

### Rescue Union School District

#### 2.8.17

	GREEN VALLEY		JACKSON		LAKE FOREST	LAKEVIEW	RESCUE		MARINA VILLAGE		PLEASANT GROVE	Tot.
TR. KDG	23		22		19	40	30		0		0	134
KDG.*	65		69		61	71	59		0		0	325
FIRST	68		64		56	80	76		0		0	344
SECOND	77		76		70	78	71		0		0	372
THIRD	69		73		66	102	67		0		0	377
FOURTH	70		69		97	105	74		0		0	415
FIFTH	84		77		96	100	84		0		0	441
SIXTH	0		0		0	0	0		234		149	383
SEVENTH	0		0		0	0	0		260		200	460
EIGHTH	0		0		0	0	0		277		192	469
SDC			17								23	
*COOL School					1				14			15
<b>TOTAL</b>	<b>456</b>		<b>467</b>		<b>465</b>	<b>576</b>	<b>461</b>		<b>771</b>		<b>564</b>	<b>3779</b>
Ending 15-16	446		453		437	538	435		795		609	3733
Difference	10		14		28	38	26		-24		-45	46

\*COOL School numbers are not counted in individual school counts only in district total

\*\*Projected enrollment is from Table 10 of the Demographic Study

NPS 4

#### ENROLLMENT HISTORY

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
<b>2016/2017</b>	<b>3723</b>	<b>3709</b>	<b>3723</b>	<b>3731</b>	<b>3734</b>	<b>3774</b>	<b>3779</b>				
<b>2015/2016</b>	3666	3658	3673	3673	3676	3686	3707	3717	3734	3740	3733
<b>2014/2015</b>	3690	3697	3699	3702	3712	3735	3753	3771	3772	3775	N/A
<b>2013/2014</b>	3797	3775	3770	3776	3774	3797	3804	3821	3823	3825	N/A
<b>2012/2013</b>	3889	3902	3895	3900	3893	3885	3912	3919	3920	3929	N/A
<b>2011/2012</b>	3984	3984	3989	3995	3995	4002	4019	4024	4032	4038	N/A
<b>2010/2011</b>	4124	4088	4070	4071	4074	4083	4092	4099	4097	4095	N/A
<b>2009/2010</b>	4173	4123	4115	4116	4113	4119	4122	4121	4112	4115	4110
<b>2008/2009</b>	4176	4105	4104	4106	4115	4110	4095	4091	4097	4099	4117
<b>2007/2008</b>	4093	4079	4090	4094	4091	4097	4110	4096	4101	4085	4082
<b>2006/2007</b>	3916	3905	3918	3927	3934	3933	3952	3967	3964	3972	3973
<b>2005/2006</b>	3777	3771	3788	3776	3768	3784	3780	3783	3786	3785	3785
<b>2004/2005</b>	3670	3658	3653	3661	3661	3698	3703	3712	3717	3707	N/A
Diff 2015-16	2016-17	57	51	50	58	58	88	72			
Avg Diff			54	52	54	55	60	63			

**Low Housing Projection 2016-17	Variance
100	34
329	-4
336	8
344	28
366	11
391	24
395	46
359	24
427	33
447	22
0	40
0	15
3494	285

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Resolution No. 17-03  
Resolution of Intention to Eliminate/Reduce Classified Positions**

**BACKGROUND:**

Periodically changes occur which result in the reduction of hours/elimination of positions for classified employees. The Board must formally approve a reduction of hours and/or elimination of positions.

**STATUS:**

Education Code 45117(a) and (b) requires notice to be given to affected employees a minimum of 60 days prior to the effective date of the lay-off. The District is proposing the elimination or reduction in days of the following positions for 2017-2018.

Due to the lack of funds or lack of work it shall be necessary to reduce the total annual days/hours worked and/or elimination of the following positions:

<b><u>Position(s)</u></b>		<b><u>Reduction/Elimination</u></b>
I.A. Paraeducator (Pos. #170043)	1	From .1036 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170041)	1	From .2073 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170037)	1	From .3582 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170042)	1	From .1036 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170036)	1	From .3582 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170038)	1	From .1710 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170039)	1	From .1710 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170040)	1	From .1710 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170014)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170013)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170015)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170016)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170026)	1	From .2468 FTE to 0.0 FTE

I.A. Paraeducator (Pos. #170027)	1	From .2435 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170028)	1	From .1943 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170029)	1	From .1870 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170062)	1	From .1482 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170012)	1	From .3125 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170011)	1	From .3125 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170018)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170017)	1	From .2254 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170019)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170022)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170023)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170020)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170021)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170024)	1	From .1749 FTE to 0.0 FTE
Health Office Nurse (Pos. #170069)	1	From .1250 FTE to 0.0 FTE

### **FISCAL IMPACT:**

This reduction will be reflected in the 2017-2018 budget.

### **BOARD GOAL:**

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.

### **RECOMMENDATION:**

Recommendation to adopt Resolution No. 17-03 to eliminate/reduce classified positions, including transmittal of appropriate notices to affected employee(s), if any, pursuant to Education Code sections 45114, 45115, 45117, 45298 and 45308.

## RESCUE UNION SCHOOL DISTRICT

### *Resolution of Intention to Eliminate/Reduce Classified Positions*

#### **Resolution #17-03**

WHEREAS, due to the lack of work and/or lack of funds, the Governing Board hereby finds that it is in the best interest of the Rescue Union School District ("District"), to reduce or eliminate the following position(s):

<u>Classification</u>	<u>Position(s)</u>	<u>Reduction</u>
I.A. Paraeducator (Pos. #170043)	1	From .1036 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170041)	1	From .2073 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170037)	1	From .3582 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170042)	1	From .1036 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170036)	1	From .3582 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170038)	1	From .1710 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170039)	1	From .1710 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170040)	1	From .1710 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170014)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170013)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170015)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170016)	1	From .1302 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170026)	1	From .2468 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170027)	1	From .2435 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170028)	1	From .1943 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170029)	1	From .1870 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170062)	1	From .1482 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170012)	1	From .3125 FTE to 0.0 FTE

I.A. Paraeducator (Pos. #170011)	1	From .3125 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170018)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170017)	1	From .2254 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170019)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170022)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170023)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170020)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170021)	1	From .1749 FTE to 0.0 FTE
I.A. Paraeducator (Pos. #170024)	1	From .1749 FTE to 0.0 FTE
Health Office Nurse (Pos. #170069)	1	From .1250 FTE to 0.0 FTE

NOW, THEREFORE, BE IT RESOLVED by the Governing Board that:

1. As of the 14<sup>th</sup> day of February, 2017, or as soon thereafter as possible, the above-identified reductions shall be reduced or discontinued to the extent hereinabove set forth.
2. The Superintendent, or designee, of the Rescue Union School District be and hereby is authorized and directed to give notice of layoff to the affected classified employees, pursuant to District rules and regulations as well as the applicable provisions of the Education Code of the State of California, which shall include their re-employment and displacement rights, if any, no later than sixty (60) days prior to the effective date of layoff as set forth above.

PASSED AND ADOPTED at the regular meeting of the Governing Board held on February 14, 2017 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

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President, Board of Education

**ITEM #: 6**  
**DATE: February 14, 2017**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** Resolution No. 17-04  
**Resolution to Decrease the Number of Certificated Employees Due to a Reduction or Elimination of Particular Kinds of Services**

**BACKGROUND:**

Periodically changes occur which result in the reduction of positions for certificated employees. The Board must formally approve the elimination of a position.

**STATUS:**

Due to elimination of particular kinds of service and reduction of staff, it shall be necessary to reduce positions for the 2017-2018.

<b><u>Position(s)</u></b>	<b><u># FTE Reduction</u></b>
English Language Learner Services	1.0 FTE

**FISCAL IMPACT:**

The reduction in work schedules will be reflected in the 2017-2018 budget.

**BOARD GOAL:**

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.

**RECOMMENDATION:**

Recommendation to adopt Resolution No. 17-04 to initiate a reduction in certificated employee services pursuant to Education Code sections 44949 and 44955.

## RESCUE UNION SCHOOL DISTRICT

### *Resolution to Decrease the Number of Certificated Employees Due to a Reduction or Elimination of Particular Kinds of Services*

#### **Resolution No. 17-04**

**WHEREAS**, Education Code sections 44949 and 44955 permit the Governing Board to reduce or discontinue particular kinds of programs and services not later than the beginning of the following school year; and

**WHEREAS**, the Governing Board of the Rescue Union School District ("District") has determined that it shall be necessary to reduce or discontinue the particular kinds of services of the District described herein no later than the beginning of the 2017-2018 school year; and

**WHEREAS**, it shall be necessary at the end of the 2016-2017 school year to terminate the employment of certain certificated employees of the District as a result of this reduction or discontinuance in particular kinds of services; and

**WHEREAS**, it is the opinion of the Board that it is in the best interest of the District to reduce the number of regular certificated employees of the District as hereinafter set forth;

**NOW, THEREFORE, BE IT RESOLVED** by the Governing Board of the Rescue Union School District as follows:

- A. That the following particular kinds of services be reduced or eliminated as indicated commencing with the 2017-2018 school year:

<u>PARTICULAR KIND OF SERVICE</u>	<u>FTE's</u>
Permanent/Probationary Certificated Teacher, English Language Learner Services	1.0

**Total Full-Time Equivalent Reduction: 1.0 FTE**

- B. That due to the reduction or elimination of particular kinds of services the number of certificated employees of the District be terminated pursuant to Education Code section 44955.
- C. That the District Superintendent or designee is directed to send appropriate notices to all employees whose services shall be terminated by virtue of this action pursuant to Education Code sections 44955 and 44949.

- D. Nothing herein shall be deemed to confer any status or rights upon any temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute.

**PASSED AND ADOPTED** at the regular meeting of the Governing Board of the Rescue Union School District on  
February 14, 2017 by the following vote:

AYES: \_\_\_\_\_

NOES: \_\_\_\_\_

ABSENT: \_\_\_\_\_

ABSTAIN: \_\_\_\_\_

\_\_\_\_\_  
President, Board of Education

I hereby certify that the foregoing is a true and correct copy of a Resolution of the Governing Board of the Rescue Union School District of El Dorado County, California, adopted by said Governing Board at its meeting on February 14, 2017.

\_\_\_\_\_  
Secretary, Board of Education

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Superintendent Hiring Process**

**BACKGROUND:**

David Swart has served as Superintendent of the Rescue Union School District since July 1, 2011. Superintendent Swart has announced his plan to retire June 30, 2017.

**STATUS:**

With the retirement of the current Superintendent, the Board will discuss the process for filling the upcoming vacancy.

**FISCAL IMPACT:**

NA

**BOARD GOAL:**

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.

**RECOMMENDATION:**

The Board establish a process for filling the upcoming vacancy for the position of Superintendent, Rescue Union School District.

## RESCUE UNION SCHOOL DISTRICT

### **AGENDA ITEM:** School Library Plans

### **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 2

- Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college.

#### LCAP Goal 3

- Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students.

### **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 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.

### **RECOMMENDATION:**

Administration presents the Library Plan to the Board of Trustees for first reading and possible consideration for approval and action.

# LIBRARY PLAN



**2016/2017**

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

# **Rescue Union School District**

## **Board of Trustees**

**Nancy Brownell**

**Suzanna George**

**Stephanie Kent**

**Tagg Neal**

**Kim White**

**Superintendent**

**David Swart**

# **District Library Staff**

**Assistant Superintendent - Curriculum & Instruction:**

**Dave Scroggins**

**Library /Media Coordinators:**

**Michelle Upton**

**Sheri Allen**

**Theresa Stephanopoulos**

**Natalie Hadden**

**Cindy Carpenter**

**Cindy McKinney**

**Sandra Villalovoz**

**Library/Media Clerk: Rhonda Picard**

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

# **DISTRICT LIBRARY COMMITTEE: 2016- 2017**

**Dave Scroggins, Assistant Superintendent – Curriculum  
& Instruction**

**Michelle Upton, Library/Media Coordinator**

**Sheri Allen, Library/Media Coordinator**

**Theresa Stephanopoulos, Library/Media Coordinator**

**Natalie Hadden, Library/Media Coordinator Cindy**

**Carpenter, Library/Media Coordinator**

**Cindy McKinney, Library/Media Coordinator**

**Sandra Villalovoz, Library/Media Coordinator**

**Rhonda Picard, Library/Media Clerk**

**Kelly Brancoli, Teacher (Marina Village & Lake Forest)**

**Julia Lawless, Teacher (Lake Forest)**

**Denise Thomas, Parent (Marina Village & Lake Forest)**

**JaNae Gray, Parent (Green Valley)**

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# 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 8<sup>th</sup> 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 21<sup>st</sup> century skills 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 implementation of the California State Standards presents 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 <http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp>. These standards are consistent with the California State Standards and will continue to guide schools in teaching students how to access, evaluation 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/](http://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

2. California Department of Education's, Research Related to School Libraries

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 super highway. 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 3730 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 full time, online independent study option:

- 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)
- COOL School Independent Study Program (Grades 3-8)

In order to accommodate anticipated growth, the district has one more elementary school, the Bass Lake Development, in the building planning stage.

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. This fact, coupled with our relatively low state and federal funding level, creates a significant hardship 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, the Local Control Funding Formula (LCFF), 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 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. In addition, some school site councils allocate funding for the purchase of new books for their library based on the local school site plan goals.

## 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 8<sup>th</sup> 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:

- Through collaboration with colleagues.
- By assisting students to access and evaluate information (print, media and digital resources).
- By demonstrating to students the ethical use and integration of information that results in a creative and functional product.
- 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 Library Plan.

#### **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. Create and maintain library websites for all school sites to complement the District Library and Media website.
5. The District Library Committee will actively participate in the planning of the Sienna Ridge School library facility. The projected opening date of this school is unknown at this time.
6. 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, 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 a minimum of 6 - 8 computer stations and/or mobile devices for student use. Middle school sites have 12-15 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 G Suite (formerly known as Google Apps for Education Suite), Follett Destiny, Microsoft Office, Scholastic Reading Counts, Typing Agent, 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 Permission 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 Office Media Center is centralized and housed at the District Office. The distribution of the District DVD collection is managed by the District media staff.
9. 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

10. New library books and additional library resources are purchased with school funds, parent club donations, community donations, proceeds from book fairs, and site fundraisers.
11. All schools have integrated Scholastic Reading Counts and/or Scholastic Reading Inventory into their Library Media Program resulting in an increased interest in reading and increased circulation.
12. Secure wireless access is available in all school libraries.
13. 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 a comfortable and inviting physical environment for students to read, research and utilize resources.
4. Provide adequate funding to assist with the replacement, upgrading and/or maintenance of outdated library furniture, shelving, equipment and software.
5. 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 books that have been weeded at the end of the current school year.
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 Scholastic Reading Counts 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, Reading Counts 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. Provide 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 21<sup>st</sup> 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.
5. Provide Library Media Coordinators with appropriate staff development that will assist them in continuing to support instruction utilizing information literacy skills.
6. 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 21<sup>ST</sup> CENTURY 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 21st Century teaching and learning 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 Makerspaces.

