

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Governor's May Revised Budget and Impacts for RUSD Budget**

**BACKGROUND:**

At the March 10 Board Meeting, the Fiscal Year 2019-20 2<sup>nd</sup> Interim Budget was presented and accepted.

The second interim budget projected an on-going deficit of \$436k for 2019-20, a deficit of \$1.2M for 2020-21, and a deficit of \$1.4M in 2021-22. However, the deficit for the out years did not include any adjustment related to staffing for declining enrollment and funds available from unspent activities.

The second interim budget was based on factors including a 2.29% COLA for 2020-21 and 2.71% COLA for 2021-22.

Since the adoption of the second interim budget, the COVID-19 virus has affected all areas of RUSD services including the closure of all school sites effective March 13 for the remainder of the school year. The COVID-19 outbreak has affected the state and federal economy, which will have significant influence on the Rescue USD budget for many years.

At the April 14 Board Meeting, the potential impact of COVID-19 on the RUSD budget was discussed.

**STATUS:**

The Governor has released his May revised budget and administration will discuss the impacts of this proposal on the Rescue USD budget, which will highlight key areas including:

- Financial impacts for 2020-21
  - State budget cut of 10% to LCFF and Categoricals
  - Cash Deferrals
  - Pension Contributions
  - Other Activities
- Federal Stimulus funds – CARES Act & HEROES Act
- Other areas of note
  - Declining enrollment
  - Cash flow and need for TRANS
  - COVID-19 Costs
- Updated multi-year projection with budget reductions

Additionally, conversation for next steps and process for moving forward will be discussed.

**FISCAL IMPACT:**

The revised Governor's budget is anticipated to have a cut of over \$3M to the unrestricted general fund. The true impact will not be known until the state budget is adopted in June.

**BOARD GOAL:**

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

**RECOMMENDATION:**

Discussion Item Only.



Rescue Union School District

May Revise Impact &

Updated Budget Information

May 26, 2020



## Highlights of Discussion

- Governor's May Revise Proposal
- Federal Funds
- Financial Impacts on RUSD Budget
- Updated multi-year projection
- Next Steps



# Highlights of May Revise

- **\$54 Billion shortfall for State Budget for 2019-20 & 2020-21**
  - ⊕ Proposition 98 guarantee reduced by \$13.5B
    - Shortfall filled from combination of cash deferrals, use of rainy day fund, and cuts
  
- **Specific Budget Reduction Impacts from 2<sup>nd</sup> Interim MYP**
  - ⊕ LCFF Funding COLA of 2.31% but 10% cut equals 7.92% reduction
    - Estimated loss of \$3.2M
  - ⊕ Career Technical Education Incentive Grant (CTEIG) 50% cut
    - Estimated Loss of \$35k
  - ⊕ Zero COLA to all other state program
  - ⊕ Deferral of cash allocation from state - \$5.3B deferred into following year
  
- **Positive Impacts of Budget Proposal**
  - ⊕ Pension fund contribution of \$2.3B redirected toward employer rates
    - Estimated savings of \$400k
  - ⊕ Special Education funding allocation increase of 15%
    - Funding will be allocated to SELPAs
    - Benefit to RUSD is unknown at this time



# Federal Funds Allocated to Education

## ■ Coronavirus Aid, Relief, and Economic Security Act (CARES)

### ⊕ \$1.65B for COVID expenses

- \$230k allocated to RUSD for COVID-19 “related” expenditures

### ⊕ \$4.3B for “Mitigating Learning Loss”

- \$1.5B allocated for Special Education – Unknown allocation model
- \$2.8B allocated to Districts with Concentration Funding – No Funding to RUSD
- Funding must be used by December 2020 for activities to “catch-up” most vulnerable students
- Approved activities – Extend instructional year, additional academic services, wrap around services, etc.
- Legislature may change allocation model for these funds

## ■ Health and Economic Recovery Omnibus Emergency Solutions Act (HEROES)

- ⊕ Currently in the House of Representatives/Senate has not taken up bill
- ⊕ Governor has stated if funding is received will be used to offset 10% cut
- ⊕ No current timeline for passage



