

**Rescue Union School District  
2390 Bass Lake Road, Rescue, California 95672**

**BOARD OF TRUSTEES  
REGULAR MEETING MINUTES**

Tuesday, April 13, 2021 - 6:30 p.m. Open Session (Closed Session at 4:30 p.m.)  
**Rescue District Office Board Room**

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspends provisions of the Brown Act relating to public meetings.

The Public’s health and well-being are the top priority for the Board of Trustees of the Rescue Union School District and you are urged to take all appropriate health safety precautions. To facilitate this process, the Board of Trustees, complying with social distancing guidelines, met in person and all audience participation was held via Zoom.

**DISTRICT MISSION**

Rescue Union School District, in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

<b>ITEM</b>	<b>ITEM DESCRIPTION</b>
<b>CALL TO ORDER:</b>	Board president called the meeting to order at 4:31 p.m.
<b>ROLL CALL:</b>	<ul style="list-style-type: none"> <li>✓Nancy Brownell, President</li> <li>✓Michael Gordon, Vice President</li> <li>✓Suzanna George, Clerk</li> <li>✓Tagg Neal, Member</li> <li>✓Kim White, Member</li> <li>✓Cheryl Olson, Superintendent and Board Secretary</li> <li>✓Sean Martin, Assistant Superintendent of Business Services</li> <li>✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction</li> </ul>
<b>PUBLIC COMMENT:</b>	There were no public comments concerning items on the Closed Session Agenda.
<b>CLOSED SESSION:</b>	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District’s designated negotiators, Dave Scroggins and Sean Martin, regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.
Personnel Exemption	Pursuant to Government Code 54957.
<b>OPEN SESSION:</b>	Reconvene open session at 6:45 p.m.
Welcome	The Board president provided an introduction to Board meeting proceedings.

Flag Salute	Dave Scroggins, Assistant Superintendent, led the flag salute.
1. Adoption of Agenda (Consideration for Action)	Trustee Neal moved and Trustee Gordon seconded to approve the agenda as presented. The motion passed 5-0.
<b>STUDENT SUCCESS / RECOGNITION:</b>	
Jackson School	Jackson School principal, Michele Williamson provided a site update and presentation highlighting student successes. Jackson School honored Michele Driscoll, Student Service Secretary, as the classified recipient of the Difference Maker Award. In addition, Principal Williamson honored her entire certificated staff as Difference Makers for all their hard work over this past year on behalf of children.
<b>REPORTS AND COMMUNICATION:</b>	
Report from Closed Session	Board president reported no action taken in closed session.
2. Superintendent's Report (Supplement)	<p>The Superintendent provided a report to the Board of Trustees on activities throughout the district.</p> <p>Superintendent Olson stated our teachers and students are continuing to work hard as they push ahead to the end of the school year. She reported that we are currently in our CAASPP testing window, with most of our schools waiting as long as possible to test to get in as much teaching and learning as possible.</p> <p>Over spring break, Mrs. Olson met with the director of Care Solace and was very impressed with the level of usage. The director indicated that our percentage of people who actually go through with the appointments has been at least 50%, which is quite high. We need to continue promoting it and advertising it on a monthly basis to remind people that it is available. Currently the information is in the Superintendent's newsletter each month, a pop announcement that will be front and center on our webpage for about the first week of each month, and we have also created a place on our webpage where all the information is available. In addition, our counselors are great about referring families to Care Solace. In reviewing the data, 66% of the people using the service have been female and 33% male. It is interesting that the age groups are relatively equal with children, adolescents and adults in the 30% range. Mrs. Olson reported that ethnicities using the service, we have mostly Caucasian, with the second highest being Hispanic and a significant number who declined to state. The mental health issues most prevalent for those reaching out: anxiety, then depression, trauma, disruptive behavior, marital status, bipolar, and suicidal ideations.</p> <p>Mrs. Olson went on to say we are so thankful that the county office of education is paying for this service for the entire county. What an amazing opportunity for our families and our staff, to be able to have a company research for us, find resources that fit individual insurance and payment needs, and all we have to do is follow through and make the call! They have also provided us with videos to share and those will be sent out next month.</p> <p>Mrs. Olson also gave a special thank you to our health aides and nurses. She stated that every staff member has gone above and beyond this year, from every department in our district. We greatly appreciate our nurses because they have been on the front lines day in and day out, 7 days a</p>

	<p>week, literally. They have handled contact tracing, phoning and emailing information, collaborating with school staff, public health and families. They work incredibly hard. She thanked: Janie Carlson, Jeanna Storment, and Morgan Butler, school nurses, and also our site health office staff, Green Valley - Rena Jones, Jackson – Carina De La Garza, Lake Forest – Anne Fegan, Lakeview – Lori Cliffton, Rescue – Adrian Padilla, Marina Village – Morgan Butler and Pleasant Grove – Francie Hoover.</p>								
<b>STAFF RECOGNITION:</b>									
<p>3. Certificated Employee Week Proclamation</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>Each year Rescue USD honors the certificated staff members by dedicating a week in May to recognize and celebrate their contributions to education and the students and families of our District. District administration has prepared and recommends this proclamation.</p> <p>Trustee Gordon moved and Trustee White seconded to approve the proclamation for Certificated Employee Week. The motion passed 5-0.</p>								
<p>4. Classified and Confidential School Employee Week Proclamation</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>Each year Rescue USD honors the classified and confidential staff members by dedicating a week in May to recognize their important contributions in supporting the staff, students and families of our District. District administration has prepared and recommends this proclamation.</p> <p>Trustee Gordon moved and Trustee White seconded to approve the proclamation for Classified and Confidential Employee Week. The motion passed 5-0.</p>								
<b>PUBLIC COMMENTS:</b>	There were no public comments								
<b>GENERAL:</b>									
<p>5. Board Policy Updates</p> <p>(Supplement)</p> <p>(First Reading and Possible Consideration for Action)</p>	<p>Periodically, the Board reviews, revises and/or adopts Board Policy. The following policies are provided for first reading and possible consideration for action.</p> <table border="1" data-bbox="724 1314 1406 1411"> <tr> <td>BB 9005</td> <td>Governance Standards and Censure Policy and Procedures</td> </tr> <tr> <td>BP 0415</td> <td>Equity</td> </tr> </table> <p>The Board reviewed and discussed the listed policies for first reading. These will be brought back for further discussion, second reading and possible consideration of approval.</p> <p>Public comments regarding the BP 0415 Equity were heard from:</p> <table border="1" data-bbox="704 1593 1422 1946"> <tr> <td>Casey Roth, Parent</td> <td>New TK parent with concerns about bias of the Board. Questions regarding whether we are teaching “white privilege” and that “white is bad”. Encourages the Board to be aware and consider that there are different perspectives and sometimes the loudest voice is not the only voice.</td> </tr> <tr> <td>Laura Brady, Parent</td> <td>Reiterates previous speakers concerns regarding Board bias. Calls upon the Board as elected officials to talk to</td> </tr> </table>	BB 9005	Governance Standards and Censure Policy and Procedures	BP 0415	Equity	Casey Roth, Parent	New TK parent with concerns about bias of the Board. Questions regarding whether we are teaching “white privilege” and that “white is bad”. Encourages the Board to be aware and consider that there are different perspectives and sometimes the loudest voice is not the only voice.	Laura Brady, Parent	Reiterates previous speakers concerns regarding Board bias. Calls upon the Board as elected officials to talk to
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Laura Brady, Parent	Reiterates previous speakers concerns regarding Board bias. Calls upon the Board as elected officials to talk to								

