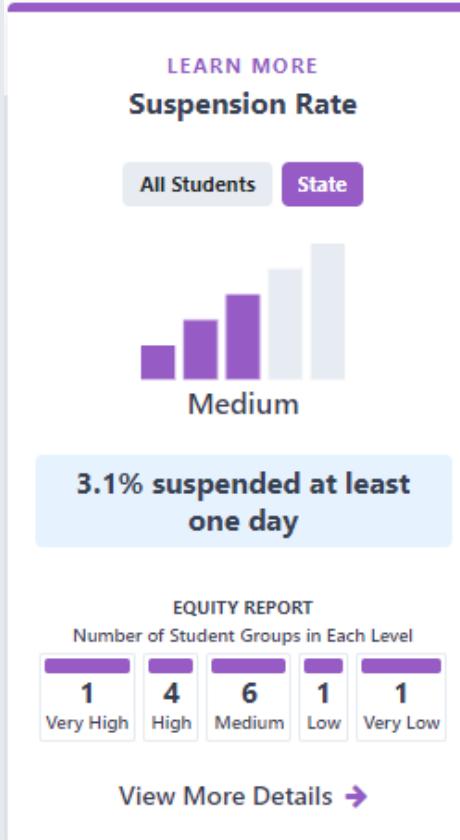
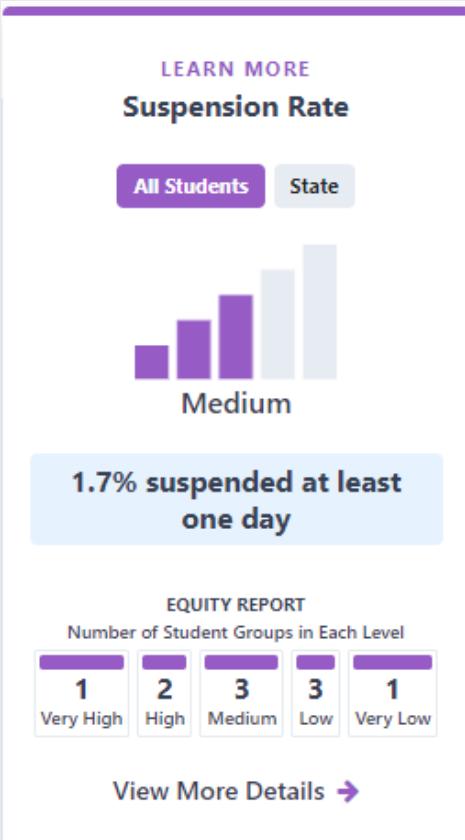
➤ The Chronic Absenteeism rate reflects the percentage of students who are absent at least 10 percent of instructional days in which the student was expected to attend.

➤ Local Indicator
Information Based on a Rating Scale on State Criteria Taken in Fall 2022

Local Indicators



RUSD Conditions & Climate Indicator



- Percentage determined based on number of students who have been suspended for at least one day
- Equity Report Illustrating Student Groups and Where They Scored in Relation to Performance Level
- Local Indicator Indicator Information Based on a Rating Scale on State Criteria Taken in Fall 2022



RUSD Conditions & Climate Local Indicators

Local Indicators

[LEARN MORE](#)

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

[View More Details ➔](#)

[LEARN MORE](#)

Parent and Family Engagement

STANDARD MET

[View More Details ➔](#)

[LEARN MORE](#)

Local Climate Survey

STANDARD MET

[View More Details ➔](#)

- Local Indicator Information Based on a Rating Scale on State Criteria Taken in Fall 2022



Data Analysis and Next Steps

Areas of Strength:

- Academic Performance Indicators are all positive.
- RUSD has met standard in all Local Indicators.

Areas of Focus:

- Monitor:
 - Chronic Absenteeism Indicators.
 - Monitor Suspension Indicators.
 - Student Group Data.



Questions?



RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: School Library Plan

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the Library Plan.

BACKGROUND:

The Rescue Union School District recognizes the importance of strong school library programs and will continue to promote the importance of research, literacy and the love of reading in our schools.

Research from the California School Library Association cites numerous studies showing significant correlations between student achievement and strong library media programs.

STATUS:

The District Library Committee continues to meet annually to update and revise the District Library Plan, with the overall goal of providing students with experiences that will enable them to be successful and to prepare them to be career and college ready as per the Local Control Accountability Plan (LCAP).

LCAP Goal 7: The District will provide quality educational services to maximize academic achievement for all individual students and student groups.

FISCAL IMPACT:

Funding sources for school libraries located in the Rescue Union School District include the Library Media Program budget, the school site budget, site fundraisers, donations, and grants. Fiscal impact is dependent on the ability of the district or site to implement the suggested library plan goals and on approved funding from these sources.

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS:

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

LIBRARY PLAN



2022/2023

RESCUE UNION SCHOOL DISTRICT
2390 Bass Lake Road, Rescue, CA
95672 (530) 677-4461

Rescue Union School District

Board of Trustees

Michael Gordon

Kim White

Michelle Bebout

Jamie Hunter

new - Feb 2023

Superintendent

Jim Shoemake

District Library Staff

Asst. Superintendent of Curriculum & Instruction:

Dustin Haley

Library /Media Coordinators:

Sheri Allen

Carrie Cash

Natalie Hadden

Aimee Hepler

Erin Sargent

Debbie Shedd

Kimberly Valdez

Library/Media Clerk: Rhonda Picard

**Library Services provided through Memorandum
of Understanding (MOU) with El Dorado County
Office of Education**

INTRODUCTION

The objective of the Rescue Union School District's Library Media Centers is to develop the research, literacy and critical thinking abilities of our Transitional Kindergarten through 8th grade students. Developing the ability to think clearly, critically, and creatively depends on a steady flow of information through print and non-print media. The school library program provides an abundance of appropriate learning resources in many formats. Critical thinking skills are also fostered when students are instructed in information literacy strategies and provided with opportunities to learn how to locate, analyze, evaluate, interpret and communicate information and ideas.

Our responsibility is to equip students with skills to make them globally competitive as well as help them to apply responsible research practices, act with respect for others when utilizing digital devices and continue to grow as life-long learners.

The adoption of the California State Standards has presented a transformational opportunity and a call to action for school libraries. This opportunity challenges school libraries to revise programs and focus on the critical role the library can play in engaging and supporting student learning through:

1. Reading comprehension
2. Classroom and library collaborative planning for instruction
3. Inquiry-based research
 - a. Increasing text complexity
 - b. Writing from sources
 - c. Reading in the content areas
 - d. Balancing fiction and nonfiction
 - e. Answering with evidence
 - f. Building vocabulary
 - g. Reading comprehension, inquiry

In late 2010, the California State Board of Education adopted the Model School Library Standards for California Public Schools found at <https://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>.

These standards are consistent with the California State Standards and will continue to guide schools in teaching students how to access, evaluate and use information effectively so that they can become information literate. Students today need to become prepared for success in a hypercompetitive global economy that is powered by information and knowledge.

The standards are organized around four concepts followed by overarching standards that continue across all grade levels with detailed standards for each grade or grade span.