# COLLECTION HISTORY AND STATISTICS

\*Note: When analyzing the number of books per student, consider the student population and the average copyright date.

## 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
Fall 2016	445	14,642	32.9	n/a yet	n/a yet	13.2%	1997	6/4
Fall 2015	433	14,220	32.8	22,563	52.1	13.3%	1996	6 / 4
Fall 2014	511	13,942	27.3	27,116	53.1	13.3%	1996	6
Fall 2013	551	14,406	26.1	21,287	38.6	14.5%	1996	6
Fall 2012	600	14,507	24.2	26,267	43.8	15.7%	1995	6
Fall 2011	659	14,662	22.2	25,104	38.1	16.4%	1995	6
Fall 2010	687	14,304	20.8	23,273	33.9	17.2%	1994	6
Fall 2009	711	13,586	19.1	22,374	31.5	18.1%	1994	6
Fall 2008	687	13,394	19.5	19,403	28.2	19.1%	1993	6
Fall 2007	662	13,080	19.8	16,434	24.8	19.0%	1992	4
Fall 2006	643	12,596	19.6	16,709	26.0	19.1%	1991	5
Fall 2005	643	12,173	18.9	16,171	25.2	17.6%	1991	5
Fall 2004	688	11,480	16.6			17.9%	1991	4
Fall 2003	673	11,177	16.3			17.0%	1990	3
Fall 2002	612	10,706	17.5			16.8%	1990	5
Fall 2001	586	10,430	17.8			19.5%	1988	1
Fall 2000	587	10,800	18.4			21.3%	1987	1

## 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
Fall 2016	463	15,131	32.7	n/a yet	n/a yet	16.7%	1999	5/4
Fall 2015	434	14,816	34.1	16,460	37.9	17.2%	1998	5 / 4
Fall 2014	420	15,029	35.8	15,337	36.5	17.9%	1998	5
Fall 2013	410	14,840	36.2	11,678	28.5	18.1%	1997	5
Fall 2012	452	14,558	32.2	15,571	34.4	18.8%	1996	5
Fall 2011	424	14,422	34.0	14,130	31.3	19.3%	1996	5
Fall 2010	411	14,082	34.3	12,569	30.6	19.3%	1995	5
Fall 2009	417	14,449	34.7	10,438	25.0	19.3%	1994	5
Fall 2008	420	14,269	34.0	10,628	25.3	18.5%	1994	5
Fall 2007	460	14,035	30.5	11,248	24.5	18.0%	1993	5
Fall 2006	437	14,150	32.4	11,272	25.8	19.3%	1993	5
Fall 2005	427	13,758	32.2	10,742	25.2	17.1%	1993	5
Fall 2004	590	13,271	22.5			17.2%	1992	6
Fall 2003	574	12,844	22.3			17.1%	1992	5
Fall 2002	698	12,124	17.4			16.9%	1991	5
Fall 2001	700	11,200	16			15.7%	1989	2
Fall 2000	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
Fall 2016	457	15,308	33.5	n/a yet	n/a yet	7.7%	1999	0/10 +6 iPads
Fall 2015	437	14,916	34.1	15,836	36.2	7.7%	1998	0 / 10
Fall 2014	430	14,599	34.0	14,888	34.6	7.9%	1997	4
Fall 2013	430	13,830	32.2	14,401	33.5	7.9%	1996	4
Fall 2012	444	13,048	29.4	11,678	26.3	5.3%	1996	4
Fall 2011	491	13,783	28.1	15,691	32.0	8.4%	1995	4
Fall 2010	515	13,714	26.6	13,861	26.9	8.9%	1995	4
Fall 2009	539	12,797	23.7	14,768	23.7	8.9%	1994	4
Fall 2008	561	13,030	23.2	15,544	27.7	8.9%	1994	4
Fall 2007	593	13,217	22.3	15,291	25.8	8.2%	1993	4
Fall 2006	600	13,446	22.4	14,754	24.6	8.2%	1993	4
Fall 2005	606	13,397	22.1	17,466	28.8	8.7%	1992	4
Fall 2004	632	12,815	20.2			9.1%	1992	3
Fall 2003	636	12,792	20.1			7.6%	1992	3
Fall 2002	802	12,384	15.4			5.9%	1992	3
800Fall	734	11,156	15.2			6.1%	1990	2
Fall 2000	732	10,101	13.8			7.9%	1989	2

## 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
Fall 2016	549	14,018	25.5	n/a yet	n/a yet	15.3%	2003	6/2
Fall 2015	528	14,078	26.7	17,874	33.9	16.5%	2003	6 / <u>2</u>
Fall 2014	549	13,414	24.4	18,117	33.0	15.7%	2002	6
Fall 2013	588	12,431	21.1	18,041	30.7	22.2%	2002	6
Fall 2012	600	11,625	19.4	19,036	31.7	21.2%	2001	6
Fall 2011	588	11,012	18.7	18,832	32.0	23.4%	2001	6
Fall 2010	607	10,625	17.5	18,376	30.3	23.2%	2001	6
Fall 2009	626	9,478	15.1	18,799	30.0	21.2%	2000	4
Fall 2008	566	8,062	14.2	17,175	30.3	20.6%	2000	3
Fall 2007	502	6,637	13.2	13,988	27.9	16.7%	2000	5
Fall 2006	420	4,859	11.6	12,311	29.3	6.5%	2000	5
Fall 2005	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
Fall 2016	446	12,132	27.2	n/a yet	n/a yet	14.3%	1999	6/4
Fall 2015	430	12,167	28.3	17,979	41.8	13.6%	1998	6 / 4
Fall 2014	398	12,341	31.0	16,577	41.7	13.6%	1997	6
Fall 2013	391	12,055	30.8	15,108	38.6	13.4%	1996	6
Fall 2012	390	11,952	30.7	14,364	36.8	13.6%	1996	6
Fall 2011	398	11,927	30.0	14,043	35.3	13.2%	1995	6
Fall 2010	415	11,911	28.7	15,234	36.7	12.6%	1995	6
Fall 2009	425	11,922	28	13,761	32.4	13.0%	1994	6
Fall 2008	462	12,603	27.3	15,797	34.2	13.1%	1993	5
Fall 2007	508	12,204	24.0	10,872	21.0	13.3%	1992	10

Fall 2006	504	11,757	23.3	16,096	32.0	16.2%	1992	10
Fall 2005	503	11,151	22.2	14,526	28.9	16.3%	1991	10
Fall 2004	485	10,361	21.4			11.5%	1991	12
Fall 2003	419	9,684	23.1			11.2%	1990	12
Fall 2002	589	9,539	16.2			10.6%	1990	8
Fall 2001	557	9,023	16.2			11.4%	1989	2
Fall 2000	525	8,662	16.5			11.5%	1989	2

### Marina Village 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
Fall 2016	782	12,153	15.5	n/a yet	n/a yet	13.8%	1996	15/0
Fall 2015	776	12,186	15.7	3,070	4.0	13.6%	1996	15 / 4
Fall 2014	808	12,151	15.0	2,637	3.3	13.4%	1995	15
Fall 2013	798	12,044	15.1	2,701	3.4	14.1%	1995	16
Fall 2012	780	11,645	15.0	2,155	2.8	15.0%	1994	17
Fall 2011	785	11,776	15.0	2,178	2.8	13.9%	1994	6
Fall 2010	793	11,507	14.5	2,571	3.2	12.9%	1994	6
Fall 2009	729	12,581	17.0	3,377	4.6	12.1%	1991	8
Fall 2008	748	12,067	16.1	3,671	4.9	12.7%	1989	8
Fall 2007	709	12,290	17.3	3,168	4.5	12.2%	1989	8
Fall 2006	660	11,959	18.1	4,106	6.2	12.3%	1989	10
Fall 2005	649	11,791	18.2	2,788	4.3	12.4%	1989	10
Fall 2004	639	11,444	17.9			12.5%	1988	10
Fall 2003	691	11,026	16.0			12.3%	1987	9
Fall 2002	812	10,750	13.2			11.6%	1987	16
Fall 2001	772	9,264	12.0			13.9%	1984	16
Fall 2000	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 /
Fall 2016	574	10,000	17.4	n/a yet	n/a yet	15.8%	2001	2/13
Fall 2015	610	9,771	16.0	5,529	9.0	14.8%	2001	12 / <u>0</u>
Fall 2014	603	9,539	15.8	4,145	6.9	15.0%	2001	12
Fall 2013	611	9,041	14.8	5,971	9.8	15.0%	2000	14
Fall 2012	626	8,873	14.2	4,808	7.7	14.7%	2000	15
Fall 2011	647	8,140	12.6	3,841	6.1	12.6%	2000	15
Fall 2010	664	7,950	12.0	4,116	6.2	6.6%	2000	12
Fall 2009	665	7699	11.5	3,289	4.9	7.0%	2000	12
Fall 2008	682	7,129	10.5	4,083	6.0	5.6%	1999	15
Fall 2007	667	6,864	10.3	3,846	5.8	5.2%	1999	18
Fall 2006	658	5,965	9.1	3,115	4.7	5.0%	1998	9
Fall 2005	636	5,465	8.6	2,645	4.2	4.9%	1998	4
Fall 2004	624	4,641	7.4	3,149	5.0	3.2%	1997	4
Fall 2003	655	3,346	5.1	1,904	2.9	1.0%	1999	4

\*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, 2015-2016

	Green Valley Elem	Jackson Elem	Lake Forest Elem	Lakeview Elem	Rescue Elem	Marina Village MS	Pleasant Grove MS
Site Funds			\$303.00				\$2,000.00
Book Fairs	\$2,072.32	\$2,910.50	\$4,787.00	\$2,477.26	\$4,456.30	\$560.00	\$1,374.00
Parent Organizations		\$2,500.00		\$2,000.00	\$927.02		
Celebration/ Birthday Club		\$1,225.00	\$1,260.00	\$2,920.00	\$440.00		
Fundraiser	\$313.70						
<b>TOTAL FUNDS</b>	\$2,386.02	\$6,635.50	\$6,350.00	\$7,397.26	\$5,823.32	\$560.00	\$3,374.00
Students Served	433	434	437	528	430	776	610
	Funds were spent on new books.	Funds were spent on new books, supplies, incentives, and decorations.	Funds were spent on new books, incentives, decorations, and a color printer.	Funds were spent on new books, supplies, and incentives, and replacing a color printer.	Funds were spent on new books.	Funds were spent on new books.	Funds were spent on new books.

**RUSD District Funding  
Library Media Program Budget**

Object	Description	Budgeted Amount		Purpose
		2015-2016	2016-2017	
2000	Classified Salaries (Long Term Substitutes)			Long Term Substitute & Temporary Help
3000	Employee Benefits (Long Term Substitutes)			Long Term Substitute & Temporary Benefits
4100	Textbooks			
4200	Books Other than Textbooks	1,948.53	3450.74	Library replacement materials for lost or damaged books
4300	Supplies	4,690.00	13,047.00	Book repair materials, library enhancement materials, magazine subscriptions, and other miscellaneous library supplies
4400	Non-Capitalized Equipment	7,782.00	1,022.00	Scanners, tablets, Chromebooks, computers, hardware, and software
5200	Travel & Conference	1,434.00		Workshop on Best, Practical Strategies to Ensure that Your SCHOOL LIBRARY PROGRAM Helps Students Meet and Exceed the California State Standards
5300	Dues & Memberships	89.00		ASCD (Association for Supervision & Curriculum Development) subscription
5610	Rents/Lease/Contracts/Repairs			
5690	Other Leases (Cellular, Copier Supplies)			
5692	Other Repairs			
5802	Con-App Fee			
5806	Other Services & Operating Expenses	74.00		
7334	Inter-program – Indirect Costs 2.62%			
	<b>Current Year</b>	<b>16,017.53</b>	<b>17,519.74</b>	
	<b>Carryover</b>	<b>0</b>	<b>0</b>	
	<b>TOTAL Budget</b>	<b>16,656.00</b>	<b>17,519.74</b>	

## 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](http://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](http://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](http://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/](http://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](http://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.

**ITEM #: 9**

**DATE: February 14, 2017**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**    **El Dorado County School Boards Association  
Nominations for Annual Awards**

**BACKGROUND:**

The El Dorado County Schools Association holds an Annual Dinner Meeting and Awards Program. This year the meeting will be held on March 6, 2017.

**STATUS:**

The Board will consider nominations for the following category(ies):

- |             |  |
|-------------|--|
| Category 1: | Educational Statesmanship  |
| Category 2: | Leader in Boardmanship   |
| Category 3: | Outstanding Community Member/Community Organization or Volunteer and<br>Outstanding Corporate Organization |
| Category 4: | Dolores Garcia Memorial Spirit of Boardmanship   |
| Category 5: | Lifetime Achievement Award   |

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

N/A

**RECOMMENDATION:**

The Board consider nominations for the El Dorado County School Boards Association Annual Dinner Meeting Awards Program.