		constituents, and when approving Board Policies be sure they represent those constituents. Make this about teaching not indoctrination.
6. Superintendent Search Process and Survey Questions  (Supplement)  (Consideration for Action) Superintendent	The Board reviewed and discussed the process for filling the upcoming vacancy for superintendent.  Trustee Gordon moved and Trustee George seconded to approve the online survey questions regarding desired characteristics and experiences for a new superintendent. The motion passed 5-0.	
<b>CURRICULUM &amp; INSTRUCTION:</b>		
7. California School Parent Survey Results  (Supplement)  (Information Only) Assistant Superintendent of Curriculum and Instruction	The Board received information regarding the Rescue Union School District's results for the California School Parent Survey (CSPS) related to the administration of the California Healthy Kids Survey (CHKS).  Assistant Superintendent of Curriculum and Instruction, Dave Scroggins provided an overview of the parent survey results administered as part of the CHKS.  In summarizing the key indicators, positive aspects included engaging parent stakeholders in the decision-making process and partnership, schools as a safe place for children, enforcing rules equally, alcohol, drug and vaping use is reportedly down and harassment and bullying is reportedly lower.  Some areas of concern showing declining percentages included, involving parents at school and making them feel welcome to participate (possibly dropped due to COVID this year), promotion of academic success for all students, racial and ethnic conflict was reported higher.	
<b>BUSINESS AND FACILITIES ITEMS:</b>		
8. District Facilities Update on State Funded Projects  (Supplement)  (Information and Discussion Only) Assistant Superintendent of Business Services	The Board received information and discussed facility projects.  Assistant Superintendent of Business Services, Sean Martin, provided an update to the Board regarding our applications to the Department of State Architects (DSA) for modernization funding are set to expire. Next steps were discussed and although state funding will still be available, the projects will lose their place in the funding order. Even if the district was able to receive the state funding we would not be able to meet the matching funds requirement to complete the projects. The District could move forward to redesign these projects to meet new building codes, but the funding window is not open to accept new applications. In addition, cost for projects will be significantly higher and the project scope may need to be revised based upon current needs.  Further discussion is needed regarding placing a bond on the 2022 ballot and updating the master facility plans in the future before additional resources are allocated.	
<b>CONSENT AGENDA:</b>		
	All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying information as to not require additional discussion. A motion as referenced below will enact all items.	

(Consideration for Action)	Item 11 pulled for separate vote. Trustee George moved and Trustee Neal seconded to approve the balance of the agenda. The motion passed 5-0.
9. Board Meeting Minutes (Supplement)	Minutes of March 9, 2021 Regular Board Meeting.
10. Board Meeting Minutes (Supplement)	Minutes of the March 23, 2021 Board Study Session.
11. Board Meeting Minutes (Supplement)	Minutes of the March 30, 2021 Board Special Meeting.  Trustee Neal moved and Trustee Gordon seconded to approve the minutes for the March 30, 2021 Board Special Meeting. The motion passed 4-0 with one abstention.  Ayes: Trustee White, Neal, Gordon and Brownell Abstention: Trustee George
12. District Expenditure Warrants (Supplement)	Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The supplement reflects expenditures from 2/26/21 to 3/26/21.
13. District Purchase Orders (Supplement)	Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 3/2/21 to 4/2/21.
14. Personnel (Supplement)	Rescue Union School District's long-range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.
A. Administrative Personnel:	Cheryl Olson, Superintendent, retirement effective 6/30/21
B. Certificate Personnel  Employment:   Leave of Absence (LOA): For 2021-2022  Retirement:	Viktoriya Grom, temporary teaching assignment, (1.0 FTE), Lake Forest, effective 3/8/21 Lisa Jones, temporary teaching assignment, (1.0 FTE), Jackson, effective 4/5/21  Jennifer Dermer                      100% LOA Laura Jarecki                              .50 LOA McKenzie Southard                      100% LOA  Candace Bricker, Teacher, (1.0 FTE), Lake Forest, effective 5/28/21 Julia Yorke, Teacher, (1.0 FTE), Rescue, effective 5/28/21

<p>Temporary Employment Ends:</p>	<p>Viktoriya Grom, temporary teaching assignment, (1.0 FTE), Lake Forest, effective 5/28/21  Dayna Jean-Crompton, temporary teaching assignment, (1.0 FTE), Jackson, effective 3/4/21  Lisa Jones, temporary teaching assignment, (1.0 FTE), Jackson, effective 5/28/21</p>
<p>C. Classified Personnel  Employment:</p> <p>Leave of Absence: (LOA)</p> <p>Resignation:</p>	<p>Charlene Buscaglia, Food Service Worker, (.19 FTE), Food Service, effective 2/26/21  Lissette Castillo [Return from LOA], Food Service Worker, (.56 FTE), Food Service, effective 4/6/21  Tanner Freer, Custodian Districtwide, (.26 FTE), Maintenance, effective 3/1/21  Tracey Hammonds, Instructional Assistant, (.38 FTE), Rescue, effective 3/16/21  Debra Hoss, Yard Supervisor, (Substitute), Marina Village, effective 3/4/21  Matthew Lawless, Yard Supervisor, (.38 FTE), Marina Village, effective 3/15/21  Rosalie Lopez, Yard Supervisor, (.11 FTE), Pleasant Grove, effective 3/9/21  Hillary Lyman, Instructional Assistant, (.06 FTE), Green Valley, effective 3/8/21  Kelly Pacillas, Itinerant independence Facilitator, (.15 FTE), Pleasant Grove, effective 4/5/21  Monica Saxena, Itinerant Independence Facilitator, (.50 FTE), Lakeview, effective 3/4/21  Leslie Thompson, Food Service Worker, (Substitute), Food Service, effective 3/15/21</p> <p>Cathrine Carnes, Student Services Secretary, .07 LOA, Marina Village, effective 3/18/21</p> <p>Shane McClellan, Yard Supervisor, (.13 FTE), Marina Village, effective 3/26/21</p>
<p>15. Services Agreement: El Dorado County Office of Education (EDCOE) 2021-2022 Agreement for County School Services  (Supplement)</p>	<p>The Board will consider approval of the El Dorado County Office of Education (EDCOE) agreement for county school services for 2020-2021.</p>
<p>16. Williams Quarterly Report  (Supplement)</p>	<p>Title 5, Chapter 5.1, Section 4600 requires school districts to report summarized data from the Uniform Complaint Process to the county superintendent quarterly. District administration recommends the Board approve the Williams Act Quarterly Report for the period of January 1, 2021–March 31, 2021.</p>
<p><b>ADJOURNMENT:</b></p>	<p>Trustee White moved to adjourn the meeting at 8:51 p.m.</p>

**Rescue Union School District**  
**2390 Bass Lake Road, Rescue, California 95672**

**BOARD OF TRUSTEES**  
**BOARD STUDY SESSION MINUTES**  
 Tuesday, April 27, 2021 – 5:00 p.m. Closed Session  
**Rescue District Office Board Room**

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**DISTRICT MISSION**

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<b>ITEM</b>	<b>ITEM DESCRIPTION</b>
<b>CALL TO ORDER:</b>	Board president called the meeting to order at 5:03 p.m.
<b>ROLL CALL:</b>	<ul style="list-style-type: none"> <li>✓ Nancy Brownell, President</li> <li>✓ Michael Gordon, Vice President</li> <li>✓ Suzanna George, Clerk</li> <li>✓ Tagg Neal, Member</li> <li>✓ Kim White, Member</li> <li>✓ Cheryl Olson, Superintendent and Board Secretary</li> <li>✓ Sean Martin, Assistant Superintendent of Business Services</li> <li>✓ Dave Scroggins, Assistant Superintendent of Curriculum and Instruction</li> </ul>
<b>PUBLIC COMMENTS:</b>	There were no comments concerning items on the Closed Session Agenda.
<b>CLOSED SESSION:</b>	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Section 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District’s designated negotiators, Dave Scroggins and Sean Martin, regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.
Personnel Exemption	Pursuant to Government Code 54957.
<b>OPEN SESSION:</b>	Reconvene Open Session at 8:21 p.m.
<b>REPORT FROM CLOSED SESSION:</b>	Board president reported no action taken in closed session.
<b>ADJOURNMENT:</b>	Trustee George moved to adjourn the meeting at 8:25 p.m.