ORGANIZATION OF THE MODEL SCHOOL LIBRARY STANDARDS:

1. Students Access Information

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information
- 1.2 Formulate appropriate questions
- 1.3 Identify and locate a variety of resources online and in other formats using effective research strategies
- 1.4 Retrieve information in a timely, safe, and responsible manner

2. Students Evaluate Information

The student will evaluate and analyze information to determine appropriateness in addressing the scope of inquiry.

- 2.1 Determine relevance of information
- 2.2 Assess comprehensiveness, currency, credibility, authority, and accuracy of resources
- 2.3 Consider the need for additional information

3. Students Use Information

The student will organize, synthesize, create, and communicate information.

- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and digital resources
- 3.2 Draw conclusions and make informed decisions
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

4. Students Integrate Information Literacy Skills into All Areas of Learning

The student will independently pursue information to become a life-long learner.

- 4.1 Read broadly and use various media for information, personal interest, and life-long learning
- 4.2 Seek, produce, and share information
- 4.3 Appreciate and respond to creative expressions of information

STRONG SCHOOL LIBRARIES BUILD STRONG STUDENTS

Research supports the importance of school libraries and staff in academic achievement and confirms that quality school library programs impact student achievement. "School Library Media Impact Studies" provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania between 2000 and 2013 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at www.lrs.org/. **Factors in these quality school library programs are:**

- Up-to-date books, materials, and equipment
- Up-to-date technology tools including automated collections and availability of databases
- Increased usage of the school library services
- Collaboration between the classroom teacher and the library media specialist
- Integration of the library media center by the classroom teacher information literacy skills
- Increasing the print and electronic resources that are accessible to students at school and at home
- Supporting the development of digital literacy skills including digital citizenship and online safety
- For comprehensive lists of research related to the impact of school libraries, see below:
 1. Library Research Service at <https://www.lrs.org/>
 2. California Department of Education's, Research Related to School Libraries at <https://www.cde.ca.gov/ci/cr/lb/research.asp>

The Library/Media Center is responsible for providing and coordinating access to knowledge, information, and diversity of ideas. It serves as the hub for students, parents, and the community to access information. Here, users learn to manage technology resources. Students improve their productivity by having a "one-stop-shop" where they plan, create, and produce materials and projects.

Automation and online resources have revolutionized libraries and the publishing industry in ways not seen since the invention of the printing press. Combining computer and telecommunications technologies allows libraries to access networked electronic information through the electronic superhighway. Electronic information increasingly permeates every area of the library. Access to these resources is flexible, available for individuals, small teams, and large groups.

The Media Center facilitates information exploration, resource gathering, and reading through these resources:

- A library/media coordinator
- Readily available on-line resources
- Collections of instructional resources
- Support systems for curriculum activities

Rescue Union School District understands that the goals and objectives in this plan are not binding, are contingent on available funding and, as such, will adapt the plan as necessary to provide the best possible service to our students.

DEMOGRAPHICS

The Rescue Union School District educates approximately 3515 students in Transitional Kindergarten through eighth grade residing in northern portions of El Dorado Hills, Cameron Park, and Shingle Springs, the community of Rescue, and unincorporated areas in northwest El Dorado County. The district is located approximately 25 miles east of Sacramento and 10 miles west of Placerville, just north of the Highway 50 corridor.

The district is bordered by the Sacramento County line to the west, Black Oak Mine Unified School District to the north, Mother Lode Union School District to the east, Gold Trail Union School District to the northeast, and Buckeye Union School District to the south. High school age students attend schools operated by the El Dorado Union High School District.

The district presently has five elementary schools, two middle schools, and one online school program:

- Green Valley Elementary School (Grades Transitional K-5)
- Jackson Elementary School (Grades Transitional K-5)
- Lake Forest Elementary School (Grades Transitional K-5)
- Lakeview Elementary School (Grades Transitional K-5)
- Rescue Elementary School (Grades Transitional K-5)
- Marina Village Middle School (Grades 6-8)
- Pleasant Grove Middle School (Grades 6-8)
- LTIS Online School (Grades K-8)

In order to accommodate growth in the future, the district has one more school site located at Sienna Ridge.

The Rescue Union School District is predominately made up of low-middle to upper income families who place a very high value on education. Because of our relatively homogenous community, our relatively high average income, and our low Aid for Dependent Children qualification, we do not qualify for many additional support programs (i.e., federal and state level grants) that would normally be used to support our efforts toward literacy advancement. Additionally, our district's enrollment has been declining for several years resulting in decreased State funding. All of this creates significant challenges for our district as we look for ways to fund our goals for students.

LIBRARY COMMITTEE MISSION STATEMENT

The mission of the Rescue Union School District library program is to support the education of all students to their highest potential by ensuring that students are effective users of ideas and information, appreciate and enjoy a variety of literature, become lifelong learners, and are career and college ready.

This mission is accomplished by: providing intellectual and physical access to technology, resources, and materials; providing instruction to foster competence, stimulate interest in reading, viewing, and using information, and ensuring students are digitally literate; and collaborating with other educators to design learning strategies that meet the needs of every student.

SCHOOL AND LIBRARY FUNDING

Funding sources for school libraries located in the Rescue Union School District include funds from the Library Media Program budget, site fundraisers, donations, and grants.

The Library Media Program Budget provides funding support to the school libraries in the following manner:

- Annual maintenance agreement for Follett (library management software)
- Library supplies, materials, and equipment
- Magazine subscriptions
- Technology tools, equipment, replacement, and maintenance
- Staff development for library media coordinators
- Temporary assistance as needed
- Miscellaneous expenses

School sites, through the School Site Councils, also provide funding support to the site libraries through the purchase of new circulation materials. Fundraising and donations from parent organizations provide the majority of the funding for new books and library materials.

LIBRARY PLAN GOALS

1. The Rescue Union School District Library Plan will align with the Board of Trustees' Focus Goals and will be coordinated as a Transitional Kindergarten through 8th grade effort. All goals and objectives are dependent on available local, state and district funding on a year-to-year basis.
2. The RUSD Library Committee will meet at least one time annually to review and update the District Library Plan, maintain open communication and to discuss current needs of the library media program.
3. The RUSD Library Media Program will assist in the preparation of career and college ready students:
 - a. Through collaboration with colleagues.
 - b. By assisting students to access and evaluate information (print, media and digital resources).
 - c. By demonstrating to students the ethical use and integration of information that results in a creative and functional product.
 - d. Through an ongoing committee consisting of teachers, parents, district representatives, and library/media coordinators. The committee will meet annually in an effort to update this plan and to coordinate library media activities and programs.

GOAL ONE

THERE WILL BE ONGOING COMMUNICATION AND COLLABORATION BETWEEN ALL LIBRARY MEDIA CENTERS, SCHOOL SITES, THE DISTRICT, PARENTS, STAFF, STUDENTS, AND THE COMMUNITY.