# Other Budget Areas of Impact for 2020-21

- Effect on enrollment projections for 2020-21 and 2021-22
  - ⊕ District was anticipating declining enrollment
    - Estimated declining enrollment of ADA for 2020-21 = 24 ADA + 5 (NPS/SPED) ~ \$244k loss
  - ⊕ Concern regarding additional enrollment decline due to lingering COVID-19 impact
    - 1% decline in enrollment = 35 ADA ~ \$280k and would impact 21-22
    - Decline would impact funding for 2021-22
- Cash Flow issues due to deferrals and low ending fund balance
  - ⊕ Tax Revenue Anticipation Note (TRANS) for cash coverage - \$40k-\$50k
- Ongoing COVID-19 Costs for Next School Year is Unknown
  - ⊕ Additional custodial staffing and supplies for disinfecting sites
  - ⊕ Loss of revenues for facility use, food services sales, donations/fundraiser, and transportation fees
  - ⊕ Potential additional transportation services needed for social distancing
  - ⊕ Personal Protection Equipment (PPE) including masks/face shields
  - ⊕ Need for additional supplies/equipment/software
  - ⊕ State & Federal Allocations for COVID-19 response equal \$290k
    - Costs in excess of this amount will impact the general fund budget



# Local Budget Impact for 2020-21

## ■ Loss of Revenues

- ⊕ Anticipated loss of facility use, transportation fees, and miscellaneous - \$200k
- ⊕ Cafeteria sales will be impacted but sufficient reserves in Fund 13 would not require a contribution from the general fund in 2020-21

## ■ Expenditure Reductions for 2020-21

- ⊕ These are preliminary items identified for reduction and there hopefully will be additional areas for savings as budget is finalized for June presentation
- ⊕ Discretionary Site/Department Budget Reductions - \$570k
  - Site Budgets - \$100k
  - District Office/IT Budget - \$145k
  - Custodial/Grounds/M&O - \$80k
  - Curriculum & Instruction - \$215k
  - Transportation - \$30k
- ⊕ Staffing reductions due to declining enrollment *(including temp positions)* - \$900k
- ⊕ Staffing savings via Hiring Freeze - \$200k





# Updated MYP Based on 2<sup>nd</sup> Interim and May Revise

- 2<sup>nd</sup> Interim MYP (\$1.2M Deficit) with Governor's May Revise Budget and budget savings

Unrestricted Balance Changes		2020-21		2021-22	
<i>Ongoing (Deficit) Balance from Previous Year (2nd Interim)</i>			(\$435,000)		(\$2,495,000)
<i>LCFF Decrease due to 10% cut</i>		(\$3,160,000)		\$0	
LCFF COLA Increase 2.31%		\$670,000		\$0	
Loss of Revenue for ADA Decrease		(\$245,000)		(\$440,000)	
<i>Loss of Misc. Revenue (Facility Use/Fees)</i>		(\$200,000)		\$0	
<b>Total Revenue Changes</b>			(\$2,935,000)		(\$440,000)
Salary Schedule Step & Column Increases (Includes contributions to restricted accounts for step/column)		(\$420,000)		(\$505,000)	
1% Salary Increase for 2020-21		(\$285,000)		\$0	
EDCOE Special Ed Transportation Cost Increase		(\$35,000)		(\$35,000)	
Other Adjustments (Contributions to Restricted Accounts/Misc.)		(\$70,000)		\$5,000	
STRs & PERs Increased Rates (At 2nd Interim)		(\$355,000)		(\$50,000)	
<i>STRs &amp; PERs Adjustment from Governor's Proposal</i>		\$420,000		\$0	
<i>Staffing Adj. (Hiring freeze/Declining enrollment/Attrition/Temps)</i>		\$1,100,000		\$0	
<i>Reduction to Site/Department Discretionary Budgets</i>		\$570,000		\$0	
<i>TRANS Issuance Costs</i>		(\$50,000)		\$0	
<b>Total Expense Changes</b>			\$875,000		(\$585,000)
<b>Updated On-Going Surplus (Deficit)</b>			(\$2,495,000)		(\$3,520,000)
<b>Beginning Fund Balance</b>			\$4,879,380		\$2,384,380
<b>Updated On-Going Surplus (Deficit)</b>			(\$2,495,000)		(\$3,520,000)
<b>Ending Fund Balance</b>			\$2,384,380		(\$1,135,620)