## MEMORANDUM

To: *El Dorado County School District Superintendents*  
*El Dorado County School Boards Association Council of Representatives*

From: *Dr. Ed Manansala, County Superintendent of Schools*

Date: *January 6, 2017*

Re: *March 6, 2017, El Dorado County School Boards Association Annual Awards Dinner*

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*The annual El Dorado County School Boards Association (EDCSBA) Awards Dinner is scheduled for Monday, March 6, 2017, at 5:30 p.m. at Cold Springs Country Club, 6500 Clubhouse Drive, in Placerville.*

*As in the past, the El Dorado County School Boards Association absorbs the cost for an Honoree, plus one guest, as well as Retired/Outgoing Board Members (Lifetime Achievement Award Recipients). Current School District Board Members and Superintendents' dinner fees are also supplemented.*

*If your district had a retiring/outgoing Board Member in 2016, please list his/her name on the attached form, and indicate whether or not they will be in attendance at the EDCSBA Awards Dinner. The Association wants to ensure they are recognized for their service.*

<i>Dinner fees are:</i>	<i>Superintendent/Board Member/Retired Board Members</i>	<i>\$25</i>
	<i>Spouse/Guest</i>	<i>\$30</i>

*Registration/Social time begins at 5:30 p.m., with the meeting and a buffet dinner starting at 6:15 p.m. Awards will be presented immediately following dinner.*

*If you have any questions, please call Kim Walker at (530) 295-2217 or email [kwalker@edcoe.org](mailto:kwalker@edcoe.org).*

Attachments:

- Award Categories and Criteria
- Award Nomination Form
- Invoice Authorization Form for Dinner

## **EL DORADO SCHOOL BOARDS ASSOCIATION AWARD CATEGORIES AND CRITERIA**

<b><i>Category</i></b>	<b><i>Award</i></b>
<b><u>Category 1</u></b>	<b><u>EDUCATIONAL STATESMANSHIP:</u></b> <p>Board members serve endless hours in a variety of ways that enrich and improve the education experience for all students.</p> <ul style="list-style-type: none"><li>◆ Promoting public education in the community.</li><li>◆ Keeps learning and achievement for all students as the primary focus.</li><li>◆ Provides community leadership on educational issues and advocates on behalf of students and public education.</li><li>◆ Recognizes and respects differences of perspective and style on the board and among staff, students, parents and community.</li></ul>
<b><u>Category 2</u></b>	<b><u>LEADER IN BOARDSMANSHIP:</u></b> <p><i>Board members bring unique skills, values and beliefs to their board. In order to govern effectively, individuals must work with each other and the superintendent to ensure that a high quality education is provided to each student. Generally the Leader in Boardsmanship would recognize a Board member that has served as the President of the Board.</i></p> <ul style="list-style-type: none"><li>◆ Notable performance/behavior in discussion, deliberation, team building, and collaboration with fellow board members, staff, parents, and community by encouraging the free expression of opinion.</li><li>◆ Understands that authority rests with the board and not individuals.</li><li>◆ Significant contribution to board in general by providing community leadership on educational issues and advocates on behalf of students and public education.</li></ul>
<b><u>Category 3</u></b>	<b><u>OUTSTANDING COMMUNITY MEMBER/COMMUNITY ORGANIZATION OR VOLUNTEER AND OUTSTANDING CORPORATE ORGANIZATION:</u></b> <p><i>Members of the community, from individuals to corporations, serve a vital role in the delivery of educational services in our schools. These steadfast contributors of valuable resources of time and financial support realize that educating a child is, indeed, the business of us all.</i></p> <ul style="list-style-type: none"><li>◆ Has made a notable contribution to education.</li><li>◆ Has effectively collaborated with education and community leaders.</li><li>◆ Has sought and helped develop innovative solutions to the complex challenges facing public education.</li><li>◆ Has broad support and demonstrates active involvement in the community.</li></ul>

#### **Category 4**

#### **DOLORES GARCIA MEMORIAL SPIRIT OF BOARDSMANSHIP**

*This award was named after Dolores Garcia who passed away in October 2012. Dolores served as a Trustee on the El Dorado Union High School District Board from 1975 through 1983, and was then elected to the El Dorado County Board of Education in 1996 for a combined total of 23 years of serving as a School Board Member in El Dorado County. She also served on a plethora of committees and boards of community service agencies and organizations throughout the county.*

*This award is the highest award a board member can receive. It is the pinnacle of awards for boardsmanship. This individual demonstrates exemplary performance in leadership, service, community relations and advocacy, with current knowledge on educational trends and legislation.*

- ◆ Provides community leadership on educational issues and advocates on behalf of students and public education at the local, regional, and possibly state level.
- ◆ Recognizes and respects differences of perspective and style on the board and among staff, students, parent and the community.
- ◆ Demonstrates creativity and innovation in dealing with issues and problems facing public education.
- ◆ Contributes to the success of all students through exceptional leadership and has a positive impact on student achievement and learning.
- ◆ Participates in professional development and commits the time and energy necessary to be an informed and effective leader.

#### **Category 5**

#### **LIFETIME ACHIEVEMENT AWARD**

*This award is **automatically** given to **outgoing/retiring board members** to recognize their contributions during their career as a trustee rather than, or in addition to, single awards. Board member must have served at least eight years on a school district or County Office Board. **Trustees with less time receive a Certificate of Recognition.***

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**ITEM #: 10**

**DATE: February 14, 2017**

## **RESCUE UNION SCHOOL DISTRICT**

### **AGENDA ITEM: 2017 CSBA Delegate Assembly Election**

#### **BACKGROUND:**

CSBA elects their Delegate Assembly annually. CSBA Delegates serve two-year terms. Those elected in 2017 will serve immediately upon election through March 31, 2019. There are two Delegate Assembly meetings each year, one in May prior to CSBA's Legislative Action Conference in Sacramento and one preceding the CSBA Annual Education Conference in December.

#### **STATUS:**

There is one vacancy in our Region, Sub-Region 6-C (Alpine, Amador, El Dorado, and Mono Counties). There is one candidate, Suzanna George (Rescue Union SD), for the vacancy. The Board as a whole may cast one vote for one candidate.

#### **FISCAL IMPACT:**

NA

#### **BOARD GOAL:**

NA

#### **RECOMMENDATION:**

The Board as a whole cast their one vote for the candidate of their choice.



## **Frequently Asked Questions regarding Delegate Assembly Nominations and Elections**

**Who is eligible to serve on Delegate Assembly?** To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- Be a trustee of a district or county office of education that is a current member of CSBA; and
- Be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

**What is the term of office to serve on Delegate Assembly?** The term of office for each Delegate is two years beginning April 1, 2017 through March 31, 2019. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

**How is a board member nominated to serve on the Delegate Assembly?** A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes, however, it is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.

**What does a nomination consist of?** A nomination consists of a completed signed nomination and a one-page candidate biographical sketch form. In addition, an optional, one-page, single-sided, résumé may be submitted, (résumé cannot be substituted for the candidate biographical sketch form). The biographical sketch will be copied exactly as submitted and included with the ballots.

**When are the nomination and biographical sketch forms due?** The nomination and candidate biographical sketch forms must be delivered to CSBA either by fax (916) 371-3407, email [nominations@csba.org](mailto:nominations@csba.org), or mail, postmarked by the U.S.P.S., on or before **Saturday, January 7, 2017**. *It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.*

**How are nominees elected to serve on Delegate Assembly?** Ballots are mailed by Wednesday, February 1 to each district or county board within the region or subregion. Ballots must be delivered to CSBA via U.S.P.S. postmarked by Wednesday, March 15, in order to be accepted. Ballots may not be faxed or emailed.

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion. All districts and candidates are notified of the results no later than March 31. If there is a tie vote, a run-off election will be held.

**What are the required Delegate Assembly meeting dates?** There are two required Delegate Assembly meetings each year. In 2017, the first meeting will be May 20-21 in Sacramento and the second one will be November 29-30 in San Diego preceding CSBA's Annual Education Conference and Trade show.

**Does CSBA cover expenses for Delegates to attend the Delegate Assembly meetings?** No, CSBA is not able to cover expenses.

For additional information, please contact the Executive Office at (800) 266-3382.

## 2016 CSBA DELEGATE ASSEMBLY ROSTER

**DELEGATES** (Year = term expiration; ♦ = appointed by district)

(As of November 16, 2016)

### **REGION 1 – 4 Delegates (4 elected)**

Director: Jennifer Owen (Fort Bragg USD)

#### ***Subregion 1-A (Del Norte, Humboldt)***

Annelia Hillman (Klamath-Trinity Joint USD), 2017

Lisa Ollivier (Eureka City SD), 2018

#### ***Subregion 1-B (Lake, Mendocino)***

Taja Odom (Kelseyville USD), 2018

**County:** Frances Costello (Del Norte Cnty. & USD), 2017

### **REGION 2 – 4 Delegates (4 elected)**

Director: Sherry Crawford (Siskiyou COE)

#### ***Subregion 2-A (Modoc, Siskiyou, Trinity)***

Gregg Gunkel (Siskiyou Union HSD), 2017

#### ***Subregion 2-B (Shasta)***

James (Jim) Schwerdt (Shasta Union HSD), 2017

#### ***Subregion 2-C (Lassen, Plumas)***

Dwight Pierson (Plumas County & USD), 2018

**County:** Brenda Duchi (Siskiyou COE), 2018

### **REGION 3 – 8 Delegates (8 elected)**

Director: A.C. (Tony) Ubalde (Vallejo City USD)

#### ***Subregion 3-A (Sonoma)***

Dianna MacDonald (Cloverdale USD), 2017

Casandra Maitlen-Jones (Bennett Valley Un. SD), 2018

#### ***Subregion 3-B (Napa)***

Indira Lopez (Calistoga Joint USD), 2017

#### ***Subregion 3-C (Solano)***

Michele (Shelley) Dally (Vacaville USD), 2018

David Isom (Fairfield-Suisun USD), 2017

Vacant, 2017

#### ***Subregion 3-D (Marin)***

Barbara (Barb) Owens (Tamalpais Union HSD), 2018

**County:** Herman Hernandez (Sonoma COE), 2017

### **REGION 4 – 8 Delegates (8 elected)**

Director: Paige K. Stauss (Roseville Joint Union HSD)

#### ***Subregion 4-A (Glenn, Tehama)***

Rod Thompson (Red Bluff Jt. Union HSD), 2018

#### ***Subregion 4-B (Butte)***

Judith Peters (Paradise USD), 2017

#### ***Subregion 4-C (Colusa, Sutter, Yuba)***

Jim Flurry (Marysville Joint USD), 2018

Sharman Kobayashi (Yuba City USD), 2017

#### ***Subregion 4-D (Nevada, Placer, Sierra)***

Julann Brown (Auburn Union ESD), 2017

Trish Gerving (Nevada City SD), 2017

Renee Nash (Eureka Union SD), 2018

**County:** Suzanne Jones (Placer COE), 2018

### **REGION 5 – 10 Delegates (7 elected/3 appointed ♦)**

Director: Jill Wynns (San Francisco County & USD)

#### ***Subregion 5-A (San Francisco)***

Emily Murase (San Francisco County & USD) ♦, 2017

Rachel Norton (San Francisco County & USD) ♦, 2017

Shamann Walton (San Francisco County & USD) ♦, 2018

#### ***Subregion 5-B (San Mateo)***

Davina Drabkin (Burlingame ESD), 2017

Carrie Du Bois (Sequoia Union HSD), 2017

Marc Friedman (San Mateo Union HSD), 2018

Alisa MacAvoy (Redwood City ESD), 2018

Kevin Martinez (San Bruno Park ESD), 2017

Kalimah Salahuddin (Jefferson Union HSD), 2018

**County:** Beverly Gerard (San Mateo COE), 2017

### **REGION 6 – 19 Delegates (12 elected/7 appointed ♦)**

Director: Darrel Woo (Sacramento City USD)

#### ***Subregion 6-A (Yolo)***

Susan Lovenburg (Davis Joint USD), 2018

#### ***Subregion 6-B (Sacramento)***

Michael A. Baker (Twin Rivers USD) ♦, 2017

Ellen Cochran (Sacramento City USD) ♦, 2018

Pam Costa (San Juan USD) ♦, 2017

Craig DeLuz (Robla ESD), 2018

John Gordon (Galt Joint Union ESD), 2017

Jay Hansen (Sacramento City USD) ♦, 2017

James Hendricks (Arcohe Union ESD), 2018

Susan Heredia (Natomas USD), 2017

Lisa Kaplan (Natomas USD), 2017

Lucinda Luttgen (San Juan USD) ♦, 2018

Crystal Martinez-Alire (Elk Grove USD) ♦, 2017

Michael McKibbin (San Juan USD), 2017

JoAnne Reinking (Folsom-Cordova USD), 2018

Edward Short (Folsom-Cordova USD), 2017

Bobbie Singh-Allen (Elk Grove USD) ♦, 2018

#### ***Subregion 6-C (Alpine, El Dorado, Mono)***

Misty DiVittorio (Placerville Union ESD), 2018

Suzanna George (Rescue Union ESD), 2017

**County:** Greg Geeting (Sacramento COE), 2018

## 2016 CSBA DELEGATE ASSEMBLY ROSTER

### **REGION 7 – 20 Delegates (15 elected/5 appointed) ♦**

Director: Anne White (Livermore Valley USD)

#### ***Subregion 7-A (Contra Costa)***

Elizabeth Block (West Contra Costa USD) ♦, 2018  
Laura Canciamilla (Pittsburg USD), 2018  
Christine Deane (Contra Costa COE), 2017  
Madeline Kronenberg (West Contra Costa USD), 2017  
Linda K. Mayo (Mt. Diablo USD) ♦, 2017  
Kathi McLaughlin (Martinez USD), 2018  
Yolanda C. Pena Mendrek (Liberty Union HSD), 2017  
Raymond Valverde (Liberty Union HSD), 2018

#### ***Subregion 7-B (Alameda)***

Valerie Arkin (Pleasanton USD), 2018  
Desrie Campbell (Fremont USD), 2018  
Ann Crosbie (Fremont USD) ♦, 2017  
Jamie Hintzke (Pleasanton USD), 2018  
Philip Hu (Alameda USD), 2017  
Beatriz Leyva-Cutler (Berkeley USD), 2017  
Jody London (Oakland USD) ♦, 2017  
William McGee (Hayward USD), 2017  
Amy Miller (Dublin USD), 2018  
Diana J. Prola (San Leandro USD), 2017  
Rosie Torres (Oakland USD) ♦, 2018

**County:** Aisha Knowles (Alameda COE), 2017

### **REGION 8 – 14 Delegates (12 elected/2 appointed) ♦**

Director: Matthew Balzarini (Lammersville Joint USD)

#### ***Subregion 8-A (San Joaquin)***

Gloria J. Allen (Stockton USD) ♦, 2018  
Sam Fant (Manteca USD), 2018  
Kathleen Garcia (Stockton USD) ♦, 2017  
Ron Heberle (Lodi USD), 2017  
Kathy Howe (Manteca USD), 2018  
George Neely (Lodi USD), 2017  
Jenny Van De Pol (Lincoln USD), 2018

#### ***Subregion 8-B (Amador, Calaveras, Tuolumne)***

Zerrall McDaniel (Calaveras USD), 2017

#### ***Subregion 8-C (Stanislaus)***

Faye Lane (Ceres USD), 2018  
Cynthia Lindsey (Sylvan Union ESD), 2017  
Vacant, 2017

#### ***Subregion 8-D (Merced)***

Adam Cox (Merced City ESD), 2017  
Greg Opinski (Merced Union HSD), 2018  
**County:** Vacant, 2018

### **REGION 9 – 8 Delegates (8 elected)**

Director: Tami Gunther (Atascadero USD)

#### ***Subregion 9-A (San Benito, Santa Cruz)***

Phil Rodriguez (Soquel Union ESD), 2018  
Deborah Tracy-Proulx (Santa Cruz City Schools), 2018  
George Wylie (San Lorenzo Valley USD), 2017

#### ***Subregion 9-B (Monterey)***

Lila Cann (Salinas Union HSD), 2017  
Rita Patel (Carmel USD), 2018

#### ***Subregion 9-C (San Luis Obispo)***

Mark Buchman (San Luis Coastal USD), 2018  
Vicki Meagher (Lucia Mar USD), 2017

**County:** Sergio Alejo (Monterey COE), 2017

### **REGION 10 – 15 Delegates (11 elected/4 appointed) ♦**

Director: Susan Markarian (Pacific Union ESD)

#### ***Subregion 10-A (Madera, Mariposa)***

Barbara Bigelow (Chawanakee USD), 2017

#### ***Subregion 10-B (Fresno)***

Daniel Babshoff (Kerman USD), 2017  
Cynthia (Cyndi) Berube (Central USD), 2018  
Darrell Carter (Washington USD), 2018  
Gilbert F. Coelho (Firebaugh-Las Deltas USD), 2018  
Valerie F. Davis (Fresno USD) ♦, 2017  
Brian D. Heryford (Clovis USD) ♦, 2017

