

**Rescue Union School District**

**9-Apr-21**

	Green Valley	Frontier	Lake Forest	Frontier	Jackson	Lakeview	Rescue		Pleasant Grove	Frontier	Marina Village	Tot.
TR. KDG	17	18	17		20	21	21					114
KDG.*	36	67	45		58	67	58					331
FIRST	48	50	56		56	68	54					332
SECOND	40	76	49		67	68	68					368
THIRD	46		56	59	67	65	59					352
FOURTH	37		56	82	78	70	56					379
FIFTH	50		61	73	56	75	59					374
SIXTH									123	79	180	382
SEVENTH									122	69	214	405
EIGHTH									127	76	223	426
SDC			21						19			
*Frontier		211		214						224		649
<b>TOTAL</b>	<b>274</b>		<b>361</b>		<b>402</b>	<b>434</b>	<b>375</b>		<b>391</b>		<b>617</b>	<b>3507</b>

**Low Housing Projection 2017-18	Variance
100	14
389	-58
348	-16
349	19
362	-10
363	16
393	-19
393	-11
348	57
438	-12
0	21
0	649
<b>3483</b>	<b>24</b>

\*\*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>2020/2021</b>	3445	3438	3436	3441	3470	3484	3490	3503	3507		
<b>2019/2020</b>	NA	3611	3608	3609	3636	3652	3653	3666	NA	NA	NA
<b>2018/2019</b>	3606	3619	3635	3638	3643	3691	3698	3694	3692	3692	3683
<b>2017/2018</b>	NA	3624	3632	3642	3655	3685	3688	3682	3684	3679	3672
<b>2016/2017</b>	3723	3709	3723	3731	3734	3774	3792	3792	3786	3794	3766
<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

Diff 2019-2020 2020-2021      173   172   168      166      168   163   163

Avg Diff

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:           Certificated Employee Week Proclamation**

**BACKGROUND:**

Teachers are honored each year on the second Wednesday of May. This year the California Day of the Teacher is May 12, 2021. In addition, National Teacher Appreciation Week will be celebrated May 3-7, 2021.

**STATUS:**

The Rescue USD has proclaimed May 3-7, 2021 as Certificated Employee Week and takes this time to honor the dedicated men and women who lend their passion and skills to educating our children and to acknowledge the crucial role that teachers play in making sure every child receives a quality public education. Teachers impact our students on a daily basis and we celebrate their achievements.

We have great admiration and appreciation for our teachers each and every year because we have such an incredible team, but this year we are especially grateful to and for our teachers for their unwavering commitment to our students and their families. The professionalism, love, and dedication our teachers have shown this year through the COVID 19 pandemic has been phenomenal. Our teachers had to completely change the way they teach and the way they meet student needs. Our teachers have gone through change after change, have worked incredibly hard to adhere to health and safety protocols for themselves and their students. Our teachers have taught online, in hybrid, and fully in person. Our district's teachers have proven to be role models and examples for other districts to follow because of their quick and effective transitions to whatever has been handed down from CDPH and District decisions. Our parents and students feel the genuine love, support, and care from our teachers. It is our distinct privilege to honor our teachers with this Proclamation. We look forward to the day when we can gather in a large group and celebrate together.

**FISCAL IMPACT:**

None

**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:**

District administration has prepared and recommends approval of the Certificated Employee Week Proclamation.

# Rescue Union School District

## *Proclamation* **Certificated Employee Week** May 3-7, 2021

*Whereas, teachers make public schools great; and*

*Whereas, teachers work to open students' minds to ideas, knowledge and dreams; and*

*Whereas, teachers keep American democracy alive by laying the foundation for good citizenship; and*

*Whereas, teachers fill many roles as listeners, explorers, role models, motivators and mentors; and*

*Whereas, teachers continue to influence us long after our school days are only memories;*

***NOW, THEREFORE, BE IT RESOLVED***, that the Board of Education of the Rescue Union School District proclaims the week of May 3-7, 2021, as the Certificated Employee week; and

***BE IT FURTHER RESOLVED*** that the Board of Trustees urges that we observe this week by taking time to recognize and acknowledge the impact of teachers on our lives.