- Using 2<sup>nd</sup> Interim MYP numbers
- Addition of May Revise Budget Changes and items noted on previous slides
- For 21-22, assumes no deficit or COLA from state
- This is just a rough estimate and in June a more detailed budget will be presented



# Next Steps

- Budget for 2020-21 will be presented at the June 9 Board Meeting
  - ⊕ Additional savings/reductions will be included in budget with goal to have deficit reduced as much as possible
- State Budget adoption due by June 15<sup>th</sup>
  - ⊕ Likely the budget will be updated in August due to postponed tax collections
  - ⊕ If budget is materially different than District is required to provide a revised budget within 45 days
- Federal HEROES Act Status Unknown
  - ⊕ HEROES Act funds could have a dramatic impact on RUSD budget
    - Funds would however be one time and so full deficit could hit 2021-22 budget
- Hard Hiring Freeze
  - ⊕ Additional savings could occur and will be included in budget
- Budget Advisory Committee for 2021-22 Budget
  - ⊕ Focus will be on what are the District core values and lining them up with the LCAP
  - ⊕ Deficit for 21-22 could be worse and severe reductions may be necessary to keep district financially solvent

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:     Rescue Union School District Budget Advisory Committee**

**BACKGROUND:**

We are very proud of our district. Our teachers, staff, students, and families work hard and are dedicated to ensuring our students receive the very best education possible. With that said, we know that because of declining enrollment, the situation with COVID-19, and a number of other factors, Rescue Union School District is facing a significant budget shortfall.

We have already established priorities and a budget protocol for the 2020-2021 school year, so the Budget Advisory Committee will be established during the fall of 2020, and will meet throughout the year, with the intent for the Board of Trustees to discuss, approve, and adopt a plan to be put in place for the 2021-2022 school year.

The committee's input will be made by looking at the goals and actions established within the district's Local Control and Accountability Plan (LCAP). The goal is to be able to present possible budget reductions to the Rescue Union Board of Trustees by the February 2021 Study Session so that the possibilities can be discussed, revised, and then a plan determined by the Board and subsequently approved and adopted at the regular March Board meeting to be put in place for the 2021-2022 school year and beyond.

**STATUS:**

This is a preliminary informational item for discussion.

**FISCAL IMPACT:**

N/A

**BOARD GOALS:**

Board Focus Goal I - STUDENT NEEDS

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

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

Board Focus Goal II - 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.

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:**

District Administration recommends that the Board of Trustees receive our information regarding the development of a budget advisory committee during the 2020-2021 school year and take this opportunity to discuss the process and purpose of the committee.



## RESCUE UNION SCHOOL DISTRICT

*"Educating for the Future Together"*

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### Rescue Union School District Budget Advisory Committee

**Purpose of Committee:** We are very proud of our district. Our teachers, staff, students, and families work hard and are dedicated to ensuring our students receive the very best education possible. With that said, we know that because of declining enrollment, power outages, the situation with COVID-19, and a number of other factors, Rescue Union School District is facing a significant budget shortfall.

We have already established priorities and a budget protocol for the 2020-2021 school year, so the Budget Advisory Committee will be established during the fall of 2020, and will meet throughout the year, with the intent for the Board of Trustees to discuss, approve, and adopt a plan to be put in place for the 2021-2022 school year.

The committee's input will be made by looking at the goals and actions established within the district's Local Control and Accountability Plan (LCAP). The goal is to be able to present possible budget reductions to the Rescue Union Board of Trustees by the February 2021 Study Session so that the possibilities can be discussed, revised, and then a plan determined by the Board and subsequently approved and adopted at the regular March Board meeting to be put in place for the 2021-2022 school year and beyond.