James Karle (Sanger USD), 2017  
Marcia (Marcy) Masumoto (Sanger USD), 2017

Carol Mills (Fresno USD) ♦, 2018  
Betsy J. Sandoval (Clovis USD) ♦, 2018  
Norman Saude (Sierra USD), 2018  
Kathy Spate (Caruthers USD), 2017

#### ***Subregion 10-C (Kings)***

Karen Frey (Corcoran Joint USD), 2018  
**County:** Barbara Thomas (Fresno COE), 2018

### **REGION 11 – 9 Delegates (9 elected)**

Director: Suzanne Kitchens (Pleasant Valley SD)

#### ***Subregion 11-A (Santa Barbara)***

Jack C. Garvin (Santa Maria Joint Union HSD), 2018  
S. Monique Limon (Santa Barbara USD), 2017

#### ***Subregion 11-B (Ventura County and Las Virgenes USD)***

John Andersen (Conejo Valley USD), 2018  
Greg Barker (Moorpark USD), 2018  
Rob Collins (Simi Valley USD), 2018  
Vianey Lopez (Hueneme ESD), 2018  
Christina Urias (Santa Paul USD), 2017  
John Walker (Ventura USD), 2017

**County:** Mark Lisagor (Ventura COE), 2017

## 2016 CSBA DELEGATE ASSEMBLY ROSTER

### **REGION 12 – 13 Delegates (11 elected/2 appointed) ◇**

Director: Bill Farris (Sierra Sands USD)

#### ***Subregion 12-A (Tulare)***

Peter Lara, Jr. (Porterville USD), 2018  
Cathy Mederos (Tulare Joint Union HSD), 2017  
Dean Sutton (Exeter USD), 2017  
Lucia Vazquez (Visalia USD), 2018

#### ***Subregion 12-B (Kern)***

Pam Baugher (Bakersfield City SD), 2017  
Jeff Flores (Kern Union HSD) ◇, 2017  
Tim Johnson (Sierra Sands USD), 2017  
Phillip Peters (Kern Union HSD) ◇, 2018  
Elizabeth Naty Santana-Garibaldo (Lamont ESD), 2017  
Scott Starkey (Southern Kern USD), 2018  
Wesley Thomas (Kernville Union ESD), 2018  
Vacant, 2017

**County:** Donald P. Cowan (Kern COE), 2018

### **REGION 15 – 27 Delegates (18 elected/9 appointed) ◇**

Director: Meg Cutuli (Los Alamitos USD)

#### ***County: Orange***

Ginny Aitkens (Saddleback Valley USD) ◇, 2017  
Valerie Amezcua (Santa Ana USD) ◇, 2018  
Dana Black (Newport-Mesa USD), 2018  
Lauren Brooks (Irvine USD), 2018  
Bonnie Castrey (Huntington Beach Union HSD), 2017  
Gina Clayton-Tarvin (Ocean View SD), 2017  
Jeff Cole (Anaheim ESD), 2017  
Ian Collins (Fountain Valley ESD), 2017  
Debbie Cotton (Ocean View SD), 2017  
Lynn Davis (Tustin USD), 2018  
Judy Franco (Newport-Mesa USD), 2018  
Karin Freeman (Placentia-Yorba Linda USD), 2017  
Bob Harden (Garden Grove USD) ◇, 2017  
Gila Jones (Capistrano USD) ◇, 2018  
Candice (Candi) Kern (Cypress ESD), 2018  
Martha McNicholas (Capistrano USD) ◇, 2018  
Lan Q. Nguyen (Garden Grove USD) ◇, 2018  
Annemarie Randle-Trejo (Anaheim Union HSD) ◇, 2018  
Rob Richardson (Santa Ana USD) ◇, 2017  
Rosemary Saylor (Huntington Beach City ESD), 2018  
Francine Scinto (Tustin USD), 2018  
Michael Simons (Huntington Beach Union HSD), 2018  
Robert A. Singer (Fullerton Joint Union HSD), 2017  
Suzie R. Swartz (Saddleback Valley USD), 2017  
Sharon Wallin (Irvine USD) ◇, 2018  
Dolores Winchell (Saddleback Valley ESD), 2017

**County:** John W. Bedell (Orange COE), 2017

### **REGION 16 – 20 Delegate (15 elected/5 appointed) ◇**

Director: Karen Gray (Silver Valley USD)

#### ***Subregion 16-A (Inyo)***

Susan Patton (Lone Pine USD), 2017

#### ***Subregion 16-B (San Bernardino)***

Jesse Armendarez (Fontana USD) ◇, 2018  
Christina Cameron-Otero (Needles USD), 2017  
Niccole Childs (Hesperia USD), 2018  
Lorena Corona (Fontana USD) ◇, 2017  
Tom Courtney (Lucerne Valley USD), 2017  
Barbara J. Dew (Victor Valley Union HSD), 2018  
Barbara Flores (San Bernardino City USD) ◇, 2018  
Cathline Fort (Etiwanda ESD), 2018  
Margaret Hill (San Bernardino City USD) ◇, 2017  
Sylvia Orozco (Chino Valley USD) ◇, 2017  
Caryn Payzant (Alta Loma ESD), 2018  
Barbara Schneider (Helendale SD), 2018  
Jane D. Smith (Yucaipa-Calimesa Joint USD), 2018  
Wilson So (Apple Valley USD), 2017  
Eric Swanson (Hesperia USD), 2017  
Kathy A. Thompson (Central ESD), 2017  
Charles Uhalley (Chaffey Joint Union HSD), 2017  
Donna West (Redlands USD), 2018

**County:** Mark A. Sumpter (San Bernardino COE), 2018

### **REGION 17 – 24 Delegates (18 elected/6 appointed) ◇**

Director: Carol Skiljan (Encinitas Union ESD)

#### ***County: San Diego***

Elvia Aguilar (South Bay Union SD), 2018  
Barbara Avalos (National SD), 2018  
Kevin Beiser (San Diego USD) ◇, 2017  
Brian Clapper (National SD), 2018  
Katie Dexter (Lemon Grove SD), 2018  
Twila Godley (Lakeside Union SD), 2017  
Adrianne Hakes (Oceanside USD), 2018  
Beth Hergesheimer (San Dieguito Union HSD), 2017  
Elizabeth Jaka (Vista USD), 2018  
Claudine Jones (Carlsbad USD), 2018  
Michael McQuary (San Diego USD) ◇, 2018  
Janet W. Mulder (Jamul-Dulzura Union ESD), 2017  
Tamara Otero (Cajon Valley Union SD), 2017  
Dawn Perfect (Ramona USD), 2017  
Eduardo Reyes (Chula Vista ESD), 2018  
Barbara Ryan (Santee SD), 2017  
Debra Schade (Solana Beach ESD), 2018  
Priscilla Schreiber (Grossmont Union HSD), 2017  
Nicholas Segura (Sweetwater Union HSD) ◇, 2018  
Charles Sellers (Poway USD) ◇, 2017  
Arturo Solis (Sweetwater Union HSD) ◇, 2017  
Marla Strich (Encinitas Union ESD), 2018  
Sharon Whitehurst-Payne (San Diego USD) ◇, 2017

**County:** Guadalupe Gonzalez (San Diego COE), 2019

## 2016 CSBA DELEGATE ASSEMBLY ROSTER

### REGION 18 – 21 Delegates (16 elected/5 appointed) ◇

Director: Jerry Bowman (Meniffee Union ESD)

#### **Subregion 18-A (Riverside)**

Bruce N. Dennis (Riverside COE), 2017  
Kenneth Dickson (Murrieta Valley USD), 2017  
Tom Elliott (Perris ESD), 2018  
Tom Hunt (Riverside USD) ◇, 2017  
Ben Johnson, II (Alvord USD), 2018  
Cleveland Johnson (Moreno Valley USD) ◇, 2017  
Wendy Jonathan (Desert Sands USD), 2018  
Marla Kirkland (Val Verde USD), 2018  
Susan Lara (Beaumont USD), 2018  
Patricia Lock-Dawson (Riverside USD) ◇, 2018  
Memo Mendez (Jurupa USD), 2017  
Bill Newberry (Corona-Norco USD) ◇, 2017  
John I. Norman (San Jacinto USD), 2017  
David Allen Pulsipher (Temecula Valley USD), 2017  
Cathy L. Sciortino (Corona-Norco USD) ◇, 2018  
Susan Scott (Lake Elsinore USD), 2018  
Sandra Tusant (Romoland ESD), 2017

#### **Subregion 18-B (Imperial)**

Ralph Fernandez (Brawley Union HSD), 2017  
Diahna Garcia-Ruiz (Heber ESD), 2017  
Gloria Santillan (Brawley ESD), 2018  
**County:** Susan Manger (Imperial COE), 2018

### REGION 20 – 12 Delegates (11 elected/1 appointed) ◇

Director: Albert Gonzalez (Santa Clara USD)

#### **County: Santa Clara**

Robert Benevento (Morgan Hill USD), 2018  
Frank Biehl (East Side Union HSD), 2018  
Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD), 2018  
Danielle Cohen (Campbell Union SD), 2017  
Pamela Foley (San Jose USD) ◇, 2017  
Anjali Kausar (Cupertino Union SD), 2017  
Bonnie Mace (Evergreen ESD), 2017  
Joe Mitchner (Mountain View-Los Altos Un. HSD), 2018  
Reid Myers (Sunnyvale SD), 2017  
Andres Quintero (Alum Rock Union ESD), 2017  
George Sanchez (Franklin-McKinley ESD), 2017  
**County:** Rosemary Kamei (Santa Clara COE), 2018

### REGION 21 – 7 Delegates (7 appointed) ◇

Director: George McKenna (Los Angeles USD)

#### **County: Los Angeles**

Monica Garcia (Los Angeles USD) ◇, 2017  
Monica Ratliff (Los Angeles USD) ◇, 2017  
Ref Rodriguez (Los Angeles USD) ◇, 2020  
Scott Schmerelson (Los Angeles USD) ◇, 2020  
Richard Vladovic (Los Angeles USD) ◇, 2020  
Steven Zimmer (Los Angeles USD) ◇, 2017  
**County:** Douglas Boyd (Los Angeles COE) ◇, 2018

### REGION 22 – 6 Delegates (6 elected)

Director: Victor Torres (Castaic Union SD)

#### **Los Angeles County: North Los Angeles**

John K. Curiel (Westside Union ESD), 2017  
Steven DeMarzio (Westside Union ESD), 2018  
R. Michael Dutton (Keppel Union ESD), 2017  
Keith Giles (Lancaster ESD), 2018  
Nancy Smith (Palmdale ESD), 2018  
Steven M. Sturgeon (William S. Hart Union HSD), 2017

### REGION 23 – 16 Delegates (13 elected/3 Appointed) ◇

Director: Xilonin Cruz-Gonzalez (Azusa USD)

#### **Los Angeles County: San Gabriel Valley & East Los Angeles**

##### **Subregion 23-A**

Adele Andrade-Stadler (Alhambra USD), 2017  
Kenneth Bell (Duarte USD), 2017  
Bob Bruesch (Garvey ESD), 2018  
Gregory Krikorian (Glendale USD), 2018  
Gary Scott (San Gabriel USD), 2018

##### **Subregion 23-B**

Benjamin Cardenas (Montebello USD) ◇, 2017  
Anthony Duarte (Hacienda La Puente USD), 2018  
Helen Hall (Walnut Valley USD), 2017  
Gino (J.D.) Kwok (Hacienda La Puente USD) ◇, 2018  
Vacant, 2017

##### **Subregion 23-C**

Steven Llanusa (Claremont USD), 2018  
Christina Lucero (Baldwin Park USD), 2017  
Eileen Miranda Jimenez (West Covina USD), 2017  
Roberta Perlman (Pomona USD) ◇, 2017  
Camie Poulos (West Covina USD), 2018  
Paul Solano (Bassett USD), 2018

### REGION 24 – 16 Delegates (14 elected/2 Appointed) ◇

Director: Donald E. LaPlante (Downey USD)

#### **Los Angeles County: Southwest Crescent**

Darryl Adams (Norwalk-La Mirada USD), 2017  
Micah Ali (Compton USD), 2017  
Leighton Anderson (Whittier Union HSD), 2018  
Jan Baird (South Whittier ESD), 2017  
Paul Gardiner (East Whittier City ESD), 2018  
Margie Garrett (Compton USD), 2018  
Vivian Hansen (Paramount USD), 2017  
Megan Kerr (Long Beach USD) ◇, 2017  
Eugene Krank (Hawthorne SD), 2018  
Jose Lara (El Rancho USD), 2017  
Sylvia V. Macias (South Whittier ESD), 2018  
John McGinnis (Long Beach USD) ◇, 2018  
Karen Morrison (Norwalk-La Mirada USD), 2018  
Ann M. Phillips (Lawndale ESD), 2018  
Margarita Rios (Norwalk-La Mirada USD), 2018  
Ana Valencia (Norwalk-La Mirada USD), 2017

**REQUIRES BOARD ACTION**

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office No later than **WEDNESDAY, MARCH 15, 2017**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2017 DELEGATE ASSEMBLY BALLOT  
SUBREGION 6-C  
(Alpine, El Dorado, Mono Counties)

Number of vacancies: 1 (Vote for no more than 1 candidate)

---

*Delegates will serve two-year terms beginning April 1, 2017 – March 31, 2019*

*\*denotes incumbent*

☐

Suzanna George (Rescue Un. SD)\*

COPY

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*Provision for Write-in Candidate Name*

---

*School District*

---

*Signature of Superintendent or Board Clerk*

---

*Title*

---

*School District Name*

---

*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*

---

**Region 6 – Darrell Woo, Director (Sacramento City USD)**  
**19 Delegates (12 elected/7 appointed)**

**Below is a list of all the current Delegates from this Region.**

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**Subregion A**

Jackie Wong (Washington USD), term expires 2018

**Subregion B**

Michael A. Baker (Twin Rivers USD), appointed term expires 2019  
Ellen Cochrane (Sacramento City USD), appointed term expires 2018  
Pam Costa (San Juan USD), appointed term expires 2019  
Craig DeLuz (Robla ESD), term expires 2018  
John Gordon (Galt Joint Union ESD), term expires 2017  
Jay Hansen (Sacramento City USD), appointed term expires 2017  
James Hendricks (Arcohe Union ESD), term expires 2018  
Susan Heredia (Natomas USD), term expires 2017  
Lisa Kaplan (Natomas USD), term expires 2017  
Crystal Martinez-Alire (Elk Grove USD), appointed term expires 2017  
Michael McKibbin, appointed term expires on 2018  
JoAnne Reinking (Folsom-Cordova USD), term expires 2018  
Edward (Ed) Short (Folsom-Cordova USD), term expires 2017  
Bobbie Singh-Allen (Elk Grove USD), appointed term expires 2018  
Vacant, term expires 2017

**Subregion C**

Misty DiVittorio (Placerville Union USD), term expires 2018  
Suzanna George (Rescue Union ESD), term expires 2017

**County Delegate**

Greg Geeting (Sacramento COE), term expires 2018

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**Counties**

Yolo (Subregion A)  
Sacramento (Subregion B)  
Alpine, El Dorado, Mono (Subregion C)

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:      Local Control Accountability Plan (LCAP)**

**BACKGROUND:**

The District receives state funding under the Local Control Funding Formula (LCFF) which requires the creation and monitoring of the 3 year (2017-2020) Local Control Accountability Plan (LCAP). The plan requires increased stakeholder involvement in the development and implementation of annual goals and activities.