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date / Description	FD RESC Y OBJT	GOAL FUNC	LC1	LOC2 L3 SCH T9MPS	Liq Amt	Net Amount	

003679/00	SCHOOLS INSURANCE AUTHORITY							
215233	PO-210170 03/01/2021 EAP-022021.13 414 MAR	1	01-0000-0-9582-0000-0000-0000-00-000	NN	P	703.80	703.80	
	TOTAL PAYMENT AMOUNT					703.80 *	703.80	

106294/00	SCHWARY, AMY							
PV-210617	04/01/2021 TEACHER PAY TEACHERS INST MAT		01-3210-0-4300-1110-1000-050-0000-00-000	NN			36.20	
PV-210618	04/01/2021 STAPLES STUDENT SUPPLIES		01-1100-0-4300-1110-1000-050-0000-00-000	NN			106.24	
PV-210618	04/01/2021 TEACHERS PAY TEACHERS		01-1100-0-5806-1110-1000-050-0000-00-000	NN			58.00	
	TOTAL PAYMENT AMOUNT					200.44 *	200.44	

TOTAL BATCH PAYMENT	107,320.53 ***	0.00	107,320.53
TOTAL DISTRICT PAYMENT	107,320.53 ****	0.00	107,320.53
TOTAL FOR ALL DISTRICTS:	107,320.53 ****	0.00	107,320.53

Number of checks to be printed: 25, not counting voids due to stub overflows. 107,320.53

4(3)

Pursuant to Rescue Union School District Policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon

Ceryl Olson 4/4/21  
 District Designee Date



Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS			Liq Amt			Net Amount

104213/00	VALLEY POWER SYSTEM NORTH INC								
215043 PO-210008	03/16/2021	TICKET J87772	1 01-0842-0-4360-0000-3600-083-0000-00-000	NN	P	89.66			89.66
215043 PO-210008	03/16/2021	TICKET J87817	1 01-0842-0-4360-0000-3600-083-0000-00-000	NN	P	43.09			43.09
TOTAL PAYMENT AMOUNT						132.75	*		132.75

100001/00	VERIZON WIRELESS								
215225 PO-210162	03/18/2021	9875800921 03/18/21	1 01-0000-0-5901-0000-7600-081-0000-00-000	NN	P	146.49			146.49
215225 PO-210162	03/18/2021	9875800920 03/18/21	1 01-0000-0-5901-0000-7600-081-0000-00-000	NN	P	86.16			86.16
TOTAL PAYMENT AMOUNT						232.65	*		232.65

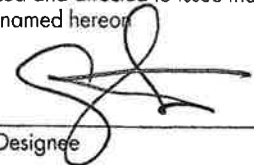
105362/00	WINSOR LEARNING INC								
215705 PO-210676	03/10/2021	INV7196	1 01-6500-0-4400-5770-1120-063-0000-00-000	NN	F	1,635.64			1,613.58
TOTAL PAYMENT AMOUNT						1,613.58	*		1,613.58

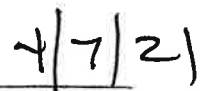
TOTAL BATCH PAYMENT	56,798.80	***	0.00	56,798.80
TOTAL DISTRICT PAYMENT	56,798.80	****	0.00	56,798.80
TOTAL FOR ALL DISTRICTS:	56,798.80	****	0.00	56,798.80

Number of checks to be printed: 25, not counting voids due to stub overflows.  
 Number of zero dollar checks: 3, will be printed.

4  
 5

Pursuant to Rescue Union School District Policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon.

  
 District Designee

  
 Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount				

101658/00	TWISTED SCHOLAR INC								
215767	PO-210736	03/25/2021	2021-1566	1	01-9421-0-4300-1110-1000-021-9000-91-000	YN	F	39.12	36.95
								TOTAL PAYMENT AMOUNT	36.95 *
								TOTAL USE TAX AMOUNT	2.68

100001/00	VERIZON WIRELESS								
215411	PO-210392	04/08/2021	INC PER RHONDA FOR APR MAY	3	01-7420-0-5901-1110-1000-120-8000-00-000	NN	C	123.53	0.00
215411	PO-210392	04/08/2021	INC PER RHONDA FOR APR MAY	3	01-7420-0-5901-1110-1000-120-8000-00-000	NN	O	-1,274.90	0.00
215411	PO-210392	03/24/2021	9876274502	3	01-7420-0-5901-1110-1000-120-8000-00-000	NN	P	637.45	637.45
								TOTAL PAYMENT AMOUNT	637.45 *

106353/00	WHOLESALE CHESS LCC								
215754	PO-210727	03/24/2021	327250	1	01-3210-0-4300-1110-1000-024-0000-94-000	NY	F	110.42	110.42
								TOTAL PAYMENT AMOUNT	110.42 *

TOTAL BATCH PAYMENT	135,369.94 ***	0.00	135,369.94
TOTAL USE TAX AMOUNT			2.68

TOTAL DISTRICT PAYMENT	135,369.94 ****	0.00	135,369.94
TOTAL USE TAX AMOUNT			2.68

TOTAL FOR ALL DISTRICTS:	135,369.94 ****	0.00	135,369.94
TOTAL USE TAX AMOUNT			2.68

Number of checks to be printed: 41, not counting voids due to stub overflows. 135,369.94

4/9

Pursuant to Rescue Union School District Policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon

Cheryl Olson 4/9/21  
 District Designee Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef	
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount					
102998/00	WELLS FARGO FINANCIAL LEASING									
215223	PO-210160	03/29/2021	5014454588	032421-042321	1	01-0000-0-5690-1110-1000-081-0000-00-000	NN	P	235.95	235.95
						TOTAL PAYMENT AMOUNT			235.95 *	235.95

TOTAL BATCH PAYMENT	72,203.15 ***	0.00	72,203.15
TOTAL DISTRICT PAYMENT	72,203.15 ****	0.00	72,203.15
TOTAL FOR ALL DISTRICTS:	72,203.15 ****	0.00	72,203.15

Number of checks to be printed: 19, not counting voids due to stub overflows.  
 Number of zero dollar checks: 5, will be printed.

72,203.15

Pursuant to Rescue Union School District Policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon

Cheryl Olson 4/14/21  
 District Designee Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS			Liq Amt	Net	Amount
TOTAL PAYMENT AMOUNT				288.66 *				288.66
103594/00	SWEETWATER SOUND INC							
215703 PO-210678	03/12/2021	26502644	1 01-3212-0-4300-1110-1000-026-8000-96-000 NN P			2,052.22		2,052.22
TOTAL PAYMENT AMOUNT				2,052.22 *				2,052.22
020201/00	SWRCB							
215232 PO-210169	04/06/2021	SW-0211469 040121-033122	1 01-8150-0-5806-0000-8110-085-0000-00-000 NN F			1,400.00		1,474.00
TOTAL PAYMENT AMOUNT				1,474.00 *				1,474.00
105011/00	TEACHER SYNERGY LLC							
215689 PO-210659	04/13/2021	151081831	1 01-3210-0-4300-1110-1000-020-0000-90-000 NY P			11.75		11.75
215689 PO-210659	04/08/2021	150569617	1 01-3210-0-4300-1110-1000-020-0000-90-000 NY P			73.10		73.10
215689 PO-210659	04/07/2021	150388649	1 01-3210-0-4300-1110-1000-020-0000-90-000 NY P			26.00		26.00
215722 PO-210691	04/06/2021	150215881	1 01-3210-0-4300-1110-1000-021-0000-91-000 NY P			103.96		103.96
PV-210661	04/16/2021	151356003 2PARTS TPT	01-3210-0-4300-1110-1000-027-0000-97-000 NY					128.11
PV-210661	04/16/2021	151356003 2PARTS TPT	01-1100-0-5806-1110-1000-027-0000-97-000 NY					25.72
TOTAL PAYMENT AMOUNT				368.64 *				368.64
105836/00	THE DEVEREUX FOUNDATION							
215118 PO-210127	04/07/2021	153059365422MAR21 BC ED	1 01-6500-0-5811-5760-1180-066-8000-00-000 N6 P			2,922.04		2,922.04
215118 PO-210127	04/07/2021	153059365422MAR21 MH BC	7 01-6546-0-5811-5760-3110-066-8000-00-000 N6 P			4,192.13		4,192.13
215118 PO-210127	04/07/2021	153059365422MAR21 R&B BC	6 01-3327-0-5811-5760-1180-066-8000-00-000 N6 P			7,149.22		7,149.22
TOTAL PAYMENT AMOUNT				14,263.39 *				14,263.39
019300/00	THE DOOR & WINDOW STOP							
215726 PO-210696	03/08/2021	38244	1 01-8150-0-5610-0000-8110-085-0000-00-000 NN F			756.33		756.33
PV-210653	04/16/2021	38297 DOOR HANGERS	01-8150-0-4300-0000-8110-085-0000-00-000 NN					44.56
TOTAL PAYMENT AMOUNT				800.89 *				800.89
009696/00	TOLEDO P E SUPPLY CO							
215734 PO-210704	03/10/2021	1000022915	1 01-1100-0-4300-1110-1000-024-0000-94-000 NN F			90.59		90.59
TOTAL PAYMENT AMOUNT				90.59 *				90.59

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS			Liq Amt		Net Amount

106366/00	TURNING A NEW PAGE ED CONSULT							
215781	PO-210750 04/05/2021	GVS-0421-CTC	1 01-1100-0-4300-1110-1000-020-0000-90-000	NY F		448.31		448.31
			TOTAL PAYMENT AMOUNT		448.31 *			448.31

TOTAL BATCH PAYMENT	12,411.91 ***	0.00	12,411.91
TOTAL USE TAX AMOUNT			16.31

TOTAL DISTRICT PAYMENT	12,411.91 ****	0.00	12,411.91
TOTAL USE TAX AMOUNT			16.31

TOTAL FOR ALL DISTRICTS:	12,411.91 ****	0.00	12,411.91
TOTAL USE TAX AMOUNT			16.31

Number of checks to be printed: 21, not counting voids due to stub overflows.  
 Number of zero dollar checks: 2, will be printed.