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Nancy Brownell, President, Board of Trustees

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Date

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**       **Classified and Confidential School Employee Week**

**BACKGROUND:**

Classified School Employee Week began as a resolution at CSEA's Annual Conference in 1984. Two years later, it was adopted as California Senate Bill 1552 and decreed to be an official recognition of classified school employees. Rescue USD celebrates classified and confidential employees during the third full week in May.

**STATUS:**

The District appreciates our classified and confidential staff and takes this time to honor them and acknowledge the contributions they make and the hard work they do each day to make public schools great for every child. Classified and confidential staff impact our schools, our students, our staff and our parents by providing their services to the District.

Rescue Union School District values and appreciates our classified and confidential staff every year, but the 2020-2021 school year has been an unprecedented year, fraught with all the stress, changes, added pressures and duties regarding health and safety stemming from COVID-19. Our classified and confidential employees have yet again taken it all in stride; seeking to do the very best they can, despite the conditions. We are indeed grateful to and for our employees who still come to work, serve our students and families, and keep our district up and running no matter what. We are privileged to honor our classified and confidential employees with this proclamation. We will look forward to the day we can celebrate once again all together, in a large group!

**FISCAL IMPACT:**

None

**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:**

District administration prepared and recommends approval of the Classified and Confidential School Employee Proclamation.

# Rescue Union School District

## Classified and Confidential School Employee Week

May 16-22, 2021

**Whereas, the efforts of classified and confidential staff members in the Rescue Union School District are essential and critical to the successful functioning of the District and programs, and**

*Whereas, classified and confidential school employees contribute to the establishment and promotion of a positive instructional environment and play a vital role in providing for the welfare and safety of Rescue Union School District, and*

*Whereas, Rescue Union School District classified and confidential staff members assist in the support of all educational programs and services; and*

*Whereas, classified and confidential employees are indispensable in providing high quality business, data processing, transportation, maintenance, and educational-related programs and services; and*

*Whereas, classified and confidential employees in the Rescue Union School District are deserving of special recognition for their many contributions in a wide variety of roles to the institution of public education in this county, state and nation;*

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Education of the Rescue Union School District proclaims the week of May 16-22, 2021 to be Classified and Confidential School Employee Week, and

**BE IT FURTHER RESOLVED** that the Board of Trustees urges all schools and staff members throughout the District to recognize classified and confidential employees during this week as partners in education and to applaud their hard work and dedication to the success of public education.

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Nancy Brownell, President, Board of Trustees

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Date

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Board Policy Updates**

**BACKGROUND:**

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

**STATUS:**

The listed policies have been identified for review and/or changes and are submitted to the Board for first reading and possible consideration of approval.

*Board Bylaw 9005 Governance Standards and Censure Policy and Procedure*  
*Board Policy 0415 Equity*

**FISCAL IMPACT:**

NA

**BOARD GOAL(S):**

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.

**RECOMMENDATION:**

Board receive board policies for first reading and possible consideration for action.

# Rescue Union ESD

## Board Bylaw

### Governance Standards and Censure Policy and Procedures

BB 9005

#### Board Bylaws

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

(cf. 9000 - Role of the Board)

(cf. 9270 - Conflict of Interest)

The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall:

1. Keep learning and achievement for all students as the primary focus
2. Value, support and advocate for public education

(cf. 9010 - Public Statements)

3. Recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community
4. Act with dignity, and understand the implications of demeanor and behavior
5. Keep confidential matters confidential

(cf. 9011 - Disclosure of Confidential/Privileged Information)

6. Participate in professional development and commit the time and energy necessary to be an informed and effective leader

(cf. 9240 - Board Development)

7. Understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff

(cf. 2110- Superintendent Responsibilities and Duties)

8. Understand that authority rests with the Board as a whole and not with individuals

(cf. 9200 - Limits of Board Member Authority)

Board members also shall assume collective responsibility for building unity and creating a positive organizational culture. To operate effectively, the Board shall have a unity of purpose and:

1. Keep the district focused on learning and achievement for all students
2. Communicate a common vision

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

3. Operate openly, with trust and integrity
4. Govern in a dignified and professional manner, treating everyone with civility and respect
5. Govern within Board-adopted policies and procedures