**STATUS:**

The Superintendent will update the Board on the LCAP monitoring and revision process and activities related to the implementation of the LCAP goals.

**FISCAL IMPACT:**

N/A

**BOARD GOAL(S):**

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 State Standards 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 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 use of resources.

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.

**RECOMMENDATION:**

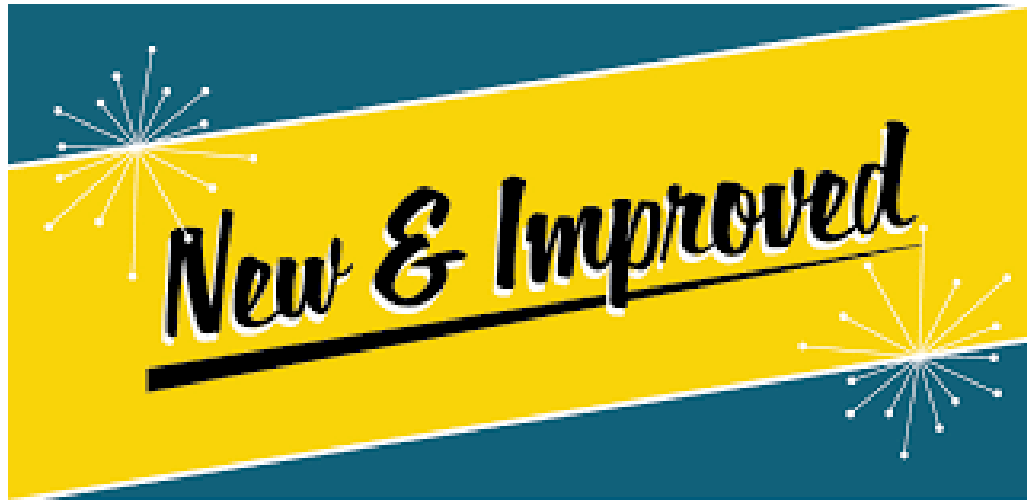
The Board receive information on the Local Control Accountability Plan.

# LCAP Progress Update

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For the RUSD Board of Trustees  
February 14, 2017

# A New and Improved LCAP Template



# A New Template for 2017-2020

- This year, the LCAP template looks a little different.
- State priorities, stakeholder involvement, goals, actions, expenditure reports, and metrics are still present, but appear in a different format.

# A New Summary for 2017-2020

- The LCAP now includes a **Plan Summary** section that highlights
  - **The Story**
    - Briefly describe the students and community and how the LEA serves them.
  - **LCAP Highlights**
    - Identify and briefly summarize the key features of this year's LCAP.
  - **Review of Performance** based on LCFF Eval. Rubrics, Loc. Metrics, stakeholder input, etc.
    - Greatest Progress
    - Greatest Needs
- Orange and Red areas in the LCFF dashboard

# The New Look of the Annual Update section



# Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

**Goal  
1**

The District will enhance and encourage learning for all students, increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California State Standards.

State and/or Local  
Priorities  
Addressed by this  
goal:

STATE	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL	<input type="text"/>							

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding.

Metrics: DIBELS, Smarter Balanced Summative Results (Grade 3), Smarter Balanced Interim Results (Grade 3), RUSD Trimester Math Assessments, Reading Counts Results

Middle school students will benefit from schedules and programs that support student learning for all children in the middle grades, including AVID, Advisory Periods, and Enrichment/Intervention.

Metrics: Smarter Balanced Summative Results, Smarter Balanced Interim Results, Reading Counts results, student listening circle results

Students in the middle schools will receive instruction in Spanish, Technology, and Project Lead the Way (STEAM)

Metrics: Student enrollment/attendance reports, student listening circle feedback, parent survey information, pre and post tests on skills identified in the RUSD Technology Scope and Sequence, Digital Citizenship Compliance Certificates

The measurable data reports have  
moved to a new location.

### ACTUAL

Elementary students benefitted from an estimated grade span adjustment of ??? in grades K-3. (See measureable academic data below)

Our middle school students at Pleasant Grove benefitted from participation in the inaugural year of a school-wide AVID program at Pleasant Grove. (See measureable data below)

Students participated in newly formed electives including Spanish for all grade levels, Computer Science, and Project Lead the Way courses. (See measureable data below)

Students at Marina Village participated in before school Jazz courses. (See enrollment data below)

Lifeskills instruction was integrated into classroom instruction. (See measurable data below)

# Analysis by Action

Action

1

Actions/Services

PLANNED

The District will continue to reduce class sizes towards 24:1 in grades K-3.

ACTUAL

The District continued to reduce class sizes towards 24:1 in grades K-3. See measurable data above.

Expenditures

BUDGETED

The ongoing estimated salary for the two and one-half (2.5) certificated teachers at an average of \$65,000 per teacher is \$162,500. 1000-1999: Certificated Personnel Salaries Base \$162,500

The ongoing estimated benefit expense for the two and one-half (2.5) certificated teachers at an average of \$15,000 per teacher is \$37,500. 3000-3999: Employee Benefits Base \$37,500

ESTIMATED ACTUAL

# Analysis by Goal

## ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Here's where the specific measurable data will appear.



# New Goals, Actions, and Services Pages



# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New

☐ Modified

☐ Unchanged

## Goal 1

The District will enhance and encourage learning for all students, increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California State Standards.

[State and/or Local  
Priorities Addressed by  
this goal:](#)

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8  
COE ☐ 9 ☐ 10  
LOCAL

[Identified Need](#)

Parents identified an engaging and challenging curriculum/learning environment as the third highest priority on the 2016 LCAP Parent Survey and in stakeholder meetings. Students identified engagement in learning as a high priority during student focus group meetings. Teachers also identified additional best practices related to the learning environment in Curriculum Committee meetings and during LCAP consultation meetings.



Click Here to Upload Image

These are new!

## EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

DIBELS, Smarter Balanced Summative Results (Grade 3), Smarter Balanced Interim Results (Grade 3), RUSD Trimester Math Assessments, Reading Counts Results

Baseline



Click Here to Upload Image

2017-18

Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding.

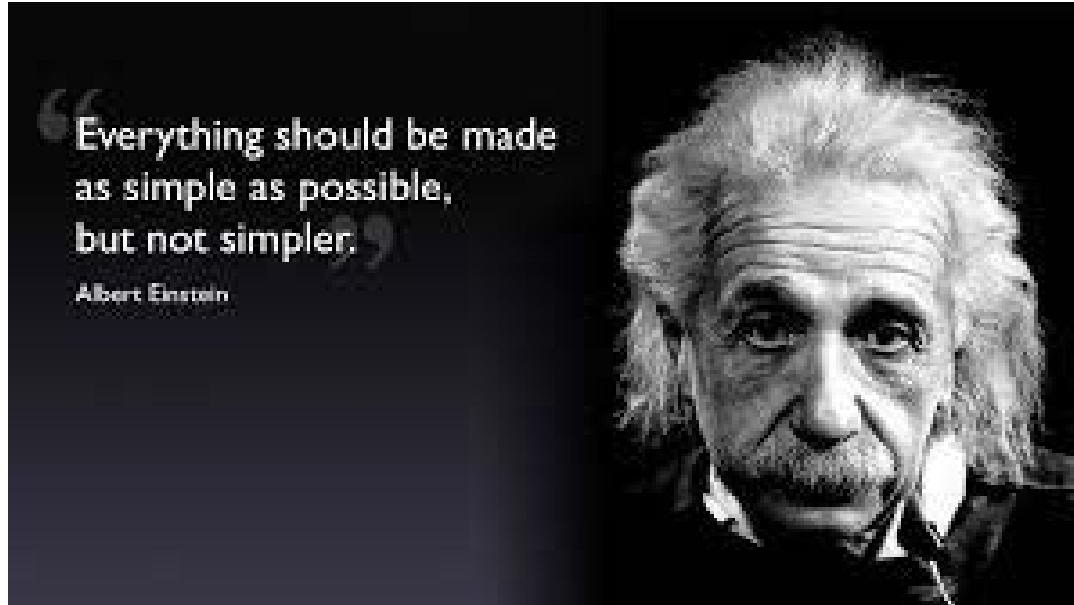
2018-19

Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding.

2019-20

Elementary students will continue to benefit from smaller class sizes in grades K-3, as students will have more opportunities for individual assistance on social development, foundational literacy skills and mathematical understanding.

# A Simplified Stakeholder Engagement Page



# Stakeholder Engagement

## Stakeholder Engagement

How and with Whom?

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

### INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

August 2, 2016  
Meetings were held with the District Leadership Team to address areas of focus for the Local Control Accountability Plan (LCAP).

### IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

On August 2, 2016  
Discussions were held with the Leadership Team regarding Board approved LCAP actions. At this time, the results of the LCAP Parent Survey were also discussed. Site and department plans were enacted to carry out the LCAP actions.

Impact on LCAP

# A Brief Summary of Stakeholder Involvement To Date

## Administrators

Discussion of LCAP Goals and Actions at Leadership retreat on August 2, 2017.

Ongoing discussion on current LCAP actions and future LCAP initiatives at Leadership and Principal Meetings.

Alignment of SPSAs to LCAP

# A Brief Summary of Stakeholder Involvement To Date

## Classified and Certificated Employees

- LCAP 101 Meeting  
September 12th
- LCAP Consultation Meeting (CSEA) January 11th
- LCAP Consultation Meeting (RUFT) January 12th
- RUFT and CSEA LCAP Surveys Developed
- RUFT Survey is open
  - Over 100 Responses to date!

# A Brief Summary of Stakeholder Involvement To Date

## Parent Advisory Committee

- Formed LCAP Parent Advisory Committee (PAC) with reps from all sites
- LCAP PAC Meeting 1  
17  
October
- LCAP PAC Meeting 1 (make up)  
November 1
- LCAP PAC Meeting 2  
November 2
- LCAP PAC Meeting 3  
December 7

# A Brief Summary of Stakeholder Involvement To Date

## Parent Advisory Committee (cont.)

- The parents on the advisory committee are nearly finished crafting the parent survey for 2017.
- The survey will be release near the end of February
- Results will be analyzed in March
- Written input will be shared with the Superintendent in March/April

# A Brief Summary of Stakeholder Involvement To Date

## Students

- Student Listening Circles are scheduled at all schools.
- Every grade level is included in listening circles.

- |                                      |             |
|--------------------------------------|-------------|
| ○ Green Valley (3rd and 5th)         | February 16 |
| ○ Marina Village (6th, 7th, and 8th) | February 21 |
| ○ Jackson (Kindergarten)             | February 21 |
| ○ Lakeview (2nd)                     | February 21 |
| ○ Lake Forest (4th)                  | February 21 |

- |                                      |             |
|--------------------------------------|-------------|
| ○ Pleasant Grove (6th, 7th, and 8th) | February 22 |
|--------------------------------------|-------------|

# A Brief Summary of Stakeholder Involvement To Date

## Community Members

- Door to door visits were made in Cameron Park and El Dorado Hills in September to talk to business leaders about our LCAP and invite them to a LCAP Town Hall Meeting
- LCAP Town Hall Meeting was held at Lakeview on September 28th

# Current Work

- Work is underway updating various parts of the LCAP for 2017-2020 (i.e stakeholder involvement).
- Benchmark assessment data is being collected and analyzed, and the data will be included in the LCAP annual update.
- The parent survey is under development.
- The RUFT Survey is open and being completed

# Future Work

- Assessment data will continue to be collected, analyzed and used to revise LCAP actions for 2017-2020.
- Student focus groups are coming up soon!
- Survey data from CSEA, RUFT, the parents, and students will be compiled, discussed, and used to develop LCAP initiatives for 2017-2020.
- Budget information, including supplemental funding proportionality, will be updated.
- The information on the LCFF Dashboard, when released, will be used to inform LCAP goals, actions, and expenditures.
- Ultimately, actions will be revised, new initiatives added, and the draft LCAP

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Board Policy – Update/Revision**

**BACKGROUND:**

Periodically the Board reviews, revises and/or adopts Board Policy. We currently have contracted with CSBA to put all our policies on Gamut On-Line. We use the CSBA policy update service for identification of policy changes necessitated by changes in law.

**STATUS:**

Policies identified for review and/or changes are submitted to the Board for possible consideration of approval. A table providing a listing of revised policies and summary of changes is included.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLEMENT

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.

**RECOMMENDATION:**

District Administration recommends the Board of Trustees receive board policies for first reading and possible consideration for action.

# RUSD Board Policy, Administrative Regulations and Board Bylaws

## February 14, 2017

POLICY	TITLE	REQUIREMENT
<i><b>First Reading</b></i>		
AR 1340	Access to District Records REVISE	Regulation updated to reflect <b>NEW LAW</b> (AB 2843, 2016) which prohibits disclosure of employees' personal cell phone numbers and birth dates, and <b>NEW LAW</b> (AB 2853, 2016) which authorizes the district, in response to a public records request, to post public records on its web site and refer the requesting member of the public to the location of the records on the web site. Regulation also revised to clarify access to documents containing names, salaries, and pension benefits of district employees and to records pertaining to claims and litigation against the district.
BP 3470	Debt Issuance and Management ADOPT	New policy reflects <b>NEW LAW</b> (SB 1029, 2016) which mandates that boards adopt a debt management policy prior to issuing any debt, including, but not limited to, general obligation bonds, tax and revenue anticipation notes, and certificates of participation. Policy addresses the components mandated by law, including (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use.
AR 5111.1	District Residency REVISE	Policy updated to reflect <b>NEW LAW</b> (SB 1455, 2016) which establishes residency within the district for enrollment purposes to students whose parent/guardian is transferred or pending transfer into a military installation within district boundaries. Policy also reflects <b>NEW LAW</b> (AB 2537, 2016) which indefinitely extends district authority to grant Allen Bill transfers for students whose parent/guardian is employed within district boundaries for a minimum of 10 hours during the school week.
BP 5116.2	Involuntary Student Transfers ADOPT	New policy reflects <b>NEW LAW</b> (SB 1343, 2016) which authorizes districts to involuntarily transfer a student who has been convicted of a specified violent felony or a misdemeanor associated with possession of a firearm, whenever the student is enrolled at the same school as the victim of the crime for which he/she was convicted. In order to exercise this authority, the district is mandated to adopt policy with specified components and provide notice of the policy to parents/guardians as part of the annual parental notification.

# Rescue Union ESD

## Administrative Regulation

### Access To District Records

AR 1340

#### Community Relations

Note: Article I, Section 3 of the California Constitution grants any person the right to access information concerning meetings and writings of state and local government bodies, officials, and agencies as long as the constitutional rights of privacy and due process are protected. Courts broadly interpret rules or laws granting access and narrowly interpret those denying access; thus, the burden is on the district to demonstrate the need for restricting access to public records.

