

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 second 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 second 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.

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: Boardsmanship, 1996

WEB SITES

CSBA: www.csba.org

Bylaw RESCUE UNION SCHOOL DISTRICT

adopted: October 2001 Rescue, California

Considered: May 11, 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 contributions of diverse communities and fosters cross-cultural understanding among students. ~~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 measures of success.

(cf. 0500 - Accountability)

The Board shall regularly monitor the intent and impact of district policies and decisions in order to ensure all students have access to district programs and services to reach achievement goals. ~~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: May 11, 2021

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: COVID Funding Update

BACKGROUND:

Rescue USD will be receiving approximately \$8 million in funding from the state and federal government to fund educational services, safety, and staffing related to COVID impacts. The District has spent or budgeted approximately \$3.95 million for 2020-21.

STATUS:

The District is planning to spend the remaining balance of COVID funding approximately \$4 million in 2021-2022 and 2022-2023. The administrative team will present information on the COVID budget and programs identified for the remaining funding.

FISCAL IMPACT:

Total COVID funding of \$8 million will be spent in 2020-2023.

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.

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 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 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:

This is a discussion item only.



Rescue Union School District

COVID Budget Update

May 11, 2021

Board of Trustees

Nancy Brownell, President

Michael Gordon, Vice-President

Suzanna George, Clerk

Tagg Neal, Member

Kim White, Member



2020-21

COVID FUNDS REVENUES (One-time)

REVENUES		
Program	Expiration	Amount
Federal Learning Loss Mitigation Funds (CARES)	March-2021	\$ 1,167,352
State SB 98 Learning Loss Mitigation Funds (CARES)	June-2021	\$ 259,102
State AB 86 Expanded Learning	August-2022	\$ 2,099,972
State AB 86 In Person Grant	August-2022	\$ 991,290
Federal Elementary and Secondary School Emergency Relief (ESSER) I	September-2022	\$ 232,207
Federal Governor's Emergency Education Relief (GEER) I	September-2022	\$ 201,945
Federal ESSER II (CRRSA)	September-2023	\$ 921,744
Federal ESSER III - American Rescue Act	September-2023	\$ 2,051,203
State SB 117 COVID 19 Response Funds	None	\$ 61,248
Federal GEER II (CRRSA)	<i>Unknown at this time</i>	
Federal GEER III	<i>Unknown at this time</i>	
Total Revenues		\$ 7,986,063



2020-21

COVID FUNDS EXPENSES & BUDGET (One-time)

Activity	Fiscal Year	Amount
Staffing inc. Budget (Frontier/Custodial/ Health Office/Nurses/Aides/ Yard Duty / COVID Leave / 2-Duty Days for Hybrid Teachers)	2020-21	\$ 992,000
Fuel Ed Software	2020-21	\$ 740,000
PPE- Plexiglass/Air Purifiers/Filters/Scrubbers/ Masks/ Soap / Sinks/Paper Products / Mics/ Sprayers/ Carts/ Disinfectant Equipment/ Furniture/ Sinks/Etc.	2020-21	\$ 362,547
Teacher/Counselor Supplies - \$250 per person	2020-21	\$ 45,000
Chromebooks/Hot Spots/Technology	2020-21	\$ 166,667
Budget - PPE/Furniture/Extra Duty Staffing/Misc.	2020-21	\$ 46,791
Budget - Summer School June 2021	2020-21	\$ 247,630
Budget - One-Time Payment to Staff - 5%	2020-21	\$ 1,350,000
2020-21 Expenses		\$ 3,950,635



2021-2023

COVID FUNDS BUDGETED EXPENSES (One-time)

Activity	Fiscal Year	Amount
PPE/ Custodial Supplies/ Equipment	2021-22	\$ 36,503
Technology Needs	2021-22	\$ 250,000
Curriculum and Professional Development	2021-22	\$ 135,000
Lower Class Size K-8 /Intervention Staff	2021-22	\$ 1,785,000
Additional Nurse/HOA Time	2021-22	\$ 56,000
Floating Custodial	2021-22	\$ 158,078
Substitute Staffing	2021-22	\$ 40,000
Paraprofessionals 10% of AB 86 Funds	2021-22	\$ 209,997
Site Professional Development Allocation	2021-22	\$ 40,000
Teacher/Counselor Supplies - \$250 per person	2021-22	\$ 45,000
Curriculum and Professional Development	2022-23	\$ 135,000
Teacher/Counselor Supplies - \$250 per person	2022-23	\$ 45,000
Continued Support of Existing SEL Staffing	2022-23	\$ 209,850
Site Professional Development Allocation	2022-23	\$ 40,000
Extra Teachers - Lower Class Size K-3	2022-23	\$ 850,000
2021-22 & 2022-23 Expenses		\$ 4,035,428
Grand Total		\$ 7,986,063

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Expanded Learning Opportunity Grant Plan

BACKGROUND:

To be eligible for receive additional funding through the Expanded Learning Opportunity (ELO) Grant, LEAs must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to specified student groups, as defined in *Education Code* Section 43522, who have faced adverse learning and social-emotional circumstances.

ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships and Medi-Cal billing options, in the design and implementation of services.

The Expanded Learning Opportunities Grant Plan must be completed by LEAs as a condition for receiving an ELO Grant. The Expanded Learning Opportunities Grant Plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable.

STATUS:

The Rescue Union School District has developed a plan to expend ELO Grant funds in support of students. The plan adheres to the requirements listed above and provides supplemental instruction through a robust summer school program, additional academic support in the way of certificated and classified staff, and lower class sizes to better ensure post-pandemic learning recovery. Additionally, these funds are leveraged with other relief funds to address students' social emotional well-being and academic needs.

FISCAL IMPACT:

N/A

BOARD GOAL(S):

Board Focus Goal I - STUDENT NEEDS

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

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

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

RECOMMENDATION:

Consideration for Action

A photograph of a surfer riding a wave. The surfer is shirtless, wearing dark shorts, and is captured in a dynamic pose as they ride the face of a blue wave. The water is splashing around the surfer, and the sky is a bright blue with scattered white clouds. The overall scene is energetic and vibrant.

Expanded Learning Opportunities Grant Plan
for
Rescue Union School District

May 11, 2021

Plan Summary

- **Plan Description**
- **Expenditure Plan**
- **Coordination with other Federal Emergency Relief Funds**

Plan Description

A description of how parents, teachers, and school staff were involved in the development of the plan

...Stakeholder groups that provided input include the following: Rescue Union School Board of Trustees, Site Principals, District Leadership Team, Parent Teacher Organizations (PTOs) and Parent Teacher Clubs (PTCs), Rescue Union Federation of Teachers (RUFT), Rescue Classified School Employees Association (CSEA), parents of students within the district, and students from each site through Student Listening Circles.

Input was collected using the **California Healthy Kids Survey**, the **California School Climate Survey**, the **California School Parent Survey**, and the **RUSD Local Survey for Staff and Parents**. Additional surveys were created and used to gather more input from certificated and classified bargaining units. Students from every school site and every grade level provided input through **student listening circles**.

Information from each survey was reviewed by the district leadership team to determine Expanded Learning Grant priorities and needs.

Plan Description

A description of how students will be identified and the needs of students will be assessed

...the Rescue Union School District will continue to routinely assess all students to determine where gaps in understanding or limited skill development may exist. Assessments will range from daily teacher observations and “exit tickets” to chapter quizzes and summative tests. District benchmark assessments will be administered each trimester.

Reading fluency and comprehension will continue to be assessed using programs including **DIBELS, Reading Counts, the Basic Phonics Skills Tests (BPST), ESGI Early Progress Monitoring, Writing Samples**, and other assessments.

IXL, Reflex Math, and Curricular Assessments will be used to assess mathematical proficiency, computational ability, and fact fluency. **Summative and Interim CAASPP** scores will also be used to identify school or grade level trends and monitor individual student growth; however, such analysis will take into consideration the impact that hybrid schedules and reduced direct instruction may have had on student growth.

Plan Description

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Parents and guardians will receive information regarding supplemental instruction, such as summer school and intervention classes, through well-established and proven communication tools. These tools include **classroom communiques, principal newsletters, and messages from the superintendent**. In order to ensure that each message is received by all, **outgoing messages will be delivered through email, text messages, and recorded phone calls**. Information will also be **shared with school site councils and parent teacher organizations** who will then disseminate the information regarding supplemental instruction through their respective communication channels. Information will also be shared at **public board meetings and posted to our school and district websites**.

Plan Description

A description of the LEA's plan to provide supplemental instruction and support

...the District has planned a **robust summer school program**, which will focus on essential standards for mathematics and English language arts at each grade level. All students across the district have been invited to participate and preliminary enrollment data suggests that over 450 will attend.

...our teachers reported increased engagement and the ability to provide more direct intervention support to children. Therefore, the Rescue Union School District plans to use a portion of the Expanded Learning Grant to **significantly reduce class size for the 2021-2022 and 2022-2023 school years**.