BOARD FOCUS GOAL III: Communication / Community Involvement

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

OBJECTIVES:

Rescue Union School District will maintain a District Library Committee whose purpose will be to provide ongoing communication and to ensure program consistency throughout the district. This committee will be composed of the Director of Media and Technology Services, library/media coordinators, parents, teachers, administrators and other district representatives.

Current Conditions:

1. A Committee was formed in 1998 and meets regularly to develop and/or update the Library Plan.
2. Since its inception, the committee has been the leading force in coordinating District library activities, revising the District Library Plan, and working to achieve the goals of the District Library Plan.
3. All schools have a website with a dedicated Library webpage.

Committee Recommendations:

1. Collaborate with school site personnel and participate in decision making that addresses student access to additional technology resources in the library that are necessary for Information Literacy skills instruction.
2. Communicate needs for printed materials, electronic resources, technology, databases and other resources regularly to site and District leadership.
3. Continue to foster communication and collaboration with the local public libraries for a more integrated learning experience across library environments.
4. The District Library Committee will actively participate in the planning of the library in our new school located on Sienna Ridge Road. The projected opening date of this school is unknown at this time.
5. Committee members will be informed of upcoming library media events on a regular basis throughout the year.

GOAL TWO

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN SUFFICIENT STAFFING AT EACH SITE

I. BOARD FOCUS GOAL 1: Student Needs

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

BOARD FOCUS GOAL IV: Staff Needs

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

OBJECTIVES:

Library staffing will meet the needs of students and staff as necessary for each individual school site.

Current Conditions:

1. All school site libraries are open five days per week and are staffed by an eight-hour paraprofessional.
2. The library program is coordinated by the Assistant Superintendent of Curriculum & Instruction.
3. Library Services are provided through a Memorandum of Understanding with the El Dorado County Office of Education.
4. Library Media Coordinators perform a variety of services including maintaining the library, assisting staff, providing staff and students with instructional and curriculum materials, and providing students with opportunities to visit the school library in an effort to improve literacy, succeed academically, and develop a lifelong love of learning.

Committee Recommendations:

1. Evaluate staffing needs in the library media center on a regular basis. Additional staff may be added as necessary and in accordance with the CSEA contract.
2. Utilize the Model School Library Standards for California Public Schools and the Standards and the Guidelines for Strong School Libraries to assist in determining staffing levels and the types of staffing; i.e. certificated and classified.
3. Make every effort to budget for and provide library media coordinator substitutes as needed in order to keep the libraries open for student use.
4. Provide library coordinators with adequate time for staff development, collaboration and networking opportunities.
5. Provide assistance with the distribution of new curriculum adoptions and for other needs as necessary.

GOAL THREE

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN FACILITIES AND EQUIPMENT

BOARD FOCUS GOAL I: Student Needs

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

BOARD FOCUS GOAL IV: Facility / Housing

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

OBJECTIVES:

Provide physical and virtual spaces where complex learning can take place.

Current Conditions:

- 1. All sites have a library facility that will accommodate a class of 31 plus students and have sufficient space to house the site's library collection.
- 2. All elementary sites have 6 -12 computer stations and/or mobile devices for student use. Middle school sites have 24 - 26 computer stations and/or mobile devices for student use. Each site has at least one computer station for library circulation and management.
- 3. Staff and students have access to Google Workspace, Follett Destiny, Microsoft Office, Accelerated Reader, Typing Agent, Teaching Books, Sora by OverDrive, Britannica School, and other resources.
- 4. All sites are currently connected to the District's Local Area Network (LAN) and Wide Area Network (WAN) allowing staff and student access to the network, email, and the Internet. Internet use is filtered throughout the district in compliance with the Children's Internet Protection Act (CIPA) to prevent students from accessing inappropriate sites or sites having no educational value.
- 5. All sites utilize Follett Destiny, a web-based library management solution with online access for students and teachers. Destiny centralizes and streamlines library management across all schools; provides circulation, cataloging, searching, reporting and management in one easy to use solution.
- 6. The middle schools utilize Follett Textbook Manager to distribute, manage and inventory textbook materials.
- 7. All library media coordinators are connected to the Aeries database to provide immediate access to student and classroom data.
- 8. The District Library Media budget is currently utilized to:
 - a. Update and maintain the Follett Destiny software subscription annually
 - b. Provide supplies and materials to the library media programs
 - c. Update and maintain library equipment and software
 - d. Provide staff development to library media coordinators
 - e. Purchase new books and resources as budget allows

9. New library books and additional library resources are purchased with school funds, parent club donations, community donations, proceeds from book fairs, and site fundraisers.
10. All schools have integrated Accelerated Reader into their Library Media Program resulting in an increased interest in reading and increased circulation.
11. Secure wireless access is available in all school libraries.
12. Connected the library computer stations to projection devices with speakers - completed in February 2016.

Committee Recommendations:

1. Create a plan to modernize our library media centers to incorporate more collaboration areas, flexibility, and technology tools.
2. Continue to create and maintain a comfortable and safe library setting that meets the diverse needs of all learners.
3. Provide adequate funding to assist with the replacement, upgrading and/or maintenance of outdated library furniture, shelving, equipment and software.
4. The District Library Committee will continue to pursue alternative funding sources to supplement the budget for purchasing books at the site level.

GOAL FOUR

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN QUALITY PRINT AND DIGITAL RESOURCES THAT SUPPORT THE CALIFORNIA STATE STANDARDS

BOARD FOCUS GOAL I: Student Needs

- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

OBJECTIVES:

Maintain the library collections to meet the needs of students and staff.

Current Conditions:

1. The collection at each site is varied and supports the district curriculum. Size of book collections vary due to age, support by parent groups, grants, choices made at the site level with available funding, and school improvement plans. The recommended State standard is 20 up-to-date, relevant, enticing books for each student.
2. All sites utilize Follett Destiny, a web-based, electronic catalog, for organizing and researching library materials.
3. A collection of eBooks is now available for students and staff to use at school and at home.

Committee Recommendations:

1. Promote increased funding for the Media budget in an effort to provide and maintain adequate, quality, up-to-date library collections.
2. Educate and encourage school site councils of the need to utilize funding for the school library.
3. Weed and replace outdated and worn materials. An on-going weeding process will assure review of all collections. Library coordinators will provide the Assistant Superintendent of Curriculum and Instruction with a list of the books that are being weeded/removed from the library inventory which will be taken to the Board for surplus approval.
4. Continue to replace paperback format with more durable library editions. The District goal is no more than 15% of the collection in paperback format.
5. Continue to improve the average copyright date in all library collections.
6. Continue to strive towards our District-wide goal of 25 relevant, interesting, up-to-date books for each student at all sites.
7. Provide exceptional fiction and non-fiction titles to support the information needs and recreational reading interests of students and staff.

8. Continue to purchase books that have Accelerated Reader quizzes associated with them.
9. Promote the use of eBooks to students and staff in the classroom and from home.
10. Continue to purchase recommended titles to support the current district adopted curriculums, Accelerated Reader and the California State Standards.
11. Seek out funding sources to improve the average copyright date of the collections.
12. Research and implement quality online resources for students and staff such as:
 - a. Streaming video
 - b. Online databases such as GALE
 - c. Safe, age appropriate, web-based research resources
13. Support Makerspaces for students to engage in planning, design, and engineering activities.