The following **optional** administrative regulation lists those records defined as public and, in contrast, those defined as confidential to which there is no public access. It is not intended to provide an all-inclusive list of records that may be defined as either public or confidential.

#### Definitions

Note: Pursuant to Government Code 6252, a "public record" includes any writing that relates to district business as defined below.

Emails discussing district business are considered public records. However, the law is unclear as to whether emails discussing district business sent from an employee's or Governing Board member's home computer or personal digital assistant would be considered a public record that is "retained in the normal course of business" and thus subject to disclosure. Although an appellate court ruled that the California Public Records Act does not require public access to communications by public officials using exclusively private cell phones or email accounts, the case has been appealed to the California Supreme Court. If a district receives a request for such records, legal counsel should be consulted, as appropriate. See BB 9012 - Board Member Electronic Communications.

*Public records* include any writing containing information relating to the conduct of the district's business prepared, owned, used, or retained by the district regardless of physical form or characteristics. (Government Code 6252)

(cf. 3580 - District Records)

(cf. 9012 - Board Member Electronic Communications)

*Writing* means any handwriting, typewriting, printing, photostating, photographing, photocopying, transmitting by electronic mail or facsimile, and every other means of recording upon any tangible thing any form of communication or representation, including letters, words, pictures, sounds, or symbols or combinations thereof, and any record thereby created, regardless of the manner in which the record has been stored. (Government Code 6252)

*Member of the public* means any person, except a member, agent, officer, or employee of the district or a federal, state, or other local agency acting within the scope of his/her membership, agency, office, or employment. (Government Code 6252)

## **Public Records**

**Note: While not specifically enumerated in Government Code 6252, items #1-15 below are items which fall within the definition of "public records."**

Public records to which members of the public shall have access include, but are not limited to:

1. Proposed and approved district budgets and annual audits (Education Code 41020, 42103)

*(cf. 3100 - Budget)*

*(cf. 3460 - Financial Reports and Accountability)*

2. Statistical compilations

3. Reports and memoranda

4. Notices and bulletins

5. Minutes of public meetings (Education Code 35145)

*(cf. 9324 - Minutes and Recordings)*

6. Meeting agendas (Government Code 54957.5)

*(cf. 9322 - Agenda/Meeting Materials)*

7. Official communications between the district and other government agencies

8. School-based program plans (Education Code 52850)

*(cf. 0420 - School Plans/Site Councils)*

~~*(cf. 0420.1 - School-Based Program Coordination)*~~

9. Information and data relevant to the evaluation and modification of district plans

*(cf. 0440 - District Technology Plan)*

*(cf. 0460 - Local Control and Accountability Plan)*

*(cf. 0520.2 - Title I Program Improvement Schools)*

*(cf. 0520.3 - Title I Program Improvement Districts)*

10. Initial proposals of exclusive employee representatives and of the district (Government Code 3547)

(cf. 4143.1/4243.1 - Public Notice - Personnel Negotiations)

Note: Although Government Code 6254 exempts from disclosure those records pertaining to pending litigation, the Attorney General opined in 71 Ops.Cal.Atty.Gen. 235 (1988) that records predating the filing of the lawsuit are subject to disclosure. In Fairley v. Superior Court, a California Court of Appeal concurred and held that documents were exempted only if they were prepared for use in litigation. (See item #2 in the section "Confidential Records" below.) The following item reflects the opinion of the court and the Attorney General. The Board should consult legal counsel if it believes that any document related to litigation should not be disclosed.

11. Records pertaining to claims and litigation against the district which have been adjudicated or settled (Government Code 6254, 6254.25)

~~11. Claims filed against the district and records pertaining to pending litigation (Government Code 6254.25; Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988))~~

(cf. 3320 - Claims and Actions Against the District)

12. Statements of economic interests required by the Conflict of Interest Code (Government Code 81008)

(cf. 9270 - Conflict of Interest)

Note: Generally, the names and salaries of public employees are subject to disclosure under the Public Records Act. However, in International Federation of Professional and Technical Engineers v. The Superior Court of Alameda County, the California Supreme Court recognized that, in some instances, the salaries of certain employees might be exempt from disclosure, depending on the facts and circumstances. Additionally, in Sacramento County Employees Retirement System v. Superior Court, a California Court of Appeal held that the names and corresponding pension benefits of members of a county retirement system are subject to disclosure and are not considered "individual records of members" protected by Government Code 31532.

13. Documents containing names, salaries, and pension benefits of district employees

1413. Employment contracts and settlement agreements (Government Code 53262)

(cf. 2121 - Superintendent's Contract)

(cf. 4117.5/4217.5/4317.5 - Termination Agreements)

(cf. 4141/4241 - Collective Bargaining Agreement)

1514. Instructional materials including, but not limited to, textbooks (Education Code 49091.10)64 Ops.Cal.Atty.Gen. 186 (1981))

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

Access to public records of the district shall be granted to Governing Board members on the same basis as any other member of the public. When Board members are authorized, shall have the ability to access public records permitted by law in the administration of their duties, the Superintendent or designee shall not discriminate among any of the Board members as to which

~~record, or portion of the record, will be made available, or when it will be made available. open to inspection by members of the public.~~ (Government Code 6252.5, 6252.7)

Note: Government Code 6254.29 specifies that the Public Records Act does not require a district to disclose an employee's social security number and states the Legislature's intent that districts redact social security numbers from any records being disclosed to the public. In addition, Government Code 6254.3, as amended by AB 2843 (Ch. 830, Statutes of 2016), prohibits disclosure of an employee's personal cell phone number and birth date.

~~When disclosing to a member of the public any record that contains personal information, including, but not limited to, an employee's home address, home telephone number, social security number, personal cell phone number, or birth date, the Superintendent or designee shall ensure that such any public record containing personal information is redacted from that record. (Government Code 6254.29, 6254.3) to ensure that such information, including, but not limited to, an employee's home address or social security number, is not disclosed to the public.~~

### Confidential **Public** Records

Records to which the members of the public shall not have access include, but are not limited to:

1. Preliminary drafts, notes, interagency or intradistrict memoranda ~~that which~~ are not retained by the district in the ordinary course of business, provided that the public interest in withholding these records clearly outweighs the public interest in disclosure (Government Code 6254)

*(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)*  
*(cf. 9011 - Disclosure of Confidential/Privileged Information)*

2. Records specifically generated in connection with or prepared for use in litigation to which the district is a party or to respond to claims made against the district pursuant to the Tort Claims Act, until the litigation or claim has been finally adjudicated or otherwise settled, or beyond, if the records are protected by some other provision of law (Government Code 6254, 6254.25); ~~Fairley v. Superior Court; 71 Ops.Cal.Atty.Gen. 235 (1988)~~

3. Personnel records, medical ~~records~~, ~~student~~ records, or similar materials, the disclosure of which would constitute an unwarranted invasion of personal privacy (Government Code 6254)

*(cf. 4112.5/4212.5/4312.5) - Criminal Record Check)*

*(cf. 4112.6/4212.6/4312.6 - Personnel Files)*

~~*(cf. 4112.62/4212.62/4312.62 - Maintenance of Criminal Offender Records)*~~

~~*(cf. 5125 - Student Records)*~~

~~*(cf. 5125.1 - Release of Directory Information)*~~

The home addresses, ~~and~~ home telephone numbers, personal cell phone numbers, or birth date of employees may only be disclosed as follows:    (Government Code 6254.3)

- a. To an agent or a family member of the employee
- b. To an officer or employee of a state agency or another school district or county office of education when necessary for the performance of official duties
- c. To an employee organization pursuant to regulations and decisions of the Public Employment Relations Board, except that the home address and any telephone number for an ~~unless the~~ employee who performs law enforcement-related functions, or the birth date of any employee, shall~~requests in writing that the information~~ not be disclosed

Upon written request of any employee, the district shall not disclose the employee's home address, home telephone number, personal cell phone number, or birth date, and the district shall remove this information from any mailing list of the district except a list used exclusively to contact the employee.

(cf. 4140/4240/4340 - Bargaining Units)

- d. To an agent or employee of a health benefit plan providing health services or administering claims for health services to district employees and their enrolled dependents, for the purpose of providing the health services or administering claims for employees and their enrolled dependents

(cf. 4154/4254/4354 - Health and Welfare Benefits)

4. Student records, except directory information and other records to the extent permitted under the law, when disclosure is authorized by law

4(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

(cf. 5125.3 - Challenging Student Records)

5. Test questions, scoring keys, and other examination data except as provided by law (Government Code 6254)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6162.52 - High School Exit Examination)

65. Without affecting the law of eminent domain, the contents of real estate appraisals or engineering or feasibility estimates and evaluations made for or by the district relative to the acquisition of property, or to prospective public supply and construction contracts, until all of the property has been acquired or all of the contract agreement obtained (Government Code 6254)

| ~~76.~~ Information required from any taxpayer in connection with the collection of local taxes that is received in confidence and the disclosure of the information to other persons would result in unfair competitive disadvantage to the person supplying the information (Government Code 6254)

| ~~87.~~ Library circulation and patron use records of a borrower or patron including, but not limited to, his/her name, address, telephone number, email address, borrowing information, or use of library information resources, except when disclosure is to a person acting within the scope of his/her duties in the administration of the library, to a person authorized in writing by the individual to whom the records pertain, or by court order (Government Code 6254, 6267)

(cf. 6163.1 - Library Media Centers)

**Note: The following exemption protects attorney-client privileged communications and attorney work product, as well as other work product prepared for use in pending litigation or claims. Pursuant to the Rules of Professional Conduct of the State Bar of California, when an attorney has been hired to represent the district as a whole, this privilege may only be waived by the Board.**

| ~~98.~~ Records for which the disclosure is exempted or prohibited pursuant to state or federal law, including, but not limited to, provisions of the Evidence Code relating to privilege (Government Code 6254)

(cf. 9124 - Attorney)

| ~~109.~~ Documents prepared by or for the district to assess its vulnerability to terrorist attack or other criminal acts intended to disrupt district operations and that are for distribution or consideration in closed session (Government Code 6254)

(cf. 0450 - Comprehensive Safety Plan)

| ~~1140.~~ Recall petitions, petitions for special elections to fill Board vacancies, or petitions for the reorganization of the school district (Government Code 6253.5)

(cf. 9223 - Filling Vacancies)

| ~~1244.~~ Minutes of Board meetings held in closed session (Government Code 54957.2)

(cf. 9321 - Closed Session Purposes and Agendas)

| ~~1342.~~ Computer software developed by the district (Government Code 6254.9)

| ~~1443.~~ Information security records, the disclosure of which would reveal vulnerabilities to, or otherwise increase potential for an attack on, the district's information technology system (Government Code 6254.19)

- | **1514.** Records that contain individually identifiable health information, including records that may be exempt pursuant to physician-patient privilege, the Confidentiality of Medical Information Act, and the Health Insurance Portability and Accountability Act (Government Code 6254, 6255)

(cf. 5141.6 - School Health Services)

- | **1615.** Any other records listed as exempt from public disclosure in the California Public Records Act or other statutes

Note: Item #17 below reflects an exemption often referred to as the "catch-all" or "public interest" exemption pursuant to Government Code 6255. This exemption allows a district to withhold a record based on analysis of the specific facts of the situation and in light of the competing public interests. This exemption also includes the "deliberative process privilege" which is designed to protect a district's decision-making process in order to encourage candid discussions within the district. Legal counsel should be consulted to determine whether a request for a record falls under this exemption.

- | **17.** ~~Any other records~~**16-Records** for which the district can demonstrate that, based on the particular facts of the case, the public interest served by not disclosing the record clearly outweighs the public interest served by disclosure of the record (Government Code 6255)

### **Inspection of Records and Requests for Copies**

Note: Court decisions have held that a public record request may be made orally, by phone, or in writing, including by email, fax, or hand delivery. The district may ask, but not require, that the person put an oral request in writing.

Any person may request a copy or inspection of any district record that is open to the public and not exempt from disclosure. (Government Code 6253)

Within 10 days of receiving any request to inspect or copy a district record, the Superintendent or designee shall determine whether the request seeks release of a disclosable public record in the district's possession. ~~The Superintendent or designee shall promptly inform the person making the request of his/her determination and the reasons for the decision.~~ (Government Code 6253)

In unusual circumstances, the Superintendent or designee may extend the 10-day limit for up to 14 days by providing written notice to the requester and setting forth the reasons for the extension and the date on which a determination is expected to be made. Unusual circumstances include the following, but only to the extent reasonably necessary to properly process the request: (Government Code 6253)

1. The need to search for and collect the requested records from field facilities or other establishments that are separate from the office processing the request

2. The need to search for, collect, and appropriately examine a voluminous amount of separate and distinct records which are demanded in a single request
3. The need for consultation, which shall be conducted with all practicable speed, with another agency (e.g., a state agency or city) having a substantial interest in the determination of the request or among two or more components of the district (e.g., two different school sites) with substantial interest in the request
4. In the case of electronic records, the need to compile data, write programming language or a computer program, or construct a computer report to extract data

If the Superintendent or designee determines that the request seeks disclosable public records, the determination shall state the estimated date and time when the records will be made available. (Government Code 6253)

Public records shall be open to inspection at all times during district office hours. —Any reasonably segregable portion of a record shall be made available for inspection by any person requesting the record after deletion of the portions that are exempted by law. (Government Code 6253)

Note: Government Code 6253 states that copies of records must be provided "promptly." The term "promptly" is not defined in law, but Government Code 6253 also states that a district may not delay or obstruct the copying of records. Thus, if the records are held in a manner that allows for prompt disclosure, the records generally should not be withheld because of the 10-day response period or the 14-day extension detailed above.

Upon request for a copy that reasonably describes an identifiable record, an exact copy shall be promptly provided unless it is impracticable to do so. (Government Code 6253)

Note: The following optional paragraph is for use by districts that charge for copies. See the accompanying Board policy.

The Superintendent or designee shall charge an amount for copies that reflects the direct costs of duplication. —Written requests to waive the fee shall be submitted to the Superintendent or designee.

Note: Pursuant to Government Code 6253, as amended by AB 2853 (Ch. 275, Statutes of 2016), in addition to having public records available for inspection during office hours, the district may, in response to a public records request, post public records on its web site and refer the requesting member of the public to the location on the web site where the public record is posted, as provided below.

In addition to maintaining public records for public inspection during district office hours, the district may comply with public records requests by posting any public record on the district's web site and, in response to a public records request, directing the member of the public to the location on the web site where the record can be found. However, if the member of the public is unable to access or reproduce the record from the web site, the district shall promptly provide an

exact copy of the public record upon payment of duplication fees, if applicable, unless it is impracticable to provide an exact copy. (Government Code 6253)

If any person requests that a public record be provided in an electronic format, the district shall make that record available in any electronic format in which it holds the information. –The district shall provide a copy of the electronic record in the format requested as long as the requested format is one that has been used by the district to create copies for its own use or for use by other agencies. (Government Code 6253.9)

The cost of duplicating an electronic record shall be limited to the direct cost of producing a copy of the record in electronic format. However, the requester shall bear the cost of producing the copy of the electronic record, including the cost to construct the record and the cost of programming and computer services necessary to produce the copy, under the following circumstances: (Government Code 6253.9)

1. The electronic record is one that is produced only at otherwise regularly scheduled intervals.
2. The request would require data compilation, extraction, or programming to produce the record.