(cf. 9311 - Board Policies)

(cf. 9312 - Board Bylaws)

6. Take collective responsibility for the Board's performance
7. Periodically evaluate its own effectiveness

(cf. 9400 - Board Self-Evaluation)

8. Ensure opportunities for the diverse range of views in the community to inform Board deliberations

(cf. 1220 - Citizen Advisory Committees)

(cf. 9323 - Meeting Conduct)



## CENSURE POLICY AND PROCEDURE

### **OPTION 1**

#### **Background**

The Governing Board of the Rescue Union School District has a strong commitment to ethics. The public expects and must receive the highest standards of ethics from all of those in public service. In order to be able to enforce conformance to the ethical policies, the Governing Board must have a procedure by which it can censure its own members for violation of its policies or bylaws of the Governing Board.

#### **Purpose**

This Policy and Procedure is intended to provide the mechanism by which the Governing Board, acting as a whole, can discipline and punish any of its members who violate state or federal laws applicable to the District or for violation of the Board Policies or Bylaws of the Rescue Union School District Board of Trustees.

#### **Policy**

It is the Policy of the Governing Board that all of its members shall abide by federal and state law that are applicable to members of the Board of Trustees, as well as to Board Policies or Bylaws. Violation of such laws, policies, or bylaws tends to injure the good name of the District and undermine the effectiveness of the Governing Board as a whole. Such conduct is deemed to be a dereliction of duty.

Censure is a formal resolution of the Governing Board officially reprimanding one of its members. Censure is an appropriate punitive measure when the violation of law or policy is deemed by the Board of Trustees to be a serious offense.

In order to protect the overriding principle of freedom of speech, the Governing Board shall not impose "censure" on any of its members for the exercise of his or her First Amendment rights no matter how distasteful the expression was to the District and Board of Trustees.

In order to ensure the right to a fair jury trial, the Governing Board shall not impose "censure" on any of its members for the violation of any law while criminal charges are pending. However, when the criminal proceedings are final, the Governing Board need not be bound by the conclusions of the Court and may hold a "censure" hearing.

#### **Procedure**

1. A request for a "censure" hearing must be submitted to the Superintendent in writing by no less than two nor more than three members of the Governing Board. The request must contain the specific charge(s) on which the proposed censure is based and the written

material(s) which are the basis for the charge(s).

2. A copy of the request for censure and the charge(s) shall be sent by the Superintendent's office to all the members of the Governing Board at least five (5) business days prior the Board of Trustees meeting at which it will be considered. The request and charge(s) shall be agendized in accordance with the Brown Act for the meeting of the Board of Trustees.
3. The Governing Board shall determine that either:
  - a. Further investigation of the charges is required; or
  - b. The matter is to be set for public hearing; or
  - c. No action is required.
4. Further investigation, if required, shall be done by an ad hoc Committee appointed by the Board President. If the Board President is the subject of the request, the Committee shall be formed by the Board Vice President.
5. If the matter is set for public hearing, it must be set no sooner than the next regularly scheduled Board meeting following the Board's determination under Section 3 of these procedures in order to give the accused member adequate time to prepare a defense.
6. At the public hearing, the member of the Governing Board subject to the request shall be given the opportunity to respond to the request and to provide the Board of Trustees information and material(s) relevant to the charge(s). The proponents of the request may also respond to the presentation and members of the Governing Board may ask questions pertaining to the matter at hand. The member subject to the charge(s) may be represented at his or her own personal expense and may have the representative speak on his or her behalf.
7. A decision to censure requires the adoption of a Resolution making findings with regard to the specific charge(s), based on substantial evidence, and approved by a two-thirds vote of the Board of Trustees.

## CENSURE AND PROCEDURES

### OPTION 2

#### **Background**

The Governing Board of the Rescue Union School District has a strong commitment to ethics. The public expects and must receive the highest standards of ethics from all of those in public service to the RUSD community. In order to be able to enforce conformance to its policies, the Governing Board must have a procedure by which it can censure its own members for violation of RUSD Board Policies, Bylaws, Board Protocols, norms for governance behavior, the Ralph M. Brown Act, the California Education Code, or the California Government Code.