GOAL FIVE

THE RESCUE UNION SCHOOL DISTRICT WILL SUPPORT INSTRUCTION

BOARD FOCUS GOAL I: Student Needs

- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

OBJECTIVES:

Utilize digital and print resources to support instructional goals for literacy and technology implementation.

Current Conditions:

Library Media Coordinators currently support students and staff in the following areas:

1. Training students and staff on the use of Follett Destiny, a web-based, electronic catalog for organizing and researching library materials.
2. Promoting the use of information literacy skills, including the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information.
3. Integrating library and Internet resources with adopted District curriculum.
4. Promoting safe and ethical use of the Internet: (AB 307)
 - a. Appropriate and ethical use of information technology
 - b. Internet safety
 - c. The avoidance of plagiarism
 - d. The concept, purpose, and significance of a copyright so that pupils can distinguish between lawful and unlawful online downloading
 - e. Knowledge regarding the implications of illegal peer-to-peer network file sharing.
5. Providing staff with resources and materials as necessary to support instruction and the California State Standards.

Committee Recommendations:

1. Increase collaboration with classroom teachers in support of California State Standards.
2. Explore district level subscriptions to database services providing students with resources necessary to be successful with the California State Standards.
3. Continue to develop school library websites that provide information and off campus access to databases, eBooks, research resources and links to other credible sources necessary for 21st Century learning.
4. Evaluate and seek the addition of current and relevant print and electronic resources for fiction and literary nonfiction in support of California State Standards. Provide students and staff with curriculum and resources necessary to instruct students on the use of online resources such as electronic encyclopedias, video streaming, and online research databases.

GOAL SIX

THE RESCUE UNION SCHOOL DISTRICT WILL CREATE LIBRARIES FOR THE GLOBALLY COMPETITIVE STUDENT

BOARD FOCUS GOAL I: Student Needs

- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

BOARD FOCUS GOAL III: Communication / Community Involvement

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District and community.

BOARD FOCUS GOAL IV: Staff Needs

Attract and retain diverse, knowledgeable, dedicated employees who are skilled and supported in their commitment to provide quality education for our students.

BOARD FOCUS GOAL V: Facility / Housing

Build, improve and maintain school facilities to meet current and future education needs while integrating the most effective and efficient use of resources.

OBJECTIVES:

Strive to provide an exceptional learning environment in the Rescue Union School District library media centers for ALL students.

Committee Recommendations:

1. Continue to research and strive to be the “library media center of the future”.
2. Transform the school library media center into a physical and virtual learning center for global competitiveness by providing:
 - a. Emphasis on information handling skills that are critical to the processes of critical thinking and problem solving.
 - b. Inviting and flexible room accommodations for reading, research and collaboration.
 - c. Projection offering the Library Media Specialist and classroom teachers the ability to provide instruction in the Library Media Center.
 - d. Mobile devices such as tablets, Chromebooks, and/or iPads for collaboration and research.
 - e. S.T.E.A.M. Ahead with support for Makerspaces

COLLECTION HISTORY AND STATISTICS

*NOTE: 2019/2020 –schools were closed 3/13/20 through the end of the school year due to COVID-19.
 2020/2021- libraries were closed due to COVID-19. Librarians served their students in various ways.

Green Valley School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2022/2023	350	14,318	40.9	n/a yet	n/a yet	12.1%	2000	6 / 0
2021/2022	349	14,395	41.2	21,082	60.4	12.5%	2000	6 / 4
2020/2021*	276 / 487**	14,650	38.5	13,772	49.9	12.7%	2000	6 / 4
2019/2020*	389	14,905	38.6	15,891	40.9	12.8%	1999	6 / 4
2018/2019	403	14,982	37.2	19,425	48.2	13.2%	1998	6 / 4
2017/2018	418	14,570	34.9	19,398	46.4	13.5%	1997	6 / 4
2016/2017	445	14,642	32.9	22,156	49.8	13.2%	1997	6 / 4
2015/2016	433	14,220	32.8	22,563	52.1	13.3%	1996	6 / 4
2014/2015	511	13,942	27.3	27,116	53.1	13.3%	1996	6
2013/2014	551	14,406	26.1	21,287	38.6	14.5%	1996	6
2012/2013	600	14,507	24.2	26,267	43.8	15.7%	1995	6
2011/2012	659	14,662	22.2	25,104	38.1	16.4%	1995	6
2010/2011	687	14,304	20.8	23,273	33.9	17.2%	1994	6
2009/2010	711	13,586	19.1	22,374	31.5	18.1%	1994	6
2008/2009	687	13,394	19.5	19,403	28.2	19.1%	1993	6
2007/2008	662	13,080	19.8	16,434	24.8	19.0%	1992	4
2006/2007	643	12,596	19.6	16,709	26.0	19.1%	1991	5
2005/2006	643	12,173	18.9	16,171	25.2	17.6%	1991	5
2004/2005	688	11,480	16.6			17.9%	1991	4
2003/2004	673	11,177	16.3			17.0%	1990	3
2002/2003	612	10,706	17.5			16.8%	1990	5
2001/2002	586	10,430	17.8			19.5%	1988	1
2000/2001	587	10,800	18.4			21.3%	1987	1

**including TK – 2nd grade Frontier students

Jackson School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2022/2023	459	15,830	34.5	n/a yet	n/a yet	13.6%	2002	5 / 4
2021/2022	479	15,629	32.6	15,806	33.0	14.1%	2002	5 / 4
2020/2021*	402	15,573	38.7	14,193	35.3	14.3%	2001	5 / 4
2019/2020*	459	15,516	34.4	13,294	29.0	14.4%	2001	5 / 4
2018/2019	483	15,191	31.5	17,251	35.7	14.6%	2000	5 / 4
2017/2018	461	15,051	32.7	16,454	35.7	14.4%	2000	5 / 9
2016/2017	463	15,131	32.7	16,411	35.4	16.7%	1999	5 / 4
2015/2016	434	14,816	34.1	16,460	37.9	17.2%	1998	5 / 4
2014/2015	420	15,029	35.8	15,337	36.5	17.9%	1998	5
2013/2014	410	14,840	36.2	11,678	28.5	18.1%	1997	5
2012/2013	452	14,558	32.2	15,571	34.4	18.8%	1996	5
2011/2012	424	14,422	34.0	14,130	31.3	19.3%	1996	5
2010/2011	411	14,082	34.3	12,569	30.6	19.3%	1995	5
2009/2010	417	14,449	34.7	10,438	25.0	19.3%	1994	5
2008/2009	420	14,269	34.0	10,628	25.3	18.5%	1994	5
2007/2008	460	14,035	30.5	11,248	24.5	18.0%	1993	5
2006/2007	437	14,150	32.4	11,272	25.8	19.3%	1993	5
2005/2006	427	13,758	32.2	10,742	25.2	17.1%	1993	5
2004/2005	590	13,271	22.5			17.2%	1992	6
2003/2004	574	12,844	22.3			17.1%	1992	5
2002/2003	698	12,124	17.4			16.9%	1991	5
2001/2002	700	11,200	16			15.7%	1989	2
2000/2001	670	11,390	17			18.5%	1988	2