#### **Meeting Schedule for Budget Advisory Committee:**

- 1. Two Budget introductory meetings to be held in the fall of 2020**
- 3. By late January we will hold a meeting regarding Governor's January budget and our LCAP priorities**
- 4. In February we will meet to discuss costs related to LCAP priorities**
- 5. We will share a draft with the Board at the February 2021 Study Session**
- 6. The Board will have opportunity to take action at the regular March Board meeting after discussion of the possible reductions and determining their course of action**

**Meetings of the Budget Advisory Committee will take place from 3:30-5:30 pm, in the Board room or via zoom, depending upon what stage we are in for public gatherings.**

#### **Charge of the Committee:**

- Develop an understanding of the budget and financial issues
- Solicit input and feedback from all stakeholder groups regarding existing programs and budget expenditures within RUSD
- Work closely with superintendent and staff
- The Superintendent will share all Information from meetings with Board and stakeholders along the way

Cheryl Olson, Superintendent

#### Board of Trustees

*Nancy Brownell • Suzanna George • Stephanie Kent • Tagg Neal • Kim White*

- The committee will use the priorities generated from all stakeholders, through the LCAP process in their input to the Board

**Operational Guidelines:**

1. The committee will be run by Assistant Superintendent of Business Services
2. Minutes will be taken and approved at subsequent meetings
3. Negotiations and personnel requirements will be followed throughout
4. The committee’s purpose is to do what they can to think outside the box and to see how to make this situation the least impactful to our students and staff
5. District staff will advise and support the committee
6. The Superintendent will provide information from the meetings with stakeholders and with the Board after each committee meeting
7. The Board will have this topic on each agenda, so that they can regularly discuss and provide direction to the district staff and committee along the way

**Committee Composition:**

The Budget Advisory Committee will consist of up to 16 individuals. It will be composed of Parents who serve on school site councils (3), RUFT (4), CSEA (2) Confidential (1), Administration (1), Management (1), Assistant Superintendents (2), and Liaison Trustee (1), and Superintendent (1)

**Meetings #1 and #2– Orientation/Informational Meetings**

1. Introductions
2. Purpose and charge of the committee
3. Fiscal review
  - a. District financial report
  - b. LCAP
  - c. Need for action
4. Key components of the shortfall
  - a. COVID-19
  - b. Declining enrollment
  - c. State funding
  - d. Federal funding
  - e. Special Education costs
  - f. PERS/STRS
5. Between now and the next meeting, solicit input regarding current programs and expenditures. Send the lists to chairman who will compile the lists into one by the next meeting.

**Meeting #3 – Prioritization**

1. Adoption of minutes
2. Approve agenda for the evening

Cheryl Olson, Superintendent

Board of Trustees

*Nancy Brownell • Suzanna George • Stephanie Kent • Tagg Neal • Kim White*

3. Discuss LCAP priorities, goals, and actions

**Meeting #4 – Solution Oriented**

1. Adoption of minutes
2. Approve agenda for the evening
3. Review the costs for the LCAP goals, priorities, and actions
4. Continue discussion on solutions and recommendations

**Meeting #5 – We may be able to have fewer meetings or we may need additional meetings. It will depend upon our progress.**

**Meeting #5 or #6 – Prepare Draft to Present to the Board at the February Study Session so the Board of Trustees can discuss and revise as they see fit and then approve and adopt the plan at the March 2021 Regular Board Meeting**

1. Adoption of minutes
2. Approve agenda for the evening
3. Review
4. Adopt recommendations
5. Appoint a subcommittee to address the Board

**We will need to be creative and really look at our top priorities as we develop a long-term plan that strengthens and supports our priorities. We need to keep in mind what we want for our students and staffs. How can we continue doing great things for kids? How can we continue creating 21<sup>st</sup> century learning opportunities? How might we restructure programs? Systems? Create attractor programs?**

Cheryl Olson, Superintendent

Board of Trustees

Nancy Brownell • Suzanna George • Stephanie Kent • Tagg Neal • Kim White

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: RUSD COVID-19 Reopening Plan**

**BACKGROUND:**

In early to mid-March, it became increasingly evident that short-term school closures would be necessary to control the spread of the coronavirus and allow adherence to social distancing guidelines. Planning ahead, we asked grade level teams to use the March 11, 2020 Early Release Wednesday to create two weeks' worth of universally accessible, "academically stimulating" work packets. When schools ultimately closed, we distributed those packets and immediately began working with teachers, administrators, and county leaders to design a more robust distance learning program.