12,411.91

Pursuant to Rescue Union School District Policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon

Cheryl Olson 4/21/21  
 District Designee Date

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL FUNC	ABA num LC1 LC2 L3 SCH T9MPS	Account num	EE ES Liq Amt	E-Term Net Amount	E-ExtRef
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TOTAL DISTRICT PAYMENT					36,118.13 ****		0.00	36,118.13	
TOTAL USE TAX AMOUNT								6.60	
TOTAL FOR ALL DISTRICTS:					36,118.13 ****		0.00	36,118.13	
TOTAL USE TAX AMOUNT								6.60	

Number of checks to be printed: 35, not counting voids due to stub overflows.  
 Number of zero dollar checks: 3, will be printed.

36,118.13

Pursuant to Rescue Union School District Policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon

District Designee

Date

4/23/21

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
210751	ABDO	LF book order for library	576.30	Lake Forest School
210814	ADCO DRIVELINE & CUST. EXHAUST		837.13	Transportation
210799	ALL CHARGED UP	Radios	756.00	Lake Forest School
210788	ALL STATE SIGN & PLAQUE CORP	Parking Sign	48.80	Lakeview
210762	AMAZON CAPITAL SERVICES INC	green tape, touch screen, lami	146.88	DISTRICTWIDE SERVICES
210780	AMAZON CAPITAL SERVICES INC	Amazon- Leadership	40.10	Pleasant Grove Middle School
210808	AMAZON CAPITAL SERVICES INC	tape dispensers& lamin pouches	40.72	DISTRICTWIDE SERVICES
210817	AMAZON CAPITAL SERVICES INC	Printer Toner Cartridge	213.52	DISTRICTWIDE SERVICES
210772	BACKYARD BRAINS	The Claw for D.Children/Scienc	224.99	Marina Village School
210782	BANK OF AMERICA	Sam Clup Copy Paper	600.17	Jackson School
210798	BARE BOOKS	Bare Book Order LF	486.48	Lake Forest School
210820	BENCHMARK GENERAL ENGINEERING		6,500.00	Maintenance
210819	BERCO REDWOOD INC		5,000.00	Maintenance
210791	CARNAHAN ELECTRIC LTD	MV LIGHTING	4,845.40	DISTRICTWIDE SERVICES
210781	CDW-G	Projector Bulbs	1,037.64	DISTRICTWIDE SERVICES
210763	CROWN AWARDS	Mustang Pride student awards	359.21	Marina Village School
210813	CTL	Chromebooks	433.29	DISTRICTWIDE SERVICES
210787	CUSTOMINK	5th Promo shirts	1,035.09	Lakeview
210789	CUSTOMINK	Custom Ink-Leadership	367.44	Pleasant Grove Middle School
210816	DAWSON'S FLOOR FASHIONS		1,359.07	Maintenance
210804	DON JOHNSTON	Assistive Technology for M.S.	120.00	DISTRICTWIDE SERVICES
210811	EDUCATIONAL FURNITURE LLC	Picnic Table order LF School	1,706.50	Lake Forest School
210764	EL DORADO COUNTY	Tardy Slips	145.86	Jackson School
210786	EL DORADO COUNTY	1:1 Aides/EDCOE Programs	105,650.00	DISTRICTWIDE SERVICES
210797	EL DORADO COUNTY	RBT Services for COE Student	10,000.00	DISTRICTWIDE SERVICES
210759	EL DORADO DISPOSAL	DUMP RUNS	500.00	DISTRICTWIDE SERVICES
210806	EL DORADO HILLS MUSIC LLC	EDH Music- Gen. Band	40.16	Pleasant Grove Middle School
210795	FLINN SCIENTIFIC INC	Flinn- 8th Grade Sci	401.98	Pleasant Grove Middle School
210752	FOLLETT SCHOOLS SOLUTIONS INC	Book Order for LF Library	1,132.48	Lake Forest School
210769	FOLLETT SCHOOLS SOLUTIONS INC	Books	1,000.00	Green Valley School
210785	HCI AUDIOMETRICS	Audiometer Servicing	675.68	DISTRICTWIDE SERVICES
210758	HILLYARD/SACRAMENTO		1,933.91	Operations
210794	JUNIOR LIBRARY GUILD	Year Subscription for JLG	112.93	Green Valley School
210775	KIZ CONSTRUCTION INC		7,100.00	Maintenance
210810	LEARNING ALLY INC		108.00	DISTRICTWIDE SERVICES
210757	LOZANO SMITH LLP	LS Legal Consortium	112.61	DISTRICTWIDE SERVICES
210768	MAR-CAL	Academic / Medical Cum Folders	69.71	Green Valley School
210807	MAR-CAL	MAR/CAL- Site	165.62	Pleasant Grove Middle School
210761	METADOT CORPORATION	Mojo renewal	1,072.80	DISTRICTWIDE SERVICES
210771	ORIENTAL TRADING COMPANY INC	PBIS	321.75	Green Valley School
210767	PACIFIC OFFICE AUTOMATION	Rizo Ink / Master Roll	375.38	Green Valley School
210777	PACIFIC OFFICE AUTOMATION	Site-POA (Prev. Riso) Supplies	403.25	Pleasant Grove Middle School
210784	PAR	Psych Testing Supplies	85.80	DISTRICTWIDE SERVICES
210779	PHONAK LLC	Low Incent for S.L.	1,748.86	DISTRICTWIDE SERVICES
210805	PROJECT LEAD THE WAY	M.Noble online summer courses	750.00	Marina Village School
210770	RAY MORGAN COMPANY	Staples for Canon Copier	126.56	Green Valley School
210766	REALLY GOOD STUFF	Classroom Supplies Hughes	233.55	Jackson School
210818	REALLY GOOD STUFF	Christensen Suppies MOU	67.22	Jackson School
210792	REXEL ENERGY SOLUTIONS	LED LV AND LF	3,867.44	DISTRICTWIDE SERVICES
210774	ROBINSON, APRIL	Student Transportation Mileage	570.50	DISTRICTWIDE SERVICES
210801	ROCHESTER 100 INC	Nicky's Folders	540.00	Lake Forest School

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
210778	SACRAMENTO BALLOON CO	Graduation Balloons	372.59	Lakeview
210760	SCHOLASTIC TEACHER STORE	Grade 2 books	231.34	Rescue School
210802	SCHOOL SPECIALTY INC	Recess order LF	1,131.42	Lake Forest School
210793	STAPLES ADVANTAGE	Staples- Dist. AVID-Copy Paper	202.65	Pleasant Grove Middle School
210790	STEPHEN ROATCH ACCOUNTANCY COR	2020-21 ANNUAL AUDIT	25,100.00	DISTRICTWIDE SERVICES
210809	THE MARKERBOARD PEOPLE	Dry erase boards C.Ferrara	180.18	Marina Village School
210765	THE READING WAREHOUSE INC	Books for Genevieve Andrews	196.77	Jackson School
210803	TOBII DYNAVOX LLC	Website Account for Behavioral	99.00	DISTRICTWIDE SERVICES
210812	TOLEDO P E SUPPLY CO	Yard Lunch Order	136.16	Marina Village School
210773	TOOLS TO GROW INC	OT Support Tools	54.99	DISTRICTWIDE SERVICES
210750	TURNING A NEW PAGE ED CONSULT	Materials	448.31	Green Valley School
210756	TeachersPayTeachers	TPT	13.75	Pleasant Grove Middle School
210776	TeachersPayTeachers	Frontier Teacher: Amy Schwary	27.00	DISTRICTWIDE SERVICES
210783	TeachersPayTeachers	Frontier: Julie Burkhart	95.65	DISTRICTWIDE SERVICES
210800	TeachersPayTeachers	Frontier: Donna Bruch	80.00	DISTRICTWIDE SERVICES
210796	VICTOR VILLARREAL	Instrument Repair	365.99	DISTRICTWIDE SERVICES
		TOTAL FUND	194,782.58	



13 CAFETERIA FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
210815	CTL	Chromebooks for FS Serv Lines	4,861.60	Food Services - Req Entry
210753	EMS LINQ INC	Food Service Software	48,701.00	Food Services - Req Entry
210754	TriMark RW Smith		3,055.55	Food Services - Req Entry
210755	TriMark RW Smith	Milk Cooler	4,102.31	Food Services - Req Entry
		TOTAL FUND	60,720.46	
		TOTAL DISTRICT	255,503.04	

FUND		AMOUNT
01	GENERAL FUND	194,782.58
13	CAFETERIA FUND	60,720.46
	TOTAL DISTRICT	255,503.04

**ITEM #: 14A**  
**DATE: May 11, 2021**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Administrative Personnel**

**BACKGROUND:**

Periodically changes in administrative staffing occur due to hiring, promotions, resignations or requests for leaves of absence. The Board must formally approve these requests.