Lake Forest School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2022/2023	454	15,360	33.8	n/a yet	n/a yet	6.5%	2004	0 / 9 + 7 iPads
2021/2022	449	15,485	34.5	10,201	22.7	6.5%	2003	0 / 9 + 7 iPads
2020/2021*	359 / 574 **	15,426	33.1	12,289	34.2	6.6%	2002	0 / 9 + 7 iPads
2019/2020*	456	15,368	33.7	10,988	24.1	6.7%	2002	0 / 9 + 7 iPads
2018/2019	409	15,339	37.5	13,513	33.0	6.6%	2001	0 / 9 + 6 iPads
2017/2018	425	15,200	35.8	13,922	32.8	7.8%	2000	0 / 10 + 6 iPads
2016/2017	457	15,308	33.5	15,351	33.6	7.7%	1999	0 / 10 + 6 iPads
2015/2016	437	14,916	34.1	15,836	36.2	7.7%	1998	0 / 10
2014/2015	430	14,599	34.0	14,888	34.6	7.9%	1997	4
2013/2014	430	13,830	32.2	14,401	33.5	7.9%	1996	4
2012/2013	444	13,048	29.4	11,678	26.3	5.3%	1996	4
2011/2012	491	13,783	28.1	15,691	32.0	8.4%	1995	4
2010/2011	515	13,714	26.6	13,861	26.9	8.9%	1995	4
2009/2010	539	12,797	23.7	14,768	23.7	8.9%	1994	4
2008/2009	561	13,030	23.2	15,544	27.7	8.9%	1994	4
2007/2008	593	13,217	22.3	15,291	25.8	8.2%	1993	4
2006/2007	600	13,446	22.4	14,754	24.6	8.2%	1993	4
2005/2006	606	13,397	22.1	17,466	28.8	8.7%	1992	4
2004/2005	632	12,815	20.2			9.1%	1992	3
2003/2004	636	12,792	20.1			7.6%	1992	3
2002/2003	802	12,384	15.4			5.9%	1992	3
2001/2002	734	11,156	15.2			6.1%	1990	2

**including 3rd – 5th grade Frontier students

Lakeview School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2022/2023	542	14,052	25.9	n/a yet	n/a yet	14.6%	2006	6 / 0
2021/2022	539	14,287	26.5	18,703	34.7	15.3%	2005	6 / 2
2020/2021*	413	14,613	35.4	18,935	45.8	16.0%	2004	6 / 2
2019/2020*	560	14,939	26.7	17,585	31.4	16.8%	2004	6 / 2
2018/2019	534	15,290	28.6	23,003	43.1	17.3%	2004	6 / 2
2017/2018	548	14,635	26.7	18,755	34.2	15.5%	2004	6 / 2
2016/2017	549	14,018	25.5	16,539	30.1	15.3%	2003	6 / 2
2015/2016	528	14,078	26.7	17,874	33.9	16.5%	2003	6 / 2
2014/2015	549	13,414	24.4	18,117	33.0	15.7%	2002	6
2013/2014	588	12,431	21.1	18,041	30.7	22.2%	2002	6
2012/2013	600	11,625	19.4	19,036	31.7	21.2%	2001	6
2011/2012	588	11,012	18.7	18,832	32.0	23.4%	2001	6
2010/2011	607	10,625	17.5	18,376	30.3	23.2%	2001	6
2009/2010	626	9,478	15.1	18,799	30.0	21.2%	2000	4
2008/2009	566	8,062	14.2	17,175	30.3	20.6%	2000	3
2007/2008	502	6,637	13.2	13,988	27.9	16.7%	2000	5
2006/2007	420	4,859	11.6	12,311	29.3	16.5%	2000	5
2005/2006	307	4,222	13.8	8,530	27.8	16.6%	2000	5

Rescue School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers/ Chromebooks
2022/2023	495	12,905	26.1	n/a yet	n/a yet	14.0%	2003	5 / 4
2021/2022	503	12,468	24.8	16,757	33.3	14.4%	2003	6 / 4
2020/2021*	375	12,415	33.1	13,534	36.1	14.5%	2002	6 / 4
2019/2020*	465	12,361	26.6	13,626	29.3	14.5%	2001	6 / 4
2018/2019	479	12,359	25.8	17,678	36.9	14.4%	2001	6 / 2
2017/2018	447	12,175	27.2	18,570	41.5	14.6%	2000	6 / 4
2016/2017	446	12,132	27.2	18,494	41.4	14.3%	1999	6 / 4
2015/2016	430	12,167	28.3	17,979	41.8	13.6%	1998	6 / 4
2014/2015	398	12,341	31.0	16,577	41.7	13.6%	1997	6
2013/2014	391	12,055	30.8	15,108	38.6	13.4%	1996	6
2012/2013	390	11,952	30.7	14,364	36.8	13.6%	1996	6
2011/2012	398	11,927	30.0	14,043	35.3	13.2%	1995	6
2010/2011	415	11,911	28.7	15,234	36.7	12.6%	1995	6
2009/2010	425	11,922	28.0	13,761	32.4	13.0%	1994	6
2008/2009	462	12,603	27.3	15,797	34.2	13.1%	1993	5
2007/2008	508	12,204	24.0	10,872	21.0	13.3%	1992	10
2006/2007	504	11,757	23.3	16,096	32.0	16.2%	1992	10
2005/2006	503	11,151	22.2	14,526	28.9	16.3%	1991	10
2004/2005	485	10,361	21.4			11.5%	1991	12
2003/2004	419	9,684	23.1			11.2%	1990	12
2002/2003	589	9,539	16.2			10.6%	1990	8
2001/2002	557	9,023	16.2			11.4%	1989	2
2000/2001	525	8,662	16.5			11.5%	1989	2

Marina Village School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers/ Chromebooks
2022/2023	734	13,063	17.8	n/a yet	n/a yet	12.6%	1999	6 / 20
2021/2022	741	12,224	16.5	4,863	6.6	12.9%	1998	6 chromebox
2020/2021	583	12,156	20.5	1,585	2.7	13.0%	1997	6 chromebox
2019/2020*	829	12,088	14.6	3,110	3.8	13.0%	1997	0 / 15
2018/2019	809	11,884	14.7	3,934	4.9	13.0%	1997	13 / 15
2017/2018	768	11,947	15.6	2,844	3.7	13.4%	1997	15 / 14
2016/2017	782	12,153	15.5	2,649	3.4	13.8%	1996	15 / 0
2015/2016	776	12,186	15.7	3,070	4.0	13.6%	1996	15 / 4
2014/2015	808	12,151	15.0	2,637	3.3	13.4%	1995	15
2013/2014	798	12,044	15.1	2,701	3.4	14.1%	1995	16
2012/2013	780	11,645	15.0	2,155	2.8	15.0%	1994	17
2011/2012	785	11,776	15.0	2,178	2.8	13.9%	1994	6
2010/2011	793	11,507	14.5	2,571	3.2	12.9%	1994	6
2009/2010	729	12,581	17.0	3,377	4.6	12.1%	1991	8
2008/2009	748	12,067	16.1	3,671	4.9	12.7%	1989	8
2007/2008	709	12,290	17.3	3,168	4.5	12.2%	1989	8
2006/2007	660	11,959	18.1	4,106	6.2	12.3%	1989	10
2005/2006	649	11,791	18.2	2,788	4.3	12.4%	1989	10
2004/2005	639	11,444	17.9			12.5%	1988	10
2003/2004	691	11,026	16.0			12.3%	1987	9
2002/2003	812	10,750	13.2			11.6%	1987	16
2001/2002	772	9,264	12.0			13.9%	1984	16
2000/2001	709	9,217	13.0			14.6%	1983	14

Middle school circulation statistics will traditionally be lower than elementary statistics due to a variety of factors.