Violation of laws, policies, protocols, or standards of behavior may reflect negatively on the District and undermine the effectiveness of the Governing Board as a whole.

### **Purpose**

This policy and procedure is intended to provide the mechanism by which the Governing Board, acting as a whole, can intervene when a member violates RUSD Board Policies, Bylaws, Board Protocols, norms for governance behavior, the Ralph M. Brown Act, the California Education Code, or the California Government Code.

Censure is a formal resolution of the Governing Board officially reprimanding one of its members. Censure is an appropriate measure when the violation of law or policy is deemed by the Governing Board to be a serious offense. In order to protect the overriding principle of freedom of speech, the Governing Board shall not impose “censure” on any of its members for the exercise of his or her First Amendment rights, no matter how distasteful the expression was to the District and Board of Trustees.

### **Procedure**

When, in the opinion of any member of the Board, another Board Member has, by his or her actions, statements, or other conduct, violated his or her obligations or responsibilities under statute, regulation, Board Policy, protocol, governance standards, or specific Board direction, the Board Member so concluding shall have the right to place on the Board’s Public Session agenda a Motion to Censure the allegedly offending Board Member. Before doing so, the member shall attempt to informally resolve the issue with the offending Board Member. The offending Board Member will be informed by the complainant Board Member that if such behavior remains unchanged, that the behavior would initiate a motion to censure.

If the behavior continues, the following policy and protocol will be utilized:

1. When, in the opinion of any member of the Board, another Board Member has, by his or her actions, statements, or other conduct, violated his or her obligations or responsibilities under statute, regulation, Board Policy, Board Protocols, governance standards, or specific Board direction, the Board Member so concluding shall have the right to place on the Board’s Open Session agenda a Motion to Censure the supposedly offending Board Member. The placement of this item on the Board’s open session agenda will be in compliance with Board Bylaw 9322, Agenda/Meeting Materials. If the offending member is the Board President, the Vice President shall be the Board representative to consider the placement of the item on the agenda.
2. Any such motion, when made, shall be in writing and shall include:
  - a. A specific description of the statute, regulation, Board Policy, or Board Protocol that is claimed to have been violated;
  - b. A specific factual description of the alleged action, statement, or other conduct of the Board Member at issue and a description of how that action, statement, or

other conduct constitutes a violation;

c. The specific language for the proposed censure by the Board of the Board Member for the alleged violation.

3. Any Motion to Censure will be effective upon affirmative votes of the majority of the voting Board Members. The Board Member who is the subject of the Censure Motion shall not, however, be permitted to vote on the motion, and his/her vote shall not be counted in calculating the simple majority.
4. Upon the introduction of any Motion to Censure, and prior to any vote thereon, and in an effort to avoid an official Board Censure, the Board Member who is the subject of said Censure Motion shall be provided the opportunity to explain his/her action, statement, or other conduct, to apologize therefore, and to agree to future compliance with all relevant and applicable statutes, regulations, laws, and Board Policies and Administrative Regulations. The foregoing shall not, however, prevent the Board from voting upon or perfecting the Motion to Censure.
5. A decision to Censure requires the adoption of a Resolution enumerating the facts of the actions(s) by the offending Board Member that violated any of the laws, policies, bylaws, norms, ethics, or codes of conduct governing Board Members as described herein.

Legal Reference:

EDUCATION CODE

35010 Power of governing board to adopt rules for its own governance

35160 Board authority to act in any manner not conflicting with law

35164 Actions by majority vote

GOVERNMENT CODE

1090 Financial interest in contract

1098 Disclosure of confidential information

1125-1129 Incompatible activities

54950-54963 The Ralph M. Brown Act

87300-87313 Conflict of interest code

Management Resources:

CSBA PUBLICATIONS

CSBA Professional Governance Standards, 2000

Maximizing School Board Leadership: Boardmanship, 1996

WEB SITES

CSBA: [www.csba.org](http://www.csba.org)

Bylaw RESCUE UNION SCHOOL DISTRICT

adopted: October 2001      Rescue, California

Considered: April 13, 2021

# CSBA Sample

## Board Policy

### Equity

BP 0415

#### Philosophy, Goals, Objectives and Comprehensive Plans

\*\*\*Note: The following optional policy addresses district recognition and response to the unique barriers facing each segment of the district's student population.\*\*\*