School campuses across El Dorado County, including those in the Rescue Union School District, will remain closed through the end of the school year to help control the spread of the coronavirus and limit the number of cases of COVID-19. Although campuses are closed, we continue to provide educational services and other supports to students, as best we can, under our newly designed distance-learning model. While we monitor and revise our current educational service model, we also must prepare plans for reopening in the fall.

**STATUS:**

At this time, there is a great deal of uncertainty with respect to when and how schools will be permitted to reopen. Therefore, RUSD administration and staff are developing reopening plans for multiple scenarios based on different levels of social distancing requirements, health concerns, and state and local regulations.

Plans include everything from reopening in a traditional model with special modifications to enhancing our distance-learning model to provide more instruction and support to our students and families. Hybrid models, whereby students would attend school for some of their instructional time and engage in distance learning for the remainder of time, are also being explored.

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2020-2021 budget.

**BOARD GOAL:**

**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 researched-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

**RECOMMENDATION:**

The Board of Trustees receive information about the COVID-19 Reopening Plans for the Rescue Union School District from the Assistant Superintendent of Curriculum and Instruction.





# **RUSD COVID-19 PLANS for REOPENING**

A Presentation for the RUSD Board of Trustees

May 22, 2020

# Background

- On March 16, 2020, in response to increasing concerns about controlling the spread of the coronavirus, RUSD schools, along with all other public schools in El Dorado County, closed.
- Work packets, created by teachers only days before the impending closure, were distributed to students to keep them academically engaged for a period of two weeks.
- On April 13, 2020, immediately after spring break, RUSD's hard working teachers, paraeducators, support staff, and administrators impressively launched distance learning for all students.

# Distance Learning - What our Teachers are Doing

- Live weekly contact with students
- Daily lesson guidance, with a focus on ELA and Math
- Weekly lesson plans (outline) shared with families to assist in planning around family schedules
- Feedback provided for assignments that are turned in, electronically or otherwise
- 180 minutes of office hours, per day, to assist with assignment completion and concept mastery.
- PE, science, music, history, and other elective activities included in weekly activities

# Distance Learning - Other Supports

- Any student in need of a device has been issued a Chromebook
- Free Internet access has been provided at all school sites
- Materials have been dropped off at students' houses
- Teachers, administrators, and counselors are reaching out to students when they don't attend Zoom meetings or miss assignments
- District Office personnel make home visits to re-engage students when school staff cannot make contact.
- Food Service staff and volunteers provide approximately 6000 meals a week at three different community locations
- Office staff and librarians are coordinating material pick up and returns.

# Distance Learning

- We should be really proud of what we've been able to accomplish during these challenging and uncertain times!



- However, if we need to remain engaged in distance learning or alternate instructional models for next year, I think most would agree we need to look at ways to increase:

## *STUDENT ENGAGEMENT*

*Counseling*

*Staff training*

## **Student supports**

*Live instruction*

*Family connections*

## *Intervention*

*Authentic assessment*

# Where are we now?

- El Dorado County Superintendents hold weekly discussions with County Education and Health officials regarding the current status of stay at home orders, social distancing requirements, and conditions for reopening.
- At this time, there is a great deal of uncertainty with respect to when and how schools will be permitted to reopen.
- Therefore, RUSD administration and staff are developing plans for several different scenarios.

# Scenario 1 - School opens in August, All students permitted back

## What is Likely Required?

- **Social distancing restrictions lifted for groups of 30 or less**
- Temperature screening
- Additional cleaning/disinfecting requirements (schools and buses)
- Additional hand sanitizer stations
- Virtual schooling or independent study contracts may be necessary for students who cannot, or choose not to, come back.
- Food service modifications (i.e. no salad bar)
- PE modifications (no contact sports)
- Music Class Modifications
- Response plan for known student or staff with COVID-19 case

## **Scenario 1 - School opens in August, All students permitted back**

### **Pros**

- **Students return to class where access, engagement, connections, instruction, and supports can be equitably maximized.**

### **Challenges**

- **Dependant on lifting social distancing requirements for “large” groups**
- **Contingency plans still need to be developed for those who cannot or do not feel comfortable returning.**
- **Additional modifications to cleaning and instructional programs are likely.**