**STATUS:**

The following administrative personnel changes are listed on the agenda.

<b>Name</b>	<b>Personnel Action</b>	<b>FTE</b>	<b>Position</b>	<b>School or Dept.</b>	<b>Effective Date</b>
David Scroggins	Resignation	1.0	Assistant Superintendent, Curriculum and Instruction	District Office	7/1/2021

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2020-2021 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 providing quality education for our students.

**RECOMMENDATION:**

The Superintendent recommends the Board approve the above personnel actions.

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:      Classified Personnel**

**BACKGROUND:**

Periodically changes in classified staffing occur due to hiring, resignations or requests for leaves of absence. The Board must formally approve these requests.

**STATUS:**

The following classified personnel changes are listed on the agenda:

<b>Name</b>	<b>Personnel Action</b>	<b>Position FTE</b>	<b>Position</b>	<b>School/Dept.</b>	<b>Effective Date</b>
Hershberger, Candice	Employment	.10	Itinerant Indep. Fac. Short term	Lake Forest	04/26/21
Paredes, Victoria	Employment	.09	Itinerant Indep. Fac. Short term	Lake Forest	04/29/21
Bricker, Austin	End Short Term Position	1.0	Custodian	Districtwide	06/02/21
Cortez, Christina	Same as above	1.0	Custodian	Districtwide	06/02/21
Freer, Tanner	Same as above	1.0	Custodian	Districtwide	06/02/21
Kerwood, Timothy	Same as above	1.0	Custodian	Districtwide	06/02/21
Schudy, Jared	Same as above	1.0	Custodian	Districtwide	06/02/21
Buscaglia, Charlene	Same as above	.19	Food Service Worker	Food Service	05/28/21
Chamberlain, Keri	Same as above	.03	Food Service Worker	Food Service	05/28/21
Diaz, Alicia	Same as above	.10	Food Service Worker	Food Service	05/14/21
Harmon, Eula	Same as above	.15	Food Service Worker	Food Service	05/2/8/21
Jacobs, Karen	Same as above	.05	Food Service Worker	Food Service	05/28/21
Manclark, Darlene	Same as above	.06	Food Service Worker	Food Service	05/28/21
Peiffer, Susan	Same as above	.10	Food Service Worker	Food Service	05/28/21
Smith, Stacey	Same as above	.04	Food Service Worker	Food Service	11/13/20
Ghalayini, Lina	Same as above	.11	Instructional Assistant	Lakeview	05/21/21
Lyman, Hillary	Same as above	.07	Instructional Assistant	Green Valley	04/30/21
Pendygraft, Christina	Same as above	.14	Instructional Assistant	Rescue	03/02/21
Hershberger, Candice	Same as above	.10	Itinerant Indep. Facilitator	Lake Forest	05/28/21
Pacillas, Kelley	Same as above	.16	Itinerant Indep. Facilitator	Pleasant Grove	05/28/21
Paredes, Victoria	Same as above	.09	Itinerant Indep. Facilitator	Lake Forest	05/28/21
Saxena, Monika	Same as above	.15	Itinerant Indep. Facilitator	Lakeview	05/28/21
Dhillon, Sukhjit	Same as above	.75	Student Services Secretary	Frontier	05/28/21
Lopez, Rosalie	Same as above	.11	Yard Supervisor	Pleasant Grove	05/28/21
Nepo, Mayah	Same as above	.24	Yard Supervisor	Lakeview	05/28/21
Pulling, Joan	LOA-12 days	1.0	School Secretary	Rescue	07/01/21
Fackrell, Cynthia	Resignation	.44	Instructional Asst. RSP	Pleasant Grove	05/28/21
Fackrell, Cynthia	Resignation	.31	Instructional Assistant	Pleasant Grove	05/28/21
Fieldhouse-Elliott, Bethany	Resignation	.38	Food Service Worker	Food Service	05/28/21
Fuson, Pamela	Resignation	.38	Instructional Assistant	Rescue	05/28/21
Hampton, Kate	Resignation	.38	Food Service Worker	Food Service	04/06/21

Hiscott, Deborah	Resignation	.77	Bus Driver	Transportation	05/28/21
Kiff, Mikaela	Resignation	.75	IA-Specialized Healthcare	Lake Forest	04/23/21
Reimers, Katherine	Resignation	.75	Instructional Assistant-RSP	Pleasant Grove	05/28/21
Schiltz, Annette	Resignation	.25	Instructional Assistant-K	Lakeview	05/28/21
Employee #3667	Termination	.31	Yard Supervisor	Green Valley	04/16/21

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2020-2021 and 2021-2022 budget years.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMEDATION:**

The Superintendent recommends the Board approve the above personnel actions.

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Local Control Accountability Plan (LCAP)/LCP Annual Update**

**BACKGROUND:**

The District receives State funding under the Local Control Funding Formula (LCFF). The LCFF accountability system requires that LEA's develop a Local Control Accountability Plan (LCAP) and complete an annual update process. The Annual Update Template for the 2019-20 LCAP and the Annual Update for the 2020-21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-2022 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template adopted by the State Board of Education.

**STATUS:**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures have been reviewed, and for each goal, we have identified and reviewed the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the 2019-20 LCAP for each goal. We have also analyzed the planned actions/services, the budgeted expenditures implemented toward the actions, and the progress toward the achievement of the described goals. Additionally, we have identified the actual expenditures used to implement the actions/services for each goal.

In order to analyze, review, and complete our Annual Update, we utilized available state and local data, as well as input from parents, students, teachers, classified staff, leadership, Board of Trustees, and other stakeholders.

To address the overall effectiveness of the 2020-2021 Learning Continuity and Attendance Plan, we provided information regarding our response to the COVID-19 pandemic and how it affected the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families. We focused on how we would continue to mitigate learning loss, especially for our Unduplicated pupils.

**FISCAL IMPACT:**

Funding and expenditures are defined in the LCFF and detailed in the LCAP and adopted district budget.

**BOARD GOAL(S):**

Board Focus Goal I - STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
- 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 approve the Annual Update and the LCP Update.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Rescue Union School District	Cheryl Olson Superintendent	colson@rescueusd.org (530) 672-4810

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).



# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Grade Span Adjustment            Trimester 2 DIBELS Results            Lexile Results            Grade 3 Smarter Balanced            Summative Results            RUSD Trimester Math            Assessments, Reading Counts Results            Parent Survey Results            Student Listening Circle Results</p> <p><b>19-20</b>            This Goal has been discontinued. Please see the annual update.            Many of the associated actions can now be found in Goals 7-9.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>Baseline</b> Elementary students benefitted from an estimated grade span adjustment of 23.6 in grades K-3 (as of March 13).</p> <p><b>DIBELS</b> Kindergarten – Trimester 2 78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency 1st Grade – Trimester 2 78% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Correct Letter Sounds). 88% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Whole Words Read). 83% of first grade students met the benchmark for DIBELS Oral Reading Fluency. 83% of first grade students met the benchmark for DIBELS Oral Reading Accuracy. 2nd Grade – Trimester 2 82% of second grade students met the benchmark for DIBELS Oral Reading Fluency. 83% of second grade students met the benchmark for DIBELS Oral Reading Accuracy. 3rd Grade – Trimester 2 90% of third grade students met the benchmark for DIBELS Oral Reading Fluency. 91% of third grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>Lexile Growth (As reported on February 2, 2017) Below is a summary of the growth for second and third grades by school site. Green Valley 2nd Grade: Average Lexile Growth of 185 Green Valley 3rd Grade: Average Lexile Growth of 106 Jackson 2nd Grade: Average Lexile Growth of 40 Jackson 3rd Grade: Average Lexile Growth of 20 Lake Forest 2nd Grade: Average Lexile Growth of 258</p>	