The district will also use a portion of the Expanded Learning Grant to **hire an academic intervention teacher for each school site**. These academic intervention teachers shall be under the supervision of the school principal and shall work directly with students and staff to support students in addressing any deficits, especially in the area of math and language arts.

Additionally, the District will use funds from the Expanded Learning Grant to **hire para-educators** to help provide increased academic support to students.

Expenditure Plan

A description of the LEA's plan to provide supplemental instruction and support

2021 Summer School (Planned Expenditures)

\$244,133

Lower Class Size/Academic Recovery 21 Additional Teachers (Planned Expenditures)

\$1645,842

Para-educator Staffing (Planned Expenditures)

\$209,997

Total Funds

\$2,099,972

Coordination with other Federal Relief Funds

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

...**particularly necessary because our district was able to open for in-person instruction** in a hybrid model from the beginning of the year, and we needed the additional monetary support to provide all the health and safety protocols and supplies necessary due to the pandemic.

...purchased all the needed **PPE for staff and students** , purchased additional **furniture so that students could be socially distant**, we procured **Extra Duty Staffing for custodial services, yard duty, and instructional aides**. We **added time each day to our nursing staff** because of the additional tasks and duties required for contact tracing and managing the health and safety of students and staff. We **hired additional teachers so that class sizes would not exceed 15:1**. We **purchased Plexiglass barriers** for classrooms, tables, offices, libraries, and other common areas, purchased **other needed health and safety materials, and ordered additional custodial supplies**.

...RUSD **purchased additional chromebooks** and **technology tools** for teachers to use in the virtual academy or for in-person instruction, such as Elmos, RAZ Kids, SeeSaw, IXL in math and ELA, and Mystery Science, to name a few. We also provided **hotspots** to families who needed internet connection in order to complete their school work.

...utilized these funds to provide additional **Classroom Displays, and Staff Work Stations** that were outdated and needed replacing.

Coordination with other Federal Relief Funds (cont.)

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

...will hire additional teachers for the 2021-2022 school year to keep class sizes lower, to help mitigate any learning loss that occurred through the pandemic; this includes hiring an Academic Recovery teacher for every site. We will provide the additional curriculum resources and tools for the 2021-2022 school year also, such as Mystery Science, RAZ Kids, IXL, SeeSaw, etc. District and site professional development opportunities will be offered to support teachers as they mitigate learning loss and accelerate the learning in their students.

...funds to hire substitutes have been allocated for the 2021-2022 school year, and the kindergarten aides have been paid for from these Emergency funds because we understand the needs in our kindergarten classrooms.

...provide each teacher with \$250 for classroom supplies for the 2021-2022 school year, again, to further support staff in meeting the needs of their students.

Coordination with other Federal Relief Funds (cont.)

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

...For the 2022-2023 school year, RUSD will provide **curriculum and professional development** from the prior year. We will **allocate every teacher the \$250 for class supplies**, we will **keep the existing level of counselor service** at our sites, as we understand that the social emotional needs of our students will be more significant after the pandemic. We will also **keep class sizes lower during this year in grades TK-3 grade**, and will **allocate funds to each site for professional development** so that sites may determine areas of training needed to serve their student population.

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: Resolution No. 21-02
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 2021-2022.

Due to a programmatic change, it shall be necessary to reduce the total annual days/hours worked and/or elimination of the following positions:

<u>Position(s)</u>	<u>Reduction/Elimination</u>
Instructional Assistant-Bilingual (PO# 160044)	6.0 hours/day, 193 days/year
Instructional Assistant-Bilingual (PO# 160043)	6.0 hours/day, 193 days/year

FISCAL IMPACT:

This reduction will be reflected in the 2021-2022 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. 21-02 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
Effective July 14, 2021*

Resolution #21-02

WHEREAS, due to a programmatic change, 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):

NOW, THEREFORE, BE IT RESOLVED that the following classified positions shall be eliminated effective July 14, 2021:

<u>Classification</u>	<u>Position(s)</u>	<u>Reduction</u>
Instructional Assistant-Bilingual (PO# 160044)	1	6.0 hours/day, 193 days/year
Instructional Assistant-Bilingual (PO# 160043)	1	6.0 hours/day, 193 days/year

BE IT FURTHER RESOLVED THAT the Superintendent or her designated representative is directed by the Governing Board to:

1. Give notice of layoff to the affected classified employees if any, 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 May 11, 2021 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 May 11, 2021.

Clerk/Secretary, Board of Education