### **Assistance in Identifying Requested Records**

**Note:** Government Code 6253.1 requires the district to assist a person requesting to inspect or obtain a copy of a public record as specified below. This assistance is not required if the district grants the request and the records are made available or if the request is denied on the grounds that the records are confidential.

If the Superintendent or designee denies a request for disclosable records, he/she shall assist the requester in making a focused and effective request that reasonably describes an identifiable record. –To the extent reasonable under the circumstances, the Superintendent or designee shall do all of the following: (Government Code 6253.1)

1. Assist in identifying records and information responsive to the request or the purpose of the request, if specified  
  
If, after making a reasonable effort to elicit additional clarifying information from the requester to help identify the record, the Superintendent or designee is still unable to identify the information, this requirement shall be deemed satisfied.
2. Describe the information technology and physical location in which the records exist
3. Provide suggestions for overcoming any practical basis for denying access to the records or information sought

Provisions of the Public Records Act shall not be construed so as to delay or obstruct the inspection or copying~~access for purposes~~ of public inspection records~~open to the public~~. Any

notification denying a request for public records shall state the name and title of each person responsible for the denial. (Government Code 6253)

Regulation  
approved: September 2004  
revised: January 13, 2015  
considered: February 14, 2017

RESCUE UNION SCHOOL DISTRICT  
Rescue, California

# CSBA Sample

## Board Policy

### Business and Noninstructional Operations

BP 3470(a)

#### DEBT ISSUANCE AND MANAGEMENT

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANs), and certificates of participation. The policy must include (1) the purposes for which the debt proceeds may be used; (2) the types of debt that may be issued; (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable; (4) policy goals related to the district's planning goals and objectives; and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. SB 1029 declares the intent of the Legislature that, consistent with the recommendation of the Government Finance Officers Association (GFOA), local agencies adopt comprehensive written debt management policies that are reflective of local, state, and federal laws and regulations. Districts are encouraged to consult legal counsel and their financial advisor in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

(cf. 3000 - *Concepts and Roles*)

(cf. 3460 - *Financial Reports and Accountability*)

(cf. 7110 - *Facilities Master Plan*)

(cf. 7210 - *Facilities Financing*)

Note: Article 16, Section 18 of California Constitution contains the basic "debt limitation" (i.e., the constraints on discretionary borrowing) applicable to school districts. Under so-called "traditional authority," a measure authorizing the issuance of general obligation bonds may be approved by two-thirds of the electorate; under Proposition 39, a measure authorizing the issuance of general obligation bonds may be approved by 55 percent of the electorate (see BP/AR 7214 - General Obligation Bonds). Lease financings, such as certificates of participation, are not considered "indebtedness" for purposes of the Constitutional debt limitation and are not subject to voter approval. For further information, see the California Debt and Investment Advisory Commission's (CDIAC) [California Debt Issuance Primer](#).

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies. (California Constitution, Article 16, Section 18)

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and

**DEBT ISSUANCE AND MANAGEMENT** (continued)

coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, and marketing strategies.

Note: Pursuant to 15 USC 78o-4 (Section 15B of Securities Exchange Act of 1934), any financial advisor retained by the district must be duly registered with both the Securities Exchange Commission (SEC) and the Municipal Securities Rulemaking Board (MSRB) and must also hold any certifications and/or licenses required by the SEC and/or MSRB.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. In addition, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

(cf. 9270 - Conflict of Interest)

**Goals**

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include policy goals related to the district's planning goals and objectives. The following section should be revised to reflect district goals.

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues

## **DEBT ISSUANCE AND MANAGEMENT (continued)**

4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

*(cf. 0000 - Vision)*

*(cf. 0200 - Goals for the School District)*

*(cf. 7000 - Concepts and Roles)*

### **Authorized Purposes for the Issuance of Debt**

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include the purposes for which debt proceeds may be used. The following section should be revised to reflect purposes that the Board has determined may be appropriate purposes for issuing debt in the district.

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

**DEBT ISSUANCE AND MANAGEMENT** (continued)*(cf. 3100 - Budget)**(cf. 3110 - Transfer of Funds)*

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

**Authorized Types of Debt**

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include the types of debt that may be issued. The following section should be revised to reflect the types of debt instruments authorized by the Board.

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
  - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
  - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
  - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)
2. Long-Term Debt

## DEBT ISSUANCE AND MANAGEMENT (continued)

Note: The California Constitution, Article 13A, Sections 1(b)(2) and 1(b)(3), Education Code 15100-15262 and 15264-15276, and Government Code 53506-53509.5 authorize the district to issue general obligation bonds requiring either two-thirds voter approval or 55 percent voter approval, subject to specific accountability requirements. Voter-approved general obligation bonds typically provide the lowest cost of borrowing and, by providing for the levy of additional ad valorem property taxes to service the debt, do not impact the district's general fund. See BP/AR 7214 - General Obligation Bonds for requirements pertaining to the issuance of general obligation bonds.

- a. General obligation bonds for projects approved by voters (California Constitution, Article 13A, Section 1; Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

*(cf. 7214 - General Obligation Bonds)*

Note: Districts may establish a community facilities district for school facility purposes in accordance with the Mello-Roos Community Facilities Act (Government Code 53311-53368.3). The boundaries of the Mello-Roos district may include the entire school district, but usually include only a portion of the district, such as an area with new housing developments. The bonds sold by the community facilities district are paid for by a special tax on the properties within that community facilities district's boundaries. See BP 7212 - Mello Roos Districts.

- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

*(cf. 7212 - Mello Roos Districts)*

### 3. Lease financing, including certificates of participation (COPs)

- a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

Note: Authority for lease financings is based in part on judicial rulings finding that leases that meet certain conditions do not constitute indebtedness subject to a vote of the electorate.

- b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

### 4. Special financing programs or structures offered by the federal or state government, such as Qualified Zone Academy Bonds or other tax credit obligations or obligations that provide subsidized interest payments, when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs

### 5. Temporary borrowing from other sources such as the County Treasurer

## DEBT ISSUANCE AND MANAGEMENT (continued)

Note: Education Code 42133 prohibits the issuance of non-voter approved debt when the district has a qualified or negative certification regarding the district's ability to meet its fiscal obligations, except as provided below. Pursuant to Education Code 42131, a "qualified certification" indicates that the district may not meet its financial obligations for the current fiscal year and two subsequent fiscal years, and a "negative" certification indicates that the district will be unable to meet its financial obligations for the remainder of the fiscal year or the subsequent fiscal year. See BP 3460 - Financial Reports and Accountability for further information about such certifications.

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

### Relationship of Debt to District Facilities Program and Budget

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

Note: The following paragraph is **optional**.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

## **DEBT ISSUANCE AND MANAGEMENT (continued)**

### **Structure of Debt Issues**

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

Note: Education Code 15106 limits the district's total outstanding bonded debt (i.e., the principal portion only) to 1.25 or 2.5 percent of the assessed valuation of the taxable property of a non-unified and unified district, respectively. Consequently, Education Code 15106 limits the issuance of new debt when the district has total bonded indebtedness in excess of the applicable percentage of the assessed valuation in the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in Education Code 17422.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15106.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (California Constitution, Article 16, Section 18; Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

### **Method of Sale**

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale with the potential to achieve the lowest financing cost and/or to generate other benefits to the district. Potential methods of sale include:

## **DEBT ISSUANCE AND MANAGEMENT (continued)**

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

### **Investment of Proceeds**

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

*(cf. 3430 - Investing)*

Note: Pursuant to Education Code 15146, the proceeds of the sale of bonds, exclusive of any premium received, must be deposited in the county treasury to the credit of the building fund of the district. As amended by AB 2738 (Ch. 472, Statutes of 2016), Education Code 15146 prohibits districts from withdrawing proceeds from the sale of bonds at any time for purposes of making investments outside the county treasury.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

### **Refunding/Restructuring**

Note: The following section may be revised to reflect district practice. The GFOA's Analyzing and Issuing Refunding Bonds states that a test often used to assess the appropriateness of a refunding is the achievement of a minimum net present value savings. According to the GFOA, a common threshold is that the savings, as a percentage of the refunding bonds, should be at least 3-5 percent. However, the GFOA recognizes that it may be appropriate to approve refunding that results in lower anticipated savings in some circumstances, such as when interest rates are at low levels or the time remaining to maturity is limited and thus future opportunities to achieve greater savings are not likely to occur.

## DEBT ISSUANCE AND MANAGEMENT (continued)

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

### Internal Controls

Note: Government Code 8855, as amended by SB 1029 (Ch. 307, Statutes of 2016), **mandates** that the district's debt management policy include the internal control procedures that the district has implemented or will implement to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. Examples of internal control standards for the management of bond funds are contained in the U.S. Government Accountability Office's Internal Control System Checklist. These include factors related to the internal control environment, risk assessment, control activities, information and communications, and monitoring. Because internal controls and accountability measures may be lengthy, districts may choose to develop an administrative regulation, exhibit, or other document that provides further details and that may be updated as needed. Also see BP 3400 - Management of District Assets/Accounts. The following section should be revised to reflect district practice.

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

*(cf. 3314 - Payments for Goods and Services)*

*(cf. 3400 - Management of District Assets/Accounts)*

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

In addition, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

## DEBT ISSUANCE AND MANAGEMENT (continued)

### Records/Reports

Note: Government Code 8855 requires that the district report any proposed issuance of debt to the CDIAC at least 30 days prior to the sale of the debt issue. Typically, bond counsel will file the report on behalf of the district. As amended by SB 1029 (Ch. 307, Statutes of 2016), Government Code 8855 requires that the report include a certification that the district has adopted a debt policy and that the issuance is consistent with that policy.

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

Note: SB 1029 (Ch. 307, Statutes of 2016) amended Government Code 8855 to add the following requirement for an annual report of debt issuance, applicable to any final sale of debt on or after January 21, 2017. The report covers the period from July 1 to June 30, and must be submitted electronically on a form provided by CDIAC within seven months of the end of the reporting period (January 31).

On or before January 31 of each year, the Superintendent or designee shall submit a report to the CDIAC regarding the debt authorized, the debt outstanding, and the use of proceeds of the issued debt for the period from July 1 to June 30. (Government Code 8855)

Note: Pursuant to 17 CFR 240.15c2-12, most financings are required to have official disclosure statements which include the terms of the bond, security, risk factors, financial and operating information concerning the issuer, and background information. In addition, districts must provide ongoing disclosure in the form of annual reports and event notices pursuant to 17 CFR 240.15c2-12. Such disclosures must be made to the MSRB through its Electronic Municipal Market Access repository or any successor repository, as well as to investors and other persons or entities entitled to disclosure. For further information, see CDIAC's [California Debt Issuance Primer](#) and the GFOA's [Understanding Your Continuing Disclosure Requirements](#).

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

Note: 26 CFR 1.6001-1 requires districts to retain records for as long as the contents thereof are material in the administration of any internal revenue law. Records related to debt issuance may affect tax liability in both past and future tax years. In order to be consistent with specific record retention requirements, the Internal Revenue Service (IRS) publication [Tax Exempt Bond FAQs Regarding Record Retention Requirements](#), available on the IRS web site, recommends that material records should be kept for as long as the debt is outstanding, plus three years after the final payment of the debt. Although the IRS recommendation is specific to tax-exempt bonds, districts should also retain records related to other forms debt issuance for the same length of time.

**DEBT ISSUANCE AND MANAGEMENT (continued)**

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. In addition, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debts issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

*Legal Reference:***EDUCATION CODE**

5300-5441 *Conduct of elections*  
 15100-15262 *Bonds for school districts and community college districts*  
 15264-15276 *Strict accountability in local school construction bonds*  
 15278-15288 *Citizen's oversight committees*  
 15300-15425 *School Facilities Improvement Districts*  
 17150 *Public disclosure of non-voter-approved debt*  
 17400-17429 *Leasing of district property*  
 17450-17453.1 *Leasing of equipment*  
 17456 *Sale or lease of district property*  
 17596 *Duration of contracts*  
 42130-42134 *Financial reports and certifications*

**ELECTIONS CODE**

1000 *Established election dates*

**GOVERNMENT CODE**

8855 *California Debt and Investment Advisory Commission*  
 53311-53368.3 *Mello-Roos Community Facilities Act*  
 53410-53411 *Bond reporting*  
 53506-53509.5 *General obligation bonds*  
 53550-53569 *Refunding bonds of local agencies*  
 53580-53595.55 *Bonds*  
 53850-53858 *Tax and revenue anticipation notes*  
 53859-53859.08 *Grant anticipation notes*

**CALIFORNIA CONSTITUTION**

Article 13A, Section 1 *Tax limitation*  
 Article 16, Section 18 *Debt limit*

## **DEBT ISSUANCE AND MANAGEMENT (continued)**

*Legal Reference: (continued)*

UNITED STATES CODE, TITLE 15  
78o-4 Registration of municipal securities dealers  
UNITED STATES CODE, TITLE 26  
54E Qualified Zone Academy Bonds  
CODE OF FEDERAL REGULATIONS, TITLE 17  
240.10b-5 Prohibition against fraud or deceit  
240.15c2-12 Municipal securities disclosure  
CODE OF FEDERAL REGULATIONS, TITLE 26  
1.103 Interest on state and local bonds  
1.141 Private activity bonds  
1.148 Arbitrage and rebate  
1.149 Hedge bonds  
1.6001-1 Records

*Management Resources:*

CALIFORNIA DEBT AND INVESTMENT ADVISORY COMMISSION PUBLICATIONS  
*California Debt Issuance Primer*  
GOVERNMENT FINANCE OFFICERS ASSOCIATION PUBLICATIONS  
*An Elected Official's Guide to Debt Issuance, 2nd Ed., 2016*  
*Understanding Your Continuing Disclosure Responsibilities, Best Practice, September 2015*  
*Investment of Bond Proceeds, Best Practice, September 2014*  
*Selecting and Managing Municipal Advisors, Best Practice, February 2014*  
*Debt Management Policy, Best Practice, October 2012*  
*Analyzing and Issuing Refunding Bonds, Best Practice, February 2011*  
INTERNAL REVENUE SERVICE PUBLICATIONS  
*Tax Exempt Bond FAQs Regarding Record Retention Requirements*  
*Tax-Exempt Governmental Bonds, Publication 4079, rev. 2016*  
U.S. GOVERNMENT ACCOUNTABILITY OFFICE PUBLICATIONS  
*Internal Control System Checklist*  
WEB SITES  
*California Debt and Investment Advisory Commission: <http://www.treasurer.ca.gov/cdiac>*  
*Government Finance Officers Association: <http://www.gfoa.org>*  
*Internal Revenue Service: <https://www.irs.gov>*  
*Municipal Security Rulemaking Board, Electronic Municipal Market Access (EMMA): <http://www.emma.msrb.org>*  
*U.S. Government Accountability Office: <http://www.gao.gov>*  
*U.S. Securities and Exchange Commission: <https://www.sec.gov>*

# Rescue Union ESD

## Administrative Regulation

### District Residency

AR 5111.1

#### Students

#### Criteria for Residency

A student shall be deemed to have complied with district residency requirements for enrollment in a district school if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries. (Education Code 48200)
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement. (Education Code 48204)

Note: State law provides a number of options under which a student may attend school in a district other than the district where he/she resides. For instance, a student attending a school identified as low achieving on the state's Open Enrollment List may transfer to a school in any other district in the state subject to certain conditions, pursuant to Education Code 48350-48361; see BP/AR 5118 - Open Enrollment Act Transfer. If the district chooses to enter into an interdistrict attendance agreement pursuant to Education Code 46600-46611, a student may request a permit to attend school in a different district when both the district of residence and the district of proposed attendance have agreed to allow interdistrict attendance. If the Governing Board has declared the district to be a "school district of choice" pursuant to Education Code 48300-48316, the district may accept a specific number of interdistrict transfers into the district through a random, unbiased selection process. See BP/AR 5117 - Interdistrict Attendance for further information about these options. Pursuant to Education Code 48204, 48301, and 48356, students admitted under any of these options are deemed to have met district residency requirements. The district should revise item #3 as appropriate to reflect options provided by the district.