Expected	Actual
<p><b>Metric/Indicator</b>  DIBELS  Parent Survey Results  Student Listening Circle Results</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  DIBELS  Kindergarten – Trimester 2  78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency 2017-2018 will be the first year of universal full-day kindergarten, and as such, parent survey results and student listening circle results will be collected upon the conclusion of the inaugural year.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b>  Parent Survey Results  Student Listening Circle Results  Course Enrollment Data</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  The District offered a variety of electives, including Spanish, Project Lead the Way (PLTW), and Computer Science to middle school students.</p> <p>Feedback from student listening circles conducted at Pleasant Grove and Marina Village indicates these electives are among the most desirable in the eyes of the students. Parent feedback</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>on the LCAP survey also indicates a strong desire to continue to provide these electives to middle school students.</p> <p>Yearlong enrollment totals and Trimester 2 GPA data for the Spanish, Project Lead the Way, and Computer Science courses is provided below.</p> <p>Spanish 6th Grade: 157  Spanish 7th Grade: 178  Spanish 8th Grade: 58  PLTW Robotics: 47  PLTW Design and Modeling: 136  PLTW Medical Detectives: 68  PLTW Flight and Space: 78  7th Grade Computer Science: 137  8th Grade Computer Science: 49  Marina PLTW Robotics: 3.07  PLTW Design and Modeling: 3.78  PLTW Flight and Space: 3.57  7th Grade Computer Science: 3.74  8th Grade Computer Science: 2.88  Pleasant Grove PLTW Robotics: CR  PLTW Design and Modeling: 2.77  PLTW Medical Detectives: CR  7th Grade Computer Science: 2.63  8th Grade Computer Science: 2.74</p>	
<p><b>Metric/Indicator</b>  Parent Survey Results  Student Listening Circle Results</p> <p><b>19-20</b></p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  Life Skills Instruction - Individual lessons of life skills (e.g. including time management, responsibility, scheduling with a planner) were provided in all classes at a developmentally appropriate level for the targeted class. In addition, multiple Growth Mindset professional development modules were provided to teachers to enhance students perception of soft-skills such as perseverance and the willingness to grow and learn from mistakes. Teacher evaluation of these professional development modules was rated at 2.8 out of 4, with 4 being the highest.</p> <p>Parent Survey results indicate that life skills instruction is still a high priority, especially at the middle school level</p>	
<p><b>Metric/Indicator</b>  Parent Survey Results  Student Listening Circle Results</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  As this is a new action, baseline data on the use and effectiveness of makerspaces will be established in the 2017-2018 school year. LCAP Parent Survey results indicate that parents strongly favor STEAM activities, such as makerspaces.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been discontinued. Please see the annual update for more information.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.
This action has been discontinued. Please see the annual update for more information. The kindergarten instructional assistant time can now be found in Goal 7.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.
This action has been discontinued. Please see the annual update for more information.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.
This action has been discontinued. Please see the annual update for more information.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.
This action has been discontinued. Please see the annual update for more information.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.
This action has been discontinued. Please see the annual update for more information.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.
This action has been discontinued. Please see the annual update for more information.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> RUSD Technology Assessments</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>



Expected	Actual
<p><b>Baseline</b> Broad RUSD Technology Assessments, aligned with skills outlined in the RUSD Technology Scope and Sequence, are nearing completion and are planned to be administered in the 2017- 2018 school year to establish baseline data.</p> <p>A preliminary Google Apps proficiency assessment was administered to 501 elementary age students in grades 4 and 5, and a baseline median score of 18/30 was established on the skills portion of the assessment.</p> <p>On the student perception portion of this survey, 30% of students scored themselves a 3 (out of 3) on how well they know the Google Apps, and 46% scored themselves a 3 (out of 3) on how well they know how to use a Chromebook.</p>	
<p><b>Metric/Indicator</b> Computer Science Course Grades PLTW Course Grades</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> Below is the year long, districtwide enrollment data for Computer Science and PLTW courses, along with the average course GPAs from Trimester 2.</p> <p>PLTW Robotics: 47 PLTW Design and Modeling: 136 PLTW Medical Detectives: 68 PLTW Flight and Space: 78</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>7th Grade Computer Science: 137  8th Grade Computer Science: 49  Marina PLTW Robotics: 3.07  PLTW Design and Modeling: 3.78  PLTW Flight and Space: 3.57  Pleasant Grove PLTW Robotics: CR  PLTW Design and Modeling: 2.77  PLTW Medical Detectives:CR  7th Grade Computer Science: 2.63  8th Grade Computer Science: 2.74</p>	
<p><b>Metric/Indicator</b>  LCAP Parent Survey Results  ParentLink Usage Reports</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update.  Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  As of April 2017 2,446 Parentlink announcements were sent to  452,861 contacts within the District.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b>  Technology TOSA support  schedules and logs.</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update.  Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b></p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>This year, our Elementary Technology TOSA provided an average of 48 coaching sessions per week to teacher and students, primarily in grades 3-8.</p> <p>Our Middle School Technology TOSAs supported 9 departments and approximately 60 teachers. Beyond the school day, they provided over 30 hours of additional professional development.</p>	
<p><b>Metric/Indicator</b>            LCAP Parent Survey Results            Student Listening Circle            Feedback</p> <p><b>19-20</b>            This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>            The District will purchase the JupiterEd program for all sites beginning July 1, of 2017. This will be the first year for districtwide use, and as such, baseline data on usage and data reporting will be established during the 2017 2018 school year.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This action has been discontinued. Please see the annual update for more information.</p>	<p>This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.</p>	<p>This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
This action has been discontinued. Please see the annual update for more information.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.	This actions under this goal have been discontinued. Many of the actions may now be found in goals 7-9.
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 3

Discontinued - The District will support the teaching and learning process to ensure that a consistent, high quality, challenging and engaging learning environment is provided for all students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Instructional Materials Inventory Applicable RUSD professional development evaluation results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>Baseline</b> 100% of students were provided with new, standards aligned English language arts instructional materials and 100% of English teachers received training related to the effective use of these new programs.</p> <p>Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Benchmark's Online Tools - Practical Tips from a Pilot Teacher: 3.1 Integrated/Designated ELD Strategies: 3 Socratic Seminars: 4 Benchmark Training on August 8 for Grades K-1: 3.0 Benchmark Training on August 8 for Grades 2-3: 1.6 Benchmark Training on August 8 for Grades: 4-5: 3.14 Benchmark Training on Sept 6 for Grades K-1: 2.5 Benchmark Training on Sept 6 for Grades 2-3: 2.8 Benchmark Training on Sept 6 for Grades 4-5: 1.2 Benchmark Demonstration Lessons in January: 2.8</p>	
<p><b>Metric/Indicator</b> RUSD professional development evaluation results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> RUSD staff was provided with effective, timely, and relevant staff development on a wide range of topics including curriculum frameworks, growth mindset, differentiation, and technology as indicated by the</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>professional development evaluation results (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Beginning Classroom Website Design: 3.7  Benchmark's Online Tools -Practical Tips from a Pilot Teacher: 3.1  Brain Breaks and the Neuroscience Behind Them: 3.6  Creating Juno Resources: 3.8  Engaging Digital Discussions: 4  Engaging Students with EdPuzzle and Kahoot: 4  Getting Started with Elementary Classroom Robotics: 3  Getting Started with Google Classroom: 3.14  How to use Reading Counts, Lexile Scores, and get your kids to read 1,000,000 words!: 3.3  Integrated/Designated ELD Strategies: 3  Intermediate Classroom Website Design: 3.4  Meeting the Needs of Special Education Students in the Gen Ed Setting (Emphasis on students on the spectrum): 4  Next Generation Science Standards for Elementary Teachers: 3.7  Socratic Seminars: 4  The Daily 5: 4  Differentiated Instruction for High Achievers: 3.6  Benchmark Training on August 8 for Grades K-1: 3.0  Benchmark Training on August 8 for Grades 2-3: 1.6  Benchmark Training on August 8 for Grades 4-5: 3.14  Benchmark Training on Sept 6 for Grades K-1: 2.5  Benchmark Training on Sept 6 for Grades 2-3: 2.8  Benchmark Training on Sept 6 for Grades 4-5: 1.2  Benchmark Demonstration Lessons in January: 2.8  Growth Mindset Keynote: 2.9  Growth Mindset PD Modules: 2.8  El Dorado County Substitute Bootcamp: 3.6</p>	