\*\*\*Note: Pursuant to Education Code 201, California schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and have a responsibility to provide equal educational opportunity to all students. Education Code 51007 requires that all students enrolled in the state's public elementary and secondary schools, regardless of race, creed, color, national origin, gender, gender identity, gender expression, physical disability, geographic location, or socioeconomic background, shall have equitable access to educational programs designed to strengthen technological skills, including, but not limited to, computer education programs. Education Code 220 further prohibits discrimination on the basis of disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code in any program or activity conducted by the district.\*\*\*

The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission, and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

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

(cf. 5145.3 - Nondiscrimination/Harassment)

In order to eradicate institutional bias of any kind, including implicit or unintentional biases and prejudices that affect student achievement, and to eliminate disparities in educational outcomes for students from historically underserved and underrepresented populations, the district shall proactively identify class and cultural biases as well as practices, policies, and institutional barriers that negatively influence student learning, perpetuate achievement gaps, and impede equal access to opportunities for all students.

The Board shall make decisions with a deliberate awareness of impediments to learning faced by students of color and/or diverse cultural, linguistic, or socio-economic backgrounds. To ensure that equity is the intentional result of district decisions, the Board shall consider whether its

decisions address the needs of students from racial, ethnic, and indigent communities and remedy the inequities that such communities experienced in the context of a history of exclusion, discrimination, and segregation. Board decisions shall not rely on biased or stereotypical assumptions about any particular group of students.

(cf. 6173 - Education for Homeless Children)  
(cf. 6173.1 - Education for Foster Youth)  
(cf. 6174 - Education for English Learners)  
(cf. 6175 - Migrant Education Program)  
(cf. 9000 - Role of the Board)  
(cf. 9310 - Board Policies)

The Board and the Superintendent or designee shall develop and implement policies and strategies to promote equity in district programs and activities, through measures such as the following:

1. Routinely assessing student needs based on data disaggregated by race, ethnicity, and socio-economic and cultural backgrounds in order to enable equity-focused policy, planning, and resource development decisions

(cf. 0400 - Comprehensive Plans)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 6162.5 - Student Assessment)

\*\*\*Note: Pursuant to 20 USC 6311, states must publish per-pupil expenditures, including personnel expenditures and nonpersonnel expenditures, by school. Districts can analyze this financial data, along with other data sources, to ensure equitable allocation of financial and human resources across the district.\*\*\*

2. Analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to high-quality administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

(cf. 0440 - District Technology Plan)  
(cf. 3100 - Budget)  
(cf. 4113 - Assignment)  
(cf. 7110 - Facilities Master Plan)

3. Enabling and encouraging students to enroll in, participate in, and complete curricular and extracurricular courses, advanced college preparation programs, and other student activities

(cf. 6141.4 - International Baccalaureate Program)  
(cf. 6141.5 - Advanced Placement)

(cf. 6143 - Courses of Study)  
(cf. 6145 - Extracurricular and Cocurricular Activities)  
(cf. 6152.1 - Placement in Mathematics Courses)

4. Building a positive school climate that promotes student engagement, safety, and academic and other supports for students

(cf. 5137 - Positive School Climate)

5. Adopting curriculum and instructional materials that accurately reflect the diversity among student groups

(cf. 6141 - Curriculum Development and Evaluation)  
(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

6. Providing and/or collaborating with local agencies and community groups to ensure the availability of necessary support services for students in need

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)  
(cf. 6164.2 - Guidance/Counseling Services)  
(cf. 6164.5 - Student Success Teams)  
(cf. 6179 - Supplemental Instruction)

7. Promoting the employment and retention of a diverse staff that reflects the student demographics of the community

8. Providing district staff with ongoing, researched-based, professional learning and professional development on culturally responsive instructional practices

(cf. 4131 - Staff Development)  
(cf. 4231 - Staff Development)  
(cf. 4331 - Staff Development)

9. Conducting program evaluations that focus on equity and address the academic outcomes and performance of all students on all indicators

(cf. 0500 - Accountability)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to safeguard against disproportionate or unintentional impact on access to district programs and achievement goals for specific student populations in need of services.