Pleasant Grove School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers/ Chromebooks
2022/2023	476	11,530	24.2	n/a yet	n/a yet	17.7%	2003	2 chromebox / 22
2021/2022	476	11,265	23.7	5,352	11.2	16.9%	2003	2 chromebox / 20
2020/2021*	394 / 653**	11,054	21.1	3,899	9.9	16.6%	2002	2 chromebox / 20
2019/2020*	486	10,842	22.5	5,062	10.4	16.4%	2002	2 chromebox / 20
2018/2019	513	10,480	20.4	7,613	14.8	15.6%	2002	0 / 22
2017/2018	555	10,332	18.6	9,986	18.0	15.8%	2002	2 / 13
2016/2017	574	10,000	17.4	10,302	18.6	15.8%	2001	2 / 13
2015/2016	610	9,771	16.0	5,529	9.0	14.8%	2001	12 / 0
2014/2015	603	9,539	15.8	4,145	6.9	15.0%	2001	12
2013/2014	611	9,041	14.8	5,971	9.8	15.0%	2000	14
2012/2013	626	8,873	14.2	4,808	7.7	14.7%	2000	15
2011/2012	647	8,140	12.6	3,841	6.1	12.6%	2000	15
2010/2011	664	7,950	12.0	4,116	6.2	6.6%	2000	12
2009/2010	665	7699	11.5	3,289	4.9	7.0%	2000	12
2008/2009	682	7,129	10.5	4,083	6.0	5.6%	1999	15
2007/2008	667	6,864	10.3	3,846	5.8	5.2%	1999	18
2006/2007	658	5,965	9.1	3,115	4.7	5.0%	1998	9
2005/2006	636	5,465	8.6	2,645	4.2	4.9%	1998	4
2004/2005	624	4,641	7.4	3,149	5.0	3.2%	1997	4
2003/2004	655	3,346	5.1	1,904	2.9	1.0%	1999	4

** including 259 Frontier students

Middle school circulation statistics will traditionally be lower than elementary statistics due to a variety of factors.

BOARD FOCUS GOAL V: Financial Planning

Keep the district fiscally solvent through prudent budget processes in order to meet the needs of our students.

**Community and School Site
Funding Library Media Program
Budget
2021-2022**

	Green Valley	Jackson	Lake Forest	Lakeview	Rescue	Marina Village	Pleasant Grove
Site Funds District Funds (Follet Credit)	\$ 300 \$ 400	\$ 400	\$ 400	\$ 400	\$ 400	\$ 750 \$ 400	\$ 1,421 \$ 400
Book Fair / Donations		\$3,510			\$114.57 scholastic	\$ 400	\$639
Parent Organizations	\$250			\$300	\$ 8,000	\$ 14,585	\$ 442
Celebration/ Birthday Club		\$3,080	\$1,660	\$4,080	\$1,080		
Fundraiser	\$5,968		\$11,516			\$204	
TOTAL FUNDS	\$6,918	\$6,990	\$13,576	\$4,780	\$9,480	\$15,939	\$2,902
Students Served	349	479	449	539	503	741	476
How funds were spent	New books and reading incentives	New books, reading incentives, and supplies	New books and carryover	New books, supplies, and decorations	New books and library supplies	New books, updated non-fiction section, decorations, supplies, and reading incentives	New books and reading incentives (including Millions Plaque)

RUSD District Funding Library Media Program Budget

<u>Description:</u>	<u>2021 - 2022</u>	<u>2022-2023</u>
Books other than Textbook:		
Lost/Damaged Book Replacement Funds from parent reimbursements and books purchased for various reasons	\$2,560	\$3,500
Supplies:		
Book repair materials, library enhancement materials, magazine subscriptions, and miscellaneous library supplies	\$2,698	\$3,500
Non-Capitalized Equipment:		
Library equipment as needed	-0-	-0-
Travel & Conference:		
Bureau of Education library conferences and workshops; ie. What's New in Children's Literature and in Young Adult Literature	\$837	-0-

EVALUATION

The long-range plan of the library media program focuses on providing both physical and intellectual access to informational, recreational and instructional resources from within and beyond the school. To evaluate whether the additional resources have a substantial impact on staff and students, the following is recommended:

1. Satisfaction with library services to be included on LCAP surveys for staff, students and parents.
2. Circulation statistics will be monitored to see if circulation increases with additional materials.
3. Sign-up sheets and class schedules will be reviewed to determine the number of classes using the library.
4. Re-evaluate the books per student ratio at the end of each year.

RESOURCES FOR PLANNING

California Department of Education: Barbara Jeffus, School Library Consultant, 916-319-0445.

Implementing the Common Core State Standards: The Role of the School Librarian
<http://www.achieve.org/files/CCSSLibrariansBrief-FINAL.pdf>

California School Library Association Web site offers links to key library documents, staff development opportunities, and more. Particularly helpful on this site for planning teams is **Good Ideas**, published annually to spotlight quality school library programs. Planning team visits to these programs can be extremely helpful. www.schoollibrary.org

Information Power: Building Partnerships for Learning contains national standards for school library media centers, particularly as they pertain to student learning. Emphasis is placed on collaboration, leadership, and the use of technology. Call 800-545-2433, then press 7, or see www.ala.org/aasl/ip_products.html.

Literature for Science and Mathematics : Kindergarten Through Grade Twelve offers an annotated collection of recommended literature in the content areas of science and mathematics.

A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century is particularly helpful when the school library program is evaluated as part of the teaching and learning environment. Call 800-545-2433, then press 7, or see www.ala.org/aasl/ip_products.html.

School Library Media Impact Studies provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania in 2000 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at www.lrs.org/.

Standards and Guidelines for Strong School Libraries by the California School Library Association. This 2004 publication brings together in text, tables, and bibliographies topics such as facilities, resources, staffing, and information literacy. To view the table of contents, sample pages, and ordering information see www.schoollibrary.org

California Reading List located at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>. This list is filled from the 2000 Recommended Readings list. It has not been updated since then and does not include the titles from the Mathematics and Science list.