3. ~~The student is~~<sup>The student has been</sup> admitted through an interdistrict attendance option, such as an interdistrict attendance agreement, "school district of choice" transfer, or Open Enrollment Act transfer. (Education Code 46600, 48204, 48301, 48356)

(cf. 5117 - Interdistrict Attendance)

(cf. 5118 - Open Enrollment Act Transfers)

4. The student is an emancipated minor residing within district boundaries. (Education Code 48204)
5. The student lives with a caregiving adult within district boundaries and the caregiving adult submits an affidavit to that effect. (Education Code 48204)

6. The student resides in a state hospital located within district boundaries. (Education Code 48204)
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability. (Education Code 48204, 48207)

(cf. 6183 - Home and Hospital Instruction)

8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week. (Education Code 48204)

Note: Pursuant to Education Code 48204.3, as added by SB 1455 (Ch. 312, Statutes of 2016), a student will be deemed to meet district residency requirements if his/her parent/guardian is transferred or is pending transfer to a military installation (i.e., a base, camp, post, station, yard, center, homeport facility for any ship, or other activity under the jurisdiction of the Department of Defense or the U.S. Coast Guard) within district boundaries.

9. The student's parent/guardian, while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within district boundaries. (Education Code 48204.3)

(cf. 6173.2 - Education of Children of Military Families)

### Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

Note: The following section is **optional**. Education Code 48204 permits, but does not require, districts to admit a student whose parent/guardian is employed within district boundaries for a minimum of 10 hours during the school week (so-called "Allen bill transfers"). If the district chooses to grant residency status to such students, it may nevertheless deny enrollment to students under the circumstances identified in items #1-3 below. AB 2537 (Ch. 106, Statutes of 2016) amended Education Code 48204 to indefinitely extend the district's authority to grant residency under these circumstances.

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within district boundaries for a minimum of 10 hours during the school week. -No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present: (Education Code 48204)

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.

Note: The following paragraph is **optional**. In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that overcrowding is not an "arbitrary consideration" within the meaning of Education Code 48204. Therefore, a district may deny an application when the district's school facilities are overcrowded at the relevant grade level. The Attorney General also clarified that, once a student is admitted, he/she must be allowed to continue to attend school in the district through the highest grade level offered by the district, even if the school subsequently becomes overcrowded at the relevant grade level. Although Attorney General opinions are not binding on the courts, they are generally afforded deference when there is no specific statutory or case law to the contrary. The following paragraph is based on this Attorney General opinion.

Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items #1-3 above. (Education Code 48204)

Note: Education Code 48204 prescribes limits on the number of net Allen bill transfers out of the district (the difference between the number of students entering and exiting the district) that a district may allow each fiscal year, unless waived by the sending district. The limits are based on the average daily attendance (ADA) of the district, as follows: five percent of ADA for districts with 500 or less ADA; three percent of ADA or 25 students, whichever is greater, for districts with an ADA of 501-2,500; and one percent of ADA or 75 students, whichever is greater, for districts with an ADA of 2,501 or more. The following paragraph may be modified to specify the percentage that applies to the district's ADA.

Even if the district has not authorized Allen bill transfers into the district, Education Code 48204 provides that the district may disallow transfers out of the district, within the specified limits, by students whose parent/guardian is employed within the boundaries of another district.

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204. (Education Code 48204)

## **Proof of Residency**

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following: (Education Code 48204.1)

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub

5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 11434a, a declaration of residency executed by the student

Note: Pursuant to Education Code 48204, a student shall be deemed a resident of the district if he/she lives with a caregiving adult within district boundaries; see item #5 in section "Criteria for Residency" above. Family Code 6552 provides an affidavit which authorizes a caregiver 18 years of age or older to enroll a minor in school and requires the caregiver's attestation that the student lives with the caregiver. If the student stops living with the caregiver, Family Code 6550 requires the caregiver to so notify the school.

9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

*(cf. 5141 - Health Care and Emergencies)*

~~The Superintendent or designee shall make a reasonable effort to secure evidence that a homeless or foster youth resides within the district, including, but not limited to, a utility bill, letter from a homeless shelter, hotel/motel receipt, or affidavit from the student's parent/guardian or other qualified adult relative.~~

~~However, a homeless or foster youth shall not be required to provide proof of residency as a condition of enrollment in district schools. (Education Code 48852.7, 48853.5; 42 USC 11432)~~

~~(cf. 6173 - Education for Homeless Children)~~

~~(cf. 6173.1 - Education for Foster Youth)~~

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

Note: The following paragraph is for use by districts in which there is a military installation within district boundaries. Pursuant to Education Code 48204.3, as added by SB 1455 (Ch. 312, Statutes of 2016), a parent/guardian who is seeking residency status based on his/her transfer or pending transfer to a military installation within district boundaries may provide any of the following types of proof of residence.

A parent/guardian who is transferred or pending transfer into a military installation within district boundaries shall provide proof of residence within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a

temporary on-base billeting facility, a purchased or leased home or apartment, or federal government or public-private venture off-base military housing. (Education Code 48204.3)

Note: Federal and state law require the immediate enrollment of homeless youth (Education Code 48852.7; 42 USC 11432), foster youth (Education Code 48853.5), or student who has had contact with the juvenile justice system (Education Code 48645.5), regardless of his/her ability to provide the school with records normally required for enrollment, including proof of residency. If a dispute arises over the enrollment of a homeless or foster youth, the student must be allowed to attend school while the district liaison conducts a dispute resolution process. See BP/AR/E 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth.

The California Department of Education's web site provides sample forms to obtain a declaration and affidavit from the parent/guardian or other qualified adult relative of a homeless child attesting that the family does not have a fixed, regular, adequate nighttime residence and indicating the current location where the family lives.

Any homeless or foster youth or student who has had contact with the juvenile justice system shall be immediately enrolled in school even if he/she is unable to provide proof of residency. (Education Code 48645.5, 48852.7, 48853.5; 42 USC 11432)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.3 - Education for Juvenile Court School Students)

### **Safe at Home/Confidential Address Program**

Note: Government Code 6205-6210 authorize the Secretary of State to provide victims of domestic violence, stalking, or sexual assault with a substitute address to use in place of their residence, work, or school address in all public records. Under this program, the Secretary of State receives any mail sent to the substitute address and forwards it to the program participant's confidential address. Pursuant to Government Code 6207, the district must accept and use the substitute address designated by the Secretary of State as a participant's substitute address for all communication and correspondence with program participants. The participant will present a laminated identification card containing his/her substitute address and a four-digit authorization number. The district may verify the enrollment of a student in the program by contacting the Safe At Home program.

Program participants have been advised by the Secretary of State to provide administrators with their actual residence location only for school emergency purposes and to establish residency within the district.

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record. (Government Code 6206, 6207)

*(cf. 3580 - District Records)*

Regulation  
approved: September 2004  
revised: January 12, 2016  
considered: February 14, 2017

RESCUE UNION SCHOOL DISTRICT  
Rescue, California

# CSBA Sample

## Board Policy

Students

BP 5116.2(a)

### INVOLUNTARY STUDENT TRANSFERS

The Governing Board desires to enroll students in the school of their choice, but recognizes that circumstances sometimes necessitate the involuntary transfer of some students to another school or program in the district. The Superintendent or designee shall develop procedures to facilitate the transition of such students into their new school of enrollment.

*(cf. 5113.1 - Chronic Absence and Truancy)*  
*(cf. 5116.1 - Intradistrict Open Enrollment)*  
*(cf. 5144.1 - Suspension and Expulsion/Due Process)*  
*(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))*  
*(cf. 6173.3 - Education for Juvenile Court School Students)*

As applicable, when determining the best placement for a student who is subject to involuntary transfer, the Superintendent or designee shall review all educational options for which the student is eligible, the student's academic progress and needs, the enrollment capacity at district schools, and the availability of support services and other resources.

Whenever a student is involuntarily transferred, the Superintendent or designee shall provide timely written notification to the student and his/her parent/guardian and an opportunity for the student and parent/guardian to meet with the Superintendent or designee to discuss the transfer.

### Students Convicted of Violent Felony or Misdemeanor

Note: Education Code 48929, as added by SB 1343 (Ch. 154, Statutes of 2016), authorizes a district to involuntarily transfer a student who has been convicted of a violent felony as defined in Penal Code 667.5(c) (including, but not limited to, attempted murder, rape, assault, kidnapping, and robbery) or a misdemeanor associated with possession of a firearm as specified in Penal Code 29805, whenever the student is enrolled at the same school as a student who was a victim of the crime.

In order to exercise this authority, Education Code 48929 **mandates** the Governing Board to adopt, at a regularly scheduled meeting, policy that contains the following provisions: (1) a requirement that the student and his/her parent/guardian be notified of the right to request a meeting with the principal or designee; (2) a requirement that the school first attempt to resolve the conflict using restorative justice, counseling, or other services; (3) whether the decision to transfer a student is subject to periodic review and the procedure for conducting the review; and (4) the process to be used by the Board to consider and approve or disapprove the recommendation of the principal or designee to transfer the student. Education Code 48929 also requires the district to provide notice of the policy to parents/guardians as part of the annual parental notification required by Education Code 48980.

A student may be transferred to another district school if he/she is convicted of a violent felony, as defined in Penal Code 667.5(c), or a misdemeanor listed in Penal Code 29805 and is enrolled

at the same school as the victim of the crime for which he/she was convicted. (Education Code 48929)

BP 5116.2(b)

## **INVOLUNTARY STUDENT TRANSFERS** (continued)

Before transferring such a student, the Superintendent or designee shall attempt to resolve the conflict using restorative justice, counseling, or other such services. He/she shall also notify the student and his/her parents/guardians of the right to request a meeting with the principal or designee. (Education Code 48929)

*(cf. 5138 - Conflict Resolution/Peer Mediation)*

*(cf. 5144 - Discipline)*

*(cf. 6164.2 - Guidance and Counseling Services)*

Participation of the victim in any conflict resolution program shall be voluntary, and he/she shall not be subjected to any disciplinary action for his/her refusal to participate in conflict resolution.

Note: The following paragraph may be revised to reflect district practice. Education Code 48929 **mandates** that the Board adopt policy describing the process to be used by the Board to consider and take action on the recommendation to transfer a student under this law, but does not prescribe any such process.

Education Code 35146 provides that the Board must meet in closed session to address any student matter that may involve disclosure of confidential student information, or to consider a suspension, disciplinary action, or any other action against a student except expulsion. If a written request for open session is received from the parent/guardian or adult student, it will be honored to the extent that it does not violate the privacy rights of any other student. See BB 9321 - Closed Session Purposes and Agendas.

The principal or designee shall submit to the Superintendent or designee a recommendation as to whether or not the student should be transferred. If the Superintendent or designee determines that a transfer would be in the best interest of the students involved, he/she shall submit such recommendation to the Board for approval.

The Board shall deliberate in closed session to maintain the confidentiality of student information, unless the parent/guardian or adult student submits a written request that the matter be addressed in open session and doing so would not violate the privacy rights of any other student. The Board's decision shall be final.

*(cf. 9321 - Closed Session Purposes and Agendas)*

The decision to transfer a student shall be subject to periodic review by the Superintendent or designee.

The Superintendent or designee shall annually notify parents/guardians of the district's policy authorizing the transfer of a student pursuant to Education Code 48929. (Education Code 48980)

*(cf. 5145.6 - Parental Notifications)*

## INVOLUNTARY STUDENT TRANSFERS (continued)

### Other Involuntary Transfers

Students may be involuntarily transferred under either of the following circumstances:

Note: Item #1 below is for use by districts that maintain high schools. Education Code 48432 requires such districts to establish and maintain continuation education schools or classes whenever there are any students residing in the district who are subject to compulsory continuation education. Pursuant to Education Code 48432.5, districts that assign students to continuation schools are mandated to adopt rules and regulations governing procedures for involuntary transfer of students to continuation schools. See BP/AR 6184 - Continuation Education for language fulfilling this mandate.

1. If a high school student commits an act enumerated in Education Code 48900 or is habitually truant or irregular in school attendance, he/she may be transferred to a continuation school. (Education Code 48432.5)

(cf. 6184 - Continuation Education)

Note: Education Code 48660-48666 authorize districts to establish community day schools for expelled students, certain probation-referred students pursuant to Welfare and Institutions Code 300 or 602, and students referred by a school attendance review board or through another formal district process. Pursuant to Education Code 48662, districts establishing a community day school are mandated to adopt policy that provides procedures for the involuntary transfer of students to the school. See BP/AR 6185 - Community Day Schools for language fulfilling this mandate.

2. If a student is expelled from school for any reason, is probation-referred pursuant to Welfare and Institutions Code 300 or 602, or is referred by a school attendance review board or another formal district process, he/she may be transferred to a community day school. (Education Code 48662)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6185 - Community Day School)

#### Legal Reference:

##### EDUCATION CODE

35146 Closed sessions; student matters

48430-48438 Continuation classes, especially:

48432.5 Involuntary transfer to continuation school

48660-48666 Community day schools, especially:

48662 Involuntary transfer to community day school

48900 *Grounds for suspension and expulsion*  
48929 *Transfer of student convicted of violent felony or misdemeanor*  
48980 *Notice at beginning of term*

PENAL CODE

667.5 *Violent felony, definition*  
29805 *Misdemeanors involving firearms*

WELFARE AND INSTITUTIONS CODE

300 *Minors subject to jurisdiction*  
602 *Minors violating laws defining crime; ward of court*

*Management Resources:*

WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>