Legal Reference:  
EDUCATION CODE

200-262.4 Educational equity  
52077 Local control and accountability plan  
60040 Selection of instructional materials  
GOVERNMENT CODE  
11000 Definitions  
11135 Nondiscrimination in programs or activities funded by state  
PENAL CODE  
422.55 Definition of hate crime  
422.6 Interference with constitutional right or privilege  
CODE OF REGULATIONS, TITLE 5  
4900-4965 Nondiscrimination in elementary and secondary education programs  
UNITED STATES CODE, TITLE 20  
1400-1482 Individuals with Disabilities in Education Act  
1681-1688 Discrimination based on sex or blindness, Title IX  
2301-2414 Strengthening Career and Technical Education for the 21st Century Act  
6311 State plans  
6312 Local education agency plans  
UNITED STATES CODE, TITLE 29  
794 Section 504 of the Rehabilitation Act of 1973  
UNITED STATES CODE, TITLE 42  
2000d-2000d-7 Title VI, Civil Rights Act of 1964  
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended  
2000h-2000h-6 Title IX  
12101-12213 Americans with Disabilities Act  
CODE OF FEDERAL REGULATIONS, TITLE 28  
35.101-35.190 Americans with Disabilities Act  
36.303 Auxiliary aids and services  
CODE OF FEDERAL REGULATIONS, TITLE 34  
100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI  
104.1-104.39 Section 504 of the Rehabilitation Act of 1973  
106.1-106.61 Discrimination on the basis of sex, effectuating Title IX

Management Resources:

CSBA PUBLICATIONS

Meeting California's Challenge: Access, Opportunity, and Achievement: Key Ingredients for Student Success, 2017

The School Board Role in Creating the Conditions for Student Achievement, 2017

African-American Students in Focus: Closing Opportunity and Achievement Gaps for African-American Students, 2016

African-American Students in Focus: Demographics and Achievement of California's African-American Students, 2016

Latino Students in California's K-12 Public Schools, 2016

Research-Supported Strategies to Improve the Accuracy and Fairness of Grades, 2016

Climate for Achievement Governance Brief Series, 2015

Math Misplacement, 2015

CENTER FOR URBAN EDUCATION PUBLICATIONS



Protocol for Assessing Equity-Mindedness in State Policy, 2017

WEB SITES

CSBA: <http://www.csba.org>

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

Center for Urban Education: <http://cue.usc.edu>

Safe Schools Coalition: <http://www.casafeschools.org>

Considered: April 13, 2021

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Superintendent Hiring Process**

**BACKGROUND:**

With the retirement of the current Superintendent, Cheryl Olson, the Board will be working with the El Dorado County Office of Education to facilitate the search for superintendent.

**STATUS:**

The Board will review and discuss the process for filling the upcoming vacancy for superintendent as well as consider approval of the draft survey questions for Rescue Union School District staff, parents and community.

**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:**

NA

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: California School Parent Survey Results**

**BACKGROUND:**

The CalSCHLS system was created by the California Department of Education (CDE) in 1997 to efficiently and cost-effectively provide school districts and their partner communities with quality local data which can be used to improve student academic performance and social-emotional, behavioral and physical health of all youth. It assess key indicators linked to success in school and career, and life. The CalSCHLS system, which includes the California Healthy Kids Survey (CHKS) and California School Parent Survey is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation. Across California, these surveys have led to a better understanding of the relationships between students' health behaviors and academic performance. The information gathered from these surveys, along with additional climate measures, is incorporated into the Local Control and Accountability Plan regarding school climate and engagement.

**STATUS:**

The Board will receive information regarding Rescue Union School District's results for the California School Parent Survey administered in October of 2020 (Results were just recently returned to the school district). The core module provides data on school engagement and supports, school safety, and substance use.

**FISCAL IMPACT:**

N/A

**BOARD GOAL(S):**

Board Focus Goal I - STUDENT NEEDS

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

**RECOMMENDATION:**

Information and discussion only.