Recommended Literature: Kindergarten Through Grade Twelve is a collection of outstanding literature for children and adolescents. The recommended titles reflect the quality and the complexity of the types of material students should be reading at school and outside of class.

New NETS (Nat'l Educational Technology Standards) from ISTE (Int'l Society for Technology in Education) for teachers.

<http://www.iste.org/>

Model School Library Standards for California Public Schools were adopted by the State Board of Education in September 2010.

School Library Standards Supporting Common Core contain examples of Model School Library Standards supporting Common Cores State Standards (CCSS) in English Language Arts.

<http://www.rescueusd.org/LibraryMedia>

The Library Standards on iTunes U now offers four narrated presentations: an overview, an analysis of the library standards and the Common Core State Standards, an introduction to the student standards, and an introduction to the program standards. Access the presentations through the Apple Store/iTunes U/K-12/California Department of Education.

Brokers of Expertise “the place where California educators go to get connected.” Best practices, strategies and resources are shared.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Board Reserve Levels for Economic Uncertainty and Budget Guidelines Document**

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approves the Board Budget Guidelines for 2023-2024.

BACKGROUND:

The RUSD Board has in the past, adopted a budget guidelines document to be used when developing the District's annual budget. Included in the budget guidelines was an assignment to increase the economic uncertainty reserve from the required 3% up to a total of 10% due to declining enrollment.

At the June 28, 2022 RUSD regular board meeting the 2022-23 Rescue USD budget was presented. During the presentation, it was noted that the Board may need to use its reserves to meet the budget shortfall.

STATUS:

No record of Board Policy (BP3100) being updated to reflect a change to the economic uncertainty reserve was found; therefore, to change the 10% requirement the Board will only need to approve a budget guideline document.

This budget guideline document reflects the current economic factors facing the District in 2023-24 for Board discussion and action.

FISCAL IMPACT:

Maintaining sufficient reserves in the budget year of 2023-24 and the two subsequent years will protect the district as we continue to face uncertain times with continued inflation, increasing interest rates, potential recession, and governor elections.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

RESCUE UNION SCHOOL DISTRICT
2023-24
BUDGET GUIDELINES

**PLEASE NOTE THE GUIDELINES ARE NOT IN PRIORITIZED ORDER*

- 1) The Governing Board's priority is to maintain its investment in the educational opportunities for students.
- 2) Annually the Board will review the Reserve for Economic Uncertainties requirement to determine whether the minimum level of 3% is realistic given the current state funding volatility. As a declining enrollment district and in order to meet payroll obligations, the Board has assigned 10% of General Fund expenditures as the minimum reserve level.
- 3) The Board's long-range goals will provide the basis for budget priorities including future programs.
- 4) The District will employ the Local Control Funding Formula (LCFF) to project revenues in the Fiscal Year 2023-24 Budget as well as the Multi-Year Projection for revenues in Fiscal Year 2024-25 and Fiscal Year 2025-26.
- 5) The Superintendent and the Leadership team will solicit stakeholder input through the development of the Local Control Accountability Plan (LCAP) and align the annual budget with the Eight State Priorities that must be addressed in the LCAP:
 - i) Basic
 - ii) Implementation of State Standards
 - iii) Parent Involvement
 - iv) Pupil Achievement
 - v) Pupil Engagement
 - vi) School Climate
 - vii) Course Access
 - viii) Other Pupil Outcomes
- 6) The budget document will provide prior year budget and actual information to assist with comparisons.
- 7) When the Board authorizes a new unbudgeted general fund project or program, there shall be a funding source identified for the project or program.
- 8) Ongoing expenditures shall not exceed ongoing revenues unless specifically approved by the Board. At this time, the Board recognizes that the budget may reflect deficit spending in 2024-25.

- 9) One-time income shall be identified and appropriated to support expenditures that are of a nonrecurring nature.
- 10) All categorical programs shall be self-supporting and, where allowable, shall include allocations for indirect costs. Exceptions shall be those programs which mandate a level of general fund participation or that have been specifically exempted by the Board. Special Education and Transportation are recognized as not self-supporting.
- 11) The Board recognizes the contributions made to the District by its dedicated employees and allocates approximately 80-85% of the budgeted expenditures to salaries and benefits.
- 12) Prior to employee contract settlements, sources of money will be identified to support the settlements.
- 13) Employee benefits will be budgeted at the lesser of the negotiated cap or the actual benefit cost.
- 14) The Board acknowledges the continued increase of the District's contribution to the CalSTRS Pension on behalf of certificated employees.
- 15) The Board acknowledges the continued increase in the District's contribution to the CalPERS Pension on behalf of classified employees.
- 16) Staffing ratios shall comply with current collective bargaining contracts and state requirements.
- 17) Increases and/or decreases will be made to the price of services, supplies and equipment and such items as: gasoline, natural gas, electricity, insurance, water, postage, trash collections, telephone service, debt service, retirement or other benefits mandated by law.
- 18) Facilities and equipment will be maintained through capital improvements and preventative maintenance.
- 19) Significant increases or reductions from prior year expenditure levels shall be reported and explained to the Board in the Budget Document.
- 20) Budgets not included in the General Fund, such as the County Building Fund, Deferred Maintenance, Cafeteria and Special Reserves, shall be published in the Budget Document.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Auditor's Report on Financial Statements for 2021-2022

RECOMMENDATION:

The Superintendent recommends the Board of Trustees accept the Auditor's Report on Financial Statements for the year ended June 30, 2022.

BACKGROUND:

State law requires school districts have an independent audit made of its financial statements on an annual basis. The firm of Stephen Roatch Accountancy Corporation completed Rescue Union School District's annual audit and has filed the report with the California Department of Education.

STATUS:

The Auditor's Report on the Rescue Union School District financial statements for 2021-2022 includes reports on compliance with state and federal regulations, as well as on internal controls and supplementary information required by the State.

The Auditor's Report finds that the financial statements present fairly, in all material respects, the financial position of the district and the results of operations for the year ended June 30, 2022.

The auditors noted five findings and they are noted in the audit summary document.