## Scenario 2 - Split Schedule (Group A in A.M., Group B in P.M.)

### What is Likely Required?

- **Social distancing restrictions lifted for groups of 15 or less**
- Most requirements for Scenario 1 (Hand sanitizer, independent study, etc.)
- Mid-day cleaning/disinfecting requirements (schools and buses)
- Expand food service time to adhere to social distancing in line
- Additional transportation services (double routes)
- Child care solutions for parents and teachers
- Two drop offs and pick up times
  - Gaps required in the day (60 minute minimum)
- Social distancing required in cafeteria, playground, and other common areas
- Middle school master scheduling solutions
- **May require instructional minute/daily attendance flexibility from State**

## **Scenario 2 - Split Schedule (Group A in A.M., Group B in P.M.)**

### **Pros**

- **Students attend class daily, although for a reduced amount of time.**

### **Challenges**

- **Dependant on lifting social distancing requirements for groups of 15 or less and State Instructional Minute/Attendance flexibility**
- **Necessary mid-day disinfecting would be time consuming**
- **Scheduling a mid-day cleaning and a mid-day drop off/pick up may require a longer work day (negotiated item)**
- **Transportation costs increase with double routes**
- **Could be problematic for parents (and teachers) returning to work**

## Scenario 3 - Alternate Day (Group A M/W., Group B T/Th, Interv. F)

### What is Likely Required?

- **Social distancing restrictions lifted for groups of 15 or less**
- Most requirements for Scenario 1 (Hand sanitizer, independent study, etc.)
- Child care solutions for parents and teachers
- Social distancing required in common areas
- Middle school master scheduling solutions (i.e. Block Schedule)
- Coordination between elementary and middle school to keep families together and classes at 15 or less
- PE and music class modifications
- Lengthen lunch service time to allow social distancing in line
- Live streaming or distance learning options for the group not attending
- **May require instructional minute/daily attendance flexibility from State**

## Scenario 3 - Alternate Day (Group A M/W., Group B T/Th, Interv. F)

### Pros

- Students attend class 2 to 3 times per week
- Friday could be used for interventions, enrichment, sped/El supports, etc.

### Challenges

- Dependant on lifting social distancing requirements for groups of 15 or less and State Instructional Minute/Attendance flexibility
- Live streaming, independent study, or distance learning required for “off days”
- May still require child care solutions for teachers and parents

## Scenario 4 - Full Distance Learning (Enhanced)

### What is Likely Required?

- **Social distancing restrictions are not lifted for groups of 15 or more**
- Compulsory student engagement and participation
- Livestreamed or videotaped instruction
- Virtual student/family supports
  - Intervention
  - Counseling
- Authentic assessment and reporting
- Staff training and supports
- **May require instructional minute/daily attendance flexibility from State**

## Scenario 4 - Full Distance Learning (Enhanced)

### Pros

- Adheres to most stringent social distancing requirements

### Challenges

- Students may need to virtually meet their teachers and classmates
- Equity and Access are still a concern
- Participation needs to be compulsory
- More live/videotaped instruction would be required
- Authentically assessing students at home can be problematic

## Scenario 3 - A Possible Plan

### Elementary Schools

- Students divided into two heterogeneous groups (A and B).
  - Considerations should be made to keep similar numbers of students in each group.
  - Where possible, siblings at the school site or at middle schools should be placed in the same group.
- Students in Group A will attend school on Mondays and Wednesdays.
- Students in Group B will attend school on Tuesday and Thursday.
- Designated (at-risk) students will attend school on Friday for additional remediation, English learner support, special education needs, counseling sessions, etc.

## Scenario 3 - A Possible Plan

### Elementary Schools

- Student contact during “in-person school days” will be shortened to 4 hours per day (9:00 - 1:00).
  - 9:00 - 9:30 Classroom Meetings, Attendance, SEL Activities
  - 9:30 - 10:45 ELA
  - 10:45 - 11:00 Socially Distanced Break
  - 11:00 - 12:15 Math
  - 12:15 - 12:45 Science/SS
  - 12:45 - 1:00 Closure and Dismissal
- Call in or electronic office hours will be held each afternoon for the at home students to ask questions or get clarification on assignments (1:30 - 3:30).