# California School Parent Survey Results

**OCTOBER 2020**

# Survey Sample - Parent Survey

## 1. Survey Sample

**Table A1.1**

***Core Module Sample***

	All	ES	MS	HS	NT <sup>A</sup>
Number of respondents	911	631	280	–	–

*Notes: <sup>A</sup>NT includes continuation, community day, and other alternative school types. K-12 schools and Alternative Schools of Choice were classified into elementary, middle, or high schools based on grade-specific enrollment.*

# Summary of Key Indicators - **Parent Survey**

## **Parental Involvement**

Promotion of parental Involvement: 75% **(-9%)**

School encourages me to be an active partner: 89% **(+5%)**

School actively seeks input of parents: 74% **(+7%)**

Parents feel welcome to participate: 75% **(-12%)**

# Summary of Key Indicators - **Parent Survey**

## **School Supports for Students**

Promotes academic success for all students: 89% **(-5%)**

School is a safe place for my child: 96% **(+6%)**

School has adults who really care about students: 89% (-3%)

School provides opportunities for meaningful participation: 79% (-3%)

Communication with parents about school: 77% (New Question)

# Summary of Key Indicators - **Parent Survey**

## **Fairness, Rule Clarity, and Respect for Diversity**

School enforces rules equally: 87% **(+10%)**

School treats all students with respect: 93% (+3%)

School promotes respect of cultural beliefs: 70% (+4%)



# Summary of Key Indicators - **Parent Survey**

## **Substance Use, School Disorder, and Bullying**

Student alcohol and drug use (large problem or somewhat a problem): 0% **(-6%)**

Student tobacco use (large problem or somewhat a problem): 6% (+ 1%)

Student vaping use (large problem or somewhat a problem): 6% **(-8%)**

Racial/ethnic conflicts (large problem or somewhat a problem): 18% **(+14%)**

Harassment or bullying of students (large problem or somewhat a problem): 18% **(-10%)**

# Summary of Key Indicators - **Parent Survey**

## **Facilities**

School has clean and well maintained facilities: 94% (+4%)

# Summary of Key Indicators - **Parent Survey**

## **Bright Spots:**

- Engaging parent stakeholders in the decision making process and partnership
- School as a safe place for children
- Enforcing rules equally
- Alcohol, drug, and vaping use is reportedly down
- Harassment and bullying is reportedly lower

## **Areas of Concern:**

- Involving parents at school and making them feel welcome to participate (possible drop due to COVID-19)
- Promotion of academic success for all students dropped
- Racial and ethnic conflict was reportedly higher

# Cross-Group Comparisons

	ES Students	MS Students	Parents
<b>Students Connectedness</b>	81% (-1%)	67% (+0%)	NA
<b>Academic Motivation</b>	<b>85% (-7%)</b>	<b>64% (-11%)</b>	<b>63% (-25%)</b>
<b>Social Emotional Supports</b>	79% (-2%)	<b>74%* (-5%)</b>	68% (-3%)
<b>Safe place to Learn</b>	89% (+1%)	<b>72% (+5%)</b>	<b>96% (+6%)</b>
<b>Opportunities for Meaningful Participation</b>	<b>38% (-8%)</b>	<b>24% (-9%)</b>	79% (-3%)
<b>Harassment or bullying of students</b>	<b>16% (-6%)</b>	28% (-1%)	18% (-10%)
<b>Facilities Upkeep</b>	<b>94% (+7%)</b>	<b>76% (+14%)</b>	94% (+4%)

\* Average percentage not reporting “true” or “pretty much true” for social emotional distress scale questions

**ITEM #: 8**  
**DATE: April 13, 2021**

**Rescue Union School District**

**AGENDA ITEM:**      **District Facilities – Update on State Funded Projects**

**BACKGROUND:**

The district completed plans with the Department of State Architects (DSA) and submitted applications to the state for modernization funding for Lake Forest, Rescue, and Green Valley.

The projects were submitted to ensure a place in the funding queue as the State was closing any new modernization funding applications in 2017 and the District was planning on taking a bond to the community for the matching funds.

Measure G was placed on the ballot in March 2020 and did not pass.

**STATUS/DISCUSSION:**

The architectural design for the projects that were submitted to the state are set to expire and discussion on next steps with the Board will occur.

**FISCAL IMPACT:**

Current state funding for facility projects pending is estimated at \$6M with a district required match of \$4.1M.