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

Keep the district financially solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

RESCUE UNION SCHOOL DISTRICT			
SUMMARY 2021-22 FISCAL YEAR AUDIT			
PAGE #	TOPIC		
1	REPORT ON FINANCIAL STATEMENTS	ARE FINANCIAL STATEMENTS PRESENTED FAIRLY?	Yes
55	REPORT ON SUPPLEMENTARY INFORMATION	IS SUPPLEMENTARY FINANCIAL AND STATISTICAL INFORMATION, INCLUDING SCHEDULE OF STATE AND FEDERAL FINANCIAL ASSISTANCE, PRESENTED FAIRLY?	Yes
75	REPORT ON STATE COMPLIANCE (STATE AUDIT GUIDE)	DID THE DISTRICT COMPLY WITH APPLICABLE STATE LAWS AND REGULATIONS TESTED IN ACCORDANCE WITH THE AUDIT GUIDE?	Yes
77	REPORT ON COMPLIANCE AND INTERNAL CONTROLS (GOVERNMENT AUDITING STANDARDS)	WERE INSTANCES OF NONCOMPLIANCE FOUND?	No
		ARE THERE MATERIAL WEAKNESSES OR REPORTABLE CONDITIONS IN THE SYSTEM OF INTERNAL CONTROLS	No
84	SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS	<p>2022-001 / 30000 FINANCIAL REPORTING - CSAM</p> <p>Criteria Education Code 41010 requires local educational agencies (LEAs) to follow procedures in California School Accounting Manual (CSAM) Procedure 425, to implement GASB 31, "Accounting and Financial Reporting for Certain Investments and External Investment Pools, which requires LEAs to report their cash in county treasure at fair market value.</p> <p>Condition The District did not adjust its cash balances to reflect the fair value, even though the difference between the reported cash balances and the fair value of the cash balances were material to the financial statements.</p> <p>Questioned Costs None.</p> <p>Recommendation The District should establish appropriate procedures to monitor the fair value of the pooled investments in the county treasury. Further, the District should also consider recording the adjustment on an annual basis even if the amounts are not material.</p>	<p>District's Response</p> <p>The District will establish annual procedures to follow the guidance in Procedure 425 of CSAM to ensure the fair market value of our county treasury pooled investments are recognized in our financial statements.</p>

86	SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS	2022-002 / 30000 STORES INVENTORY <u>Criteria</u> An annual physical inventory should be performed in a manner that produces accurate and complete inventory counts. <u>Condition</u> Actual counts tested did not agree to the inventory count sheets. <u>Questioned Costs</u> None. <u>Recommendation</u> Inventory count sheets should be prepared for each inventory section, and sections that have been counted should be tagged to prevent duplicate counting. In addition, test counts should be performed on a sample basis, by someone other than the individual who performed the first counts, to ensure that the initial counts appear to be accurate.	<u>District's Response</u> While the District has improved our inventory practices, we will continue to improve and refine our practices with a second review of the inventory counts to avoid mistakes. Furthermore, inventory will begin after Summer School is completed and all products are returned from other sites. Current process is to inventory on the same day. This caused some confusion.
87	SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS	2022-003 / 30000 CLEARING AND CAFETERIA BANK ACCOUNTS <u>Criteria</u> Cash receipts should be deposited into an interest-bearing account in a timely manner to maximize interest earnings and to safeguard District assetss. <u>Condition</u> Deposits made into the clearing and cafeteria bank accounts were not transferred to the County Treasury during the 2021-22 fiscal year. The clearing and cafeteria bank accounts had balances of \$26,741 and \$42,322.86, respectively, as of June 30, 2022 <u>Questioned Costs</u> None. <u>Recommendation</u> The District should develop policies and procedures that require bank account deposits to be transferred to the County Treasury account on at least a monthly basis.	<u>District's Response</u> Due to the change in Superintendent and Assistant Superintendent, we did not have signers that were able to write checks to transfer funds from the bank accounts to the county treasury. Since the Fair Market Value of the cash in the county treasure had a negative impact, the non-interest bearing accounts did not have a financial impact to the District. We have since resolved the issue with the signers and can now transfer the funds.

89	SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS	2022-004 / 10000 INDEPENDENT STUDY <u>Criteria</u> In accordance with Education Code 51747(g)(9)(F), for the 2021-22 school year only, a local educational agency shall obtain a signed written agreement for an independent study program of any length of time from the pupil, or the pupil's parent or legal guardian if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later. <u>Condition</u> Independent study attendance was claimed prior to obtaining all required signatures on the independent study master agreements. As a result, the average daily attendance (ADA) reported on the P-2 attendance report was overstated by 23.5 ADA <u>Questioned Costs</u> \$208,716 <u>Recommendation</u> The District should implement procedures to ensure that no ADA is claimed for independent study pupils prior to obtaining all of the required signatures on the completed independent study master agreements. In addition, the P-2 attendance report should be amended to reflect the audited ADA presented on page 66.	<u>District's Response</u> The District provided a rigorous independent study program that provided a learning environment for students that were not able to attend school in-person. We met all criteria and plan to appeal this finding to disallow over \$200,000 of funding due to a clerical error of having the teacher sign the contract. The supervisor of the program signed every agreement and although the teacher did not sign these agreements, the teacher provided and met everything required to support this academic program.
90	SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS - SEE ATTACHED FOR FINDINGS	2022-005 / 10000 KINDERGARTEN CONTINUANCE <u>Criteria</u> Education Code Section 46300 (g) allows a district to include in its average daily attendance kindergarten pupils who have already completed one school year in kindergarten only if the school district has on file for each of those pupils an agreement made pursuant to Education Code Section 48011, approved in form and content by the California Department of Education (CDE), and signed by the pupil's parent or guardian near the anniversary date of the pupil's kindergarten admittance. <u>Condition</u> During fiscal year 2021-22, five students continued in kindergarten for a second year without obtaining an agreement made pursuant to Education Code Section 48011 that approved in form and content by the CDE. As a result, the average daily attendance (ADA) reported on the P-2 attendance report was overstated by 4.42 ADA. <u>Questioned Costs</u> \$40,963 <u>Recommendation</u> The District should establish procedures to ensure that a signed state compliant kindergarten continuance form is used to support all future retentions of kindergarten students. In addition, the P-2 attendance report should be amended to reflect the audited ADA amounts presented on page 66.	<u>District's Response</u> The District has changed the process for reviewing the kindergarten continuance agreements. We will run reports in May, compare with student lists that are continuing in kindergarten. If this review is completed in May, we can ensure that any missing forms are completed prior to the end of the school year.

91	SCHEDULE OF PRIOR YEAR FINDINGS	<p>2021-001 / 30000 STORES INVENTORY</p> <p>Criteria</p> <p>Inventory count sheets should be prepared for each inventory section, and sections that have been counted should be tagged to prevent duplicate counting. In addition, test counts should be performed on a sample basis by someone other than the individual who performed the first counts, to ensure that the initial counts appear to be accurate.</p> <p>2021-002 / 50000 TITLE I, PART A SCHOOL ALLOCATIONS</p> <p>Criteria</p> <p>The District should review the guidance on proper school allocations of Title I, Part A funds and ensure that it adheres to the federal guidelines.</p> <p>2021-003 / 10000 ATTENDANCE</p> <p>Criteria</p> <p>The District should enforce policies and procedures that require school secretaries to track whether teachers are logging into the attendance system and recording attendance on a daily basis, perform follow-up procedures on delinquent teachers to the appropriate supervisor(s).</p> <p>2021-004 / 10000 KINDERGARTEN CONTINUANCE</p> <p>Criteria</p> <p>The District should establish procedures to ensure that a signed state compliant kindergarten continuance form is used to support all future retentions of kindergarten students.</p> <p>2021-005 / 40000 INSTRUCTIONAL TIME</p> <p>Criteria</p> <p>The District should establish review procedures over bell schedules for in-person instructional days to ensure compliance with applicable laws and regulations.</p>	
			Implemented / CDE found the District to be compliant with federal guidelines
			Implemented
			Not Implemented / Comment Repeated
			Implemented