Expected	Actual
<p><b>Metric/Indicator</b> RUSD professional development evaluation results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest) Next Generation Science Standards for Elementary Teachers: 3.7</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> Curriculum Committee Meeting Schedule</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> RUSD Elementary Curriculum Committee met on the following dates to help set the direction for matters pertaining to professional development, instructional resources, etc.: August 30, 2016, December 13, 2016, and March 15, 2017. The RUSD Middle School Curriculum Committee met on the following dates to help set direction for matters pertaining to professional development, instructional resources, etc.: August 29, 2016, December 12, 2016, and March 13, 2017.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>



Expected	Actual
<p><b>Metric/Indicator</b> LCAP Parent Survey results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> Parent survey results indicate 45% of parents felt customer service had improved or significantly improved over the previous year, compared to only 4% who felt that it had decreased or significantly decreased.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been discontinued. Please see the annual update for more information.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.
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<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
This action has been discontinued. Please see the annual update for more information.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 4

Discontinued - The District will enhance and encourage learning for all student groups including English language learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention and enrichment opportunities from credentialed teachers and support staff. The District will also increase pupil engagement and improve school climate by providing a safe, supportive, and student-centered learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> DIBELS (K-3 Trimester 2) Reading Counts scores Go Math!/Big Idea assessments Smarter Balanced Assessments</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>Baseline</b> DIBELS</p> <p>Kindergarten – Trimester 2 78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency</p> <p>1st Grade – Trimester 2 78% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Correct Letter Sounds). 88% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Whole Words Read). 83% of first grade students met the benchmark for DIBELS Oral Reading Fluency. 83% of first grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>2nd Grade – Trimester 2 82% of second grade students met the benchmark for DIBELS Oral Reading Fluency. 83% of second grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>3rd Grade – Trimester 2 90% of third grade students met the benchmark for DIBELS Oral Reading Fluency. 91% of third grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>4th Grade – Trimester 2 84% of fourth grade students met the benchmark for DIBELS Oral Reading Fluency. 92% of fourth grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>5th Grade – Trimester 2 84% of fifth grade students met the benchmark for DIBELS Oral Reading Fluency. 88% of fifth grade students met the benchmark for DIBELS Oral Reading Accuracy.</p>	

Expected	Actual
<p><b>Metric/Indicator</b>  California Healthy Kids Survey results  Suspension/expulsion data  Attendance rates</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update.  Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  Results from key indicators of the California Healthy Kids Survey, administered to fifth and seventh grade students in October of 2016 are listed below. Note: Results for the School Engagement and Supports subsection include only “high” results. When combined with "moderately high" results, the percentages increase significantly. As an example, 46% of middle school students reported high levels of caring adult relationships, but when combined with moderately high results, the percentage increases to 90%.</p> <p>Elementary Results</p> <p>School Engagement/Supports  School Connectedness (high) 70%  Academic Motivation (high) 56%  Caring adult relationships (high) 68%  High expectations (high) 70%  Meaningful participation (high) 19%</p> <p>School Safety  Feel safe at school 91%  Been hit or pushed 42%  Mean rumors spread about you 38%  Been called bad names or mean jokes made about you 42%  Saw a weapon at school (past 12 mo.) 8%</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>Disciplinary Environment</p> <p>Students well behaved 65%</p> <p>Students treated fairly 60%</p> <p>Students treated with respect 91%</p>	
<p>Lifetime Substance Abuse</p> <p>Alcohol or drug use 21%</p> <p>Cigarette smoking 0%</p> <p>E-cigarette 0%</p>	
<p>Middle School Results</p>	
<p>School Engagement/Supports</p> <p>School Connectedness (high) 68%</p> <p>Academic Motivation (high) 50%</p> <p>Truant more than a few times in past 12 mo. 2%</p> <p>Caring adult relationships (high) 46%</p> <p>High expectations (high) 62%</p> <p>Meaningful participation (high) 19%</p>	
<p>School Safety</p> <p>School perceived as very safe or safe 75%</p> <p>Experienced any harassment or bullying 29%</p> <p>Mean rumors or lies spread about you 38%</p> <p>Been afraid of being beaten up 12%</p> <p>Been in a physical fight 10%</p> <p>Saw a weapon on campus (past 12 mo.) 9%</p> <p>Been drunk or high at school, ever 0%</p>	
<p>Mental and Physical Health</p> <p>Current alcohol or drug use 4%</p> <p>Current binge drinking 1%</p> <p>Very drunk or "high" 7 or more times 0%</p> <p>Current cigarette smoking 0%</p> <p>Current electronic cigarette use 0%</p>	

Expected	Actual
<p>Experienced chronic sadness/hopelessness 14%</p> <p>Suspension rates for “all students”, as reported on the California School Dashboard, fall in the green category; however, English learners, Students with Disabilities, and the Two/+ Races student groups were each in the red or orange category. The suspension rates for socioeconomically disadvantaged students was also high, but rate improved from the previous year, resulting in a yellow rating.</p> <p>Average district-wide attendance at P-2 was 96.66%.</p>	
<p><b>Metric/Indicator</b> RUSD professional development evaluation reports</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Benchmark's Online Tools - Practical Tips from a Pilot Teacher: 3.1</p> <p>Integrated/Designated ELD Strategies: 3</p> <p>Benchmark Training on August 8 for Grades: K-1 3.0</p> <p>Benchmark Training on August 8 for Grades 2-3: 1.6</p> <p>Benchmark Training on August 8 for Grades 4-5: 3.14</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>Benchmark Training on Sept 6 for Grades K-1: 2.5</p> <p>Benchmark Training on Sept 6 for Grades 2-3: 2.8</p> <p>Benchmark Training on Sept 6 for Grades 4-5: 1.2</p> <p>Benchmark Demonstration Lessons in January: 2.8</p>	
<p><b>Metric/Indicator</b>  CA School Dashboard Results  EL DIBELS Data  EL Go Math! Data  CELDT scores  Reclassification rates</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  Data listed on the California School Dashboard shows that our English learners performed at a “medium” level 68.9% when assessed in 2015-2016, but declined by 3.8%, resulting in an “orange” indicator score for English learner progress.</p> <p>Our English learner student group also received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%.</p> <p>English Learner DIBELS Data - Percent of Students Meeting Trimester II Benchmarks</p> <p>Kindergarten (Phoneme Segmentation Fluency) – 64.7%  First Grade (Nonsense Word Fluency –Correct Letter Sounds) – 63.6%</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>



Expected	Actual
<p>First Grade (Nonsense Word Fluency –Whole Words Read) – 77.2%</p> <p>Second Grade (Oral Reading Fluency) – 81.8%</p> <p>Second Grade (Oral Reading Accuracy) – 81.8%</p> <p>Third Grade (Oral Reading Fluency) – 100%</p> <p>Third Grade (Oral Reading Accuracy) – 100%</p> <p>Fourth Grade (Oral Reading Fluency) – 57.8%</p> <p>Fourth Grade (Oral Reading Accuracy) – 89.4%</p> <p>Fifth Grade (Oral Reading Fluency) – 61.5%</p> <p>Fifth Grade (Oral Reading Accuracy) – 69.2%</p> <p>English Learner Go Math! Data - Percentage of Students Meeting Trimester II Benchmarks (Note: This assessment encompasses all standards taught throughout the year, including standards not taught until the third trimester)</p> <p>Second Grade (GoMath! Mid-Year Assessment) – 11.1%</p> <p>Third Grade (GoMath! Mid-Year Assessment) – 15.3% (12.9% Below All Students)</p> <p>Fourth Grade (GoMath! Mid-Year Assessment) – 0% (19.1% Below All Students)</p> <p>Fifth Grade (GoMath! Mid-Year Assessment) – 0% (25.4% Below All Students)</p> <p>CELDT Level data (Compares 2015-2016 to 2016-2017) Overall average increase of .22 CELDT Levels 2 Students decreased by 2 CELDT levels 18 Students decreased by 1 CELDT level 49 Students maintained their CELDT level 27 Students increased by 1 CELDT level 4 Students increased by 2 CELDT levels 2 Students increased by 3 CELDT levels 1 Student increased by 4 CELDT levels</p>	