**BOARD GOAL(S):**

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 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.

**RECOMMENDATION:**

None - This is a discussion item to help facilitate direction and goals on facility and district needs.



**Rescue Union School District**  
Educating for the Future Together

# FACILITIES INFORMATION – UPDATE ON STATE FUNDED PROJECTS

RESCUE UNION SCHOOL DISTRICT

BOARD MEETING

APRIL 13, 2021



# OVERVIEW OF CURRENT FACILITY PROJECTS PENDING

- PLANS WERE CREATED AND APPROVED BY DEPARTMENT OF STATE ARCHITECTS (DSA) SO THE DISTRICT COULD APPLY FOR STATE MODERNIZATION FUNDING BEFORE THE APPLICATION WINDOW CLOSED
  - THIS ENSURED THE DISTRICT COULD LOCK ITS PLACE IN LINE FOR THE FUTURE STATE FUNDING
  - THIS PROGRAM ADDITIONALLY REQUIRED A DISTRICT MATCH THAT WAS PLANNED TO BE PAID FROM THE PASSAGE OF A SCHOOL BOND
- FAILURE OF MEASURE G IN MARCH 2020 - \$75 MILLION GENERAL OBLIGATION BOND (39.67% VOTED YES – NEED 55%)
- PLANS SUBMITTED TO DSA EXPIRE AFTER THREE YEARS BUT A ONE YEAR WAIVER IS ALLOWED (FOUR YEARS TOTAL)
  - DSA WILL NOT ALLOW ANY ADDITIONAL EXTENSIONS
- DUE TO LACK OF STATE FUNDS AND FAILURE OF MEASURE G, PROJECTS THAT WERE SUBMITTED TO DSA ARE NOW EXPIRING
  - LAKE FOREST KINDERGARTEN - \$2.1M STATE / \$1.4M DISTRICT – EST. FUNDING FEB 2023
    - NEW KINDERGARTEN CLASSROOM, PLAY AREA, AND COVERED DINING
  - RESCUE MULTIPURPOSE ROOM - \$1.1M STATE / \$800K DISTRICT – EST. FUNDING FEB 2024
    - MP ROOM MODERNIZATION – STAGE, KITCHEN, SHADE STRUCTURE
  - GREEN VALLEY KINDERGARTEN - \$2.8M STATE / \$1.9M DISTRICT – EST. FUNDING JUL 2023
    - REMODEL BUILDING A INTO A KINDERGARTEN CLASSROOM, ADDITION TO ADMIN BUILDING, COVERED PICKUP AREA





# NEXT STEPS

- STATE FUNDING WILL STILL BE AVAILABLE BUT THE PROJECTS WILL LOSE THEIR PLACE IN THE FUNDING ORDER
  - FUNDING ALLOCATION (60/40) MAY CHANGE ALONG WITH STATE REQUIREMENTS
- UNFORTUNATELY, EVEN IF THE DISTRICT WAS ABLE TO RECEIVE THE STATE FUNDING THE DISTRICT WOULD NOT BE ABLE TO MEET THE MATCHING FUNDS REQUIRED TO COMPLETE THE PROJECTS DUE TO MEASURE G NOT PASSING
- AT THIS TIME THE DISTRICT COULD MOVE FORWARD TO REDESIGN THESE PROJECTS TO MEET NEW BUILDING CODES AND SUBMIT TO DSA BUT THE FUNDING WINDOW IS NOT OPEN TO ACCEPT NEW APPLICATIONS
  - NEW PLANS MUST BE SUBMITTED WITH CURRENT CODE REQUIREMENTS INCLUDING ADA, FIRE SAFETY, AND GREEN ENERGY
  - COST FOR PROJECTS WILL BE SIGNIFICANTLY HIGHER
  - PROJECT SCOPE MAY NEED TO BE REVISED BASED UPON CURRENT SITE NEEDS
- DISCUSSIONS ABOUT PLACING A BOND ON THE 2022 BALLOT AND UPDATING THE MASTER FACILITY PLANS ARE NEEDED IN THE FUTURE BEFORE ADDITIONAL RESOURCES ARE ALLOCATED





QUESTIONS???