## Scenario 3 - A Possible Plan

### Elementary Schools

- Students will be provided with independent work and assignments, to be completed on their home days.
  - At home, independent work should adhere to the following time limits:
    - ELA - 1 hour per day
    - Independent reading - 30 minutes per day
    - Math - 1 hour per day
    - Science - 1 hour per week
    - Social Studies - 1 hour per week
    - Physical Education - 100 minutes per week
    - VAPA - 1 hour per month
- Lunch Service will remain grab and go

## Scenario 3 - A Possible Plan

### Middle Schools

- Students divided into two heterogeneous groups (A and B).
  - Considerations should be made to keep similar numbers of students in each group.
  - Where possible, siblings at the school site or at middle schools should be placed in the same group.
- Students in Group A will attend school on Mondays and Wednesdays.
- Students in Group B will attend school on Tuesday and Thursday.
- Designated (at-risk) students will attend school on Friday for additional remediation, English learner support, special education needs, counseling sessions, etc.

## Scenario 3 - A Possible Plan

### Middle Schools

- Student contact during “in-person school days” will be shortened to approximately 4 hours per day.
  - 8:00 - 9:00      Period 1    (ELA)
  - 9:05 - 10:05    Period 2    (Math)
  - 10:05-10:15    Socially Distanced Break
  - 10:20 - 11:20    Period 3    (History)
  - 11:25 - 12:25    Period 4    (Science)
  - 1:30 - 2:30      Period 5    (Electives AT HOME)
  - 2:30 - 3:30      Period 6    (P.E. AT HOME)
  
- Call in or electronic office hours will be held each afternoon for the at home students to ask questions or get clarification on assignments (1:30 - 2:30).

## Scenario 3 - A Possible Plan

### Middle Schools

- Students will be provided with independent work and assignments, to be completed on their home days.
  - At home, independent work should adhere to the following time limits:
    - ELA - 40 minutes per day
    - Math - 40 minutes per day
    - Science - 30 minutes per day
    - Social Studies - 30 minutes per day
    - Physical Education - 200 minutes per week
    - Electives - 30 minutes per day
- Lunch Service will remain grab and go

## Scenario 4 - Possible Distance Learning Enhancements

	Elementary	Middle School
<b>Daily Instruction ELA</b>	<p>At a minimum, each classroom teacher will provide <b>daily live or videotaped instruction for English Language Arts</b>. Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)</p>	<p>At a minimum, each middle school ELA teacher will provide <b>daily live or videotaped instruction for English Language Arts</b>. Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)</p>
<b>Daily Instruction Math</b>	<p>At a minimum, each classroom teacher will provide <b>daily live or videotaped instruction for Mathematics</b>. Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)</p>	<p>At a minimum, each middle school math teacher will provide <b>daily live or videotaped instruction for Mathematics</b>. Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)</p>

## Scenario 4 - Possible Distance Learning Enhancements

	Elementary	Middle School
<b>Social Studies Instruction</b>	<b>Once a week</b> , classroom teachers will provide <b>written lesson guidance for social studies</b> activities. (See below for student work times for this subject)	At a minimum, each middle school social studies teacher will provide <b>daily live or videotaped instruction</b> . Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)
<b>Science Instruction</b>	<b>Once a week</b> , classroom teachers will provide <b>written lesson guidance for science activities</b> . (See below for student work times for this subject) [Teachers from a school offering Science prep may disregard this section]	At a minimum, each middle school science teacher will provide <b>daily live or videotaped instruction</b> . Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)

## Scenario 4 - Possible Distance Learning Enhancements

	Elementary	Middle School
<b>Physical Education Instruction</b>	<b>Once a week</b> , classroom teachers will provide <b>written lesson guidance for physical education activities</b> . (See below for student work times for this subject) [Teachers from a school offering P.E. prep may disregard this section]	At a minimum, each middle school physical education teacher will provide <b>daily live or videotaped instruction</b> . Instruction should be sufficient enough to teach the physical education standards and explain any lesson activities (Approximately 30 minutes)
<b>VAPA and Electives</b>	<b>Once a month</b> , classroom teachers will provide <b>written lesson guidance for visual and performing arts activities</b> . (See below for student work times for this subject) [Teachers from a school offering P.E. prep may disregard this section]	At a minimum, each middle school physical education teacher will provide <b>daily live or videotaped instruction</b> . Instruction should be sufficient enough to teach the elective content standards and explain any lesson activities (Approximately 30 minutes)

## Scenario 4 - Possible Distance Learning Enhancements

	Elementary	Middle School
<b>Social Studies Instruction</b>	Once a week, classroom teachers will provide <b>written lesson guidance for social studies</b> activities. (See below for student work times for this subject)	At a minimum, each middle school social studies teacher will provide <b>daily live or videotaped instruction</b> . Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)
<b>Science Instruction</b>	Once a week, classroom teachers will provide <b>written lesson guidance for science activities</b> . (See below for student work times for this subject) [Teachers from a school offering Science prep may disregard this section]	At a minimum, each middle school science teacher will provide <b>daily live or videotaped instruction</b> . Instruction should be sufficient enough to teach the academic standards and explain any lesson activities (Approximately 30 minutes)



## Scenario 4 - Possible Distance Learning Enhancements

	Elementary	Middle School
<b>Maximum Student Work Times (includes time required to view lessons and complete assignments)</b>	<ul style="list-style-type: none"> <li>• ELA - 1 hour per day</li> <li>• Independent reading - 30 minutes per day</li> <li>• Math - 1 hour per day</li> <li>• Science - 1 hour per week</li> <li>• Social Studies - 1 hour per week</li> <li>• Physical Education - 100 minutes per week</li> <li>• VAPA - 1 hour per month</li> </ul>	<ul style="list-style-type: none"> <li>• ELA - 40 minutes per day</li> <li>• Math - 40 minutes per day</li> <li>• Science - 30 minutes per day</li> <li>• Social Studies - 30 minutes per day</li> <li>• Physical Education - 200 minutes per week</li> <li>• Electives - 30 minutes per day</li> </ul>
<b>Feedback/Grading</b>	<p>Teachers should provide timely feedback to students on assignments that are turned in, electronically or otherwise. It is important to consider the likelihood that not all students have equitable support when it comes to distance learning, and as such, <b>accommodations (i.e. remediation, extended due dates, shortened assignments) should be provided, as necessary. Traditional letter grades and standards based scores should be used with students at this time.</b></p>	

## Next Steps

- RUSD's Administration continues to work with county officials and is closely monitoring conditions related to reopening.
- We are also working closely with RUFT and CSEA to develop Memorandums of Understanding to negotiate the effect of these changing working conditions and best support students and staff while keeping everyone safe.
- Additionally, we are reviewing recommendations from the Centers for Disease Control (CDC), the American Federation of teachers (AFT), and the California Health Department to inform our planning
- Information and guidelines seem to change frequently, and as such, we will continue to refine our plans for reopening based on the most current information available, with the goal of resuming daily, in person classes as soon as it is safe and feasible to do so.

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Attractor Program Discussion**

**BACKGROUND:**

The Rescue Union School District Staff and Board of Trustees has always sought to provide the most relevant, meaningful, and appropriate educational programs to our children. Over the years, we have developed and implemented a variety of unique programs designed to meet students' diverse needs. Some offerings, such as the Montessori program at Rescue Elementary and our virtual, online school (COOL School) served a purpose, but have since been discontinued for various reasons. Meanwhile, other programs, such as AVID at Pleasant Grove, the visual and performing arts programs at Jackson Elementary, and our district-wide elementary band program continue to serve students well.

**STATUS:**

Over the past few years, certain schools, most notably Pleasant Grove Middle School and Green Valley Elementary School, have seen a significant decline in enrollment. Uniquely designed attractor-type programs could be a vehicle to increase enrollment at these schools and better serve students from across the district.

**FISCAL IMPACT:**

No immediate fiscal impact. If additional attractor programs are enacted, expenses related to equipment, training, and staffing would likely occur.

**BOARD GOAL(S):**

Board Focus Goal I - STUDENT NEEDS

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

Board Focus Goal 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 II - 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.

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 of Trustees hold a discussion on attractor programs for the Rescue Union School District.