Expected	Actual
<p>Reclassification Numbers 11 Students were Reclassified as Fluent in English during the 2016-2017 School Year</p>	
<p><b>Metric/Indicator</b> CA School Dashboard Results EL DIBELS Data EL Go Math! Data CELDT scores Reclassification rates</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> See above.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> Title III Accountability Conference report Multicultural Fair attendance reports</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> The RUSD offered a multicultural fair on February 10, 2017. Approximately 100 students and family members attended, and 6 student/adult groups performed various cultural acts including singing and dancing. In all, 22 countries were represented with informational and interactive booths.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> LCAP Parent Survey results Student listening circle reports</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> The desire to provide enriching and challenging activities for high achieving students was ranked highly (7th) in general comments on the LCAP Parent Survey.</p> <p>Beginning in 2017-2018, a cadre of teachers will offer a series of challenging, after-school enrichment classes. Baseline data on the effectiveness of the after-school classes will be established during the 2017-2018 school year.</p>	
<p><b>Metric/Indicator</b> Student listening circle reports AVID Elective GPA College acceptance/graduation rates (when data becomes available)</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> AVID - Our middle school students at Pleasant Grove participated in the inaugural year of a school-wide AVID program at Pleasant Grove, establishing baseline data for the AVID program. In all, 583 students were taught AVID strategies and 18 participated in a year-long AVID elective. Lexile Growth Reports indicate a schoolwide jump from a beginning of year score of 1020 to a score of 1050, as measured in February.</p> <p>Students in the AVID elective class have an average GPA of 2.67 and feedback from student listening circles conducted at</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p>Pleasant Grove indicate that general education students appreciate the organizational skills and note-taking strategies that AVID teaches, but some would prefer a smaller AVID binder.</p> <p>From the 8th grade AVID elective, only 4 of 13 surveyed students have plans to continue in the AVID elective in high school. Many of the students in this elective expressed the desire to take other electives as the reason that they may not participate in AVID in high school.</p>	
<p><b>Metric/Indicator</b>  RUSD professional development evaluation reports  California School Dashboard Results</p> <p><b>19-20</b>  This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>  Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Integrated/Designated ELD Strategies: 3</p> <p>California School Dashboard Results  Our English learner student group received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%. In the same category, our socioeconomically disadvantaged students were also “orange”, scoring 18.6 points below Level 3 and declining by 6.3%. Our Foster Youth enrollment was under the threshold to receive dashboard data.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>Metric/Indicator</b> DELAC feedback</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> DELAC feedback provided to the superintendent indicates a strong desire to keep the bilingual community liaison to support communication between the home and school district. On average, the bilingual community liaison makes 3-20 calls per day and provides in-person translation services about twice per month.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> CA School Dashboard Results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> Our English learner student group received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%. In the same category, our socioeconomically disadvantaged students were also “orange”, scoring 18.6 points below Level 3 and declining by 6.3%. Our Foster Youth enrollment was under the threshold to receive dashboard data.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> CA School Dashboard Results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> See above.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>Metric/Indicator</b> CA School Dashboard Results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> See above.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> Kinship care hotline contact logs</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> Baseline data on the types and frequency of outreach will be established during the 2017-2018 school year.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> Student listening circle results California Healthy Kids Survey results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> The intramural program is scheduled to begin in 2017. Baseline data on the effectiveness of this program will be collected during the 2017-2018 school year. For existing California Healthy Kids survey results, please see above.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> Student listening circle results California Healthy Kids Survey results Discipline referrals</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> The PBIS is scheduled to begin in 2017. Baseline data on the effectiveness of this program will be collected during the 2017-2018 school year.</p>	
<p><b>Metric/Indicator</b> Suspension Rates California Healthy Kids Survey Results</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> See above for California Healthy Kids Survey data of Pleasant Grove and Marina Village.</p> <p>Suspension rates for “all students”, as reported on the California School Dashboard, fell in the green category for Marina Village Middle School; however, the Students with Disabilities was orange (Very high 12.9%/Declined-1.9%).</p> <p>Suspension rates for “all students”, as reported on the California School Dashboard, fell in the orange category for Pleasant Grove Middle School. Students with Disabilities and socioeconomically disadvantaged students were in the red category. (High 10.1%/Increased 7.7% and High 8.5%/Increased 5.3%).</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been discontinued. Please see the annual update for more information.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.
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<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
This action has been discontinued. Please see the annual update for more information.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.
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<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 5

Discontinued - The District will attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> RUSD Human Resources Internal Credential Audit</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> For the 2016-2017 school year, 97% of RUSD teachers were highly qualified and appropriately assigned. 3% were working on intern credentials for math or special education.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> PAR panel reports</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b> No teachers participated in the PAR program during the 2016-2017 school year.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>
<p><b>Metric/Indicator</b> RUSD professional development evaluation surveys</p> <p><b>19-20</b> This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

Expected	Actual
<p><b>Baseline</b> When thinking about priorities, "Staff Development" ranked in the top four on the 2017 CSEA LCAP Survey.</p> <p>The AERIES.net training, provided to secretaries on Jan. 9, 2017, received an average score of 4/4 on the RUSD evaluation form.</p> <p>The RUSD Substitute Bootcamp, hosted on March 16, 2017, received an average score of 3.8/4 on the RUSD evaluation form.</p> <p>Library Media Coordinators attended the CLA Conference and the What's New in Children's Literature Conference during the 2016-2017 school year and brought back information to share with their team at regularly scheduled meetings.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been discontinued. Please see the annual update for more information.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.
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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	actions can now be found in Goals 7-9.	actions can now be found in Goals 7-9.

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

## Goal 6

Discontinued - The District will create and maintain facilities and grounds that are safe, clean and conducive to the learning process.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Facilities reports            LCAP Parent Survey results            Student listening circle feedback</p> <p><b>19-20</b>            This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> <p><b>Baseline</b>            In the 2016-2017 School year, the Rescue Union School District repaired the field at Pleasant Grove Middle School and installed a new, wider track. The field and track at Pleasant Grove are now both 100% operational. Plans are underway to repair the field at Marina Village, as well, and the District has added the fields at Jackson Elementary School and Lake Forest Elementary School to the list scheduled to be repaired during the summer before the 2017-2018 school year.</p> <p>Facility issues were the highest rated area of concern as reported on Question 12 of the 2017 LCAP Parent Survey.</p>	<p>This Goal has been discontinued. Many of the associated metrics, actions, and related expenditures can now be found in Goals 7-9.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action has been discontinued. Please see the annual update for more information.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.	The actions under this goal have been discontinued. Many of the actions can now be found in Goals 7-9.
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## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

# Goal 7

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Grade Span Adjustment</p> <p><b>19-20</b> Elementary students will continue to benefit from smaller class sizes in grades K-3.</p> <p><b>Baseline</b> Elementary students benefited from an estimated grade span adjustment of 23.67 in grades K-3.</p>	<p>The actual Grade Span Adjustment reported at P2 for 2019 was 23.8. This represents an average increase of only 0.13 students per class than the previous school year.</p>
<p><b>Metric/Indicator</b> Lexile Proficiency Report</p> <p><b>19-20</b> Students will continue to improve proficiency as measured by the SRI Lexile Assessment.</p> <p><b>Baseline</b> The Lexile Proficiency Growth Report, run on April 3, 2018, indicated a 16% increase in the number of students who scored Proficient or Advanced</p>	<p>Lexile Proficiency Report The Lexile Proficiency Growth Report, run on March 3, 2021, indicated similar performance when compared to the end of the year for 2018. Equal percentages of students scored advanced or proficient. Exact percentages are listed below:</p> <p>42% Advanced 22% Proficient 26% Basic 8% Below Basic</p>



Expected	Actual
<p>First Lexile Test of the year  28% Advanced  20% Proficient  37% Basic  15% Below Basic  Last Test in Time Period  40% Advanced  24% Proficient  30% Basic  6% Below Basic</p>	
<p><b>Metric/Indicator</b>  Smarter Balanced Interim Assessment (Mathematics ICA)</p> <p><b>19-20</b>  Students will continue to improve proficiency as measured by the SBAC Math ICA.</p> <p><b>Baseline</b>  2018 Administration of the Smarter Balanced Interim Assessment for Mathematics (ICA) indicated that 71.2% of assessed students in grades 3-5 were proficient or advanced.</p> <p>2018 Administration of the Smarter Balanced Interim Assessment for Mathematics (ICA) indicated that 63.9% of assessed students in grades 6-8 were proficient or advanced.</p>	<p>Smarter Balanced Interim Comprehensive Assessment for Math  The Smarter Balanced Interim Comprehensive Assessment for Math was suspended in the 2019-2020 school year due to COVID closures. This assessment was also suspended in the 2020-2021 school year to maximize instructional minutes and to mitigate learning loss. Therefore, no direct comparison can be made to 2018 results.</p>
<p><b>Metric/Indicator</b>  English Learner Indicator on the California School Dashboard</p> <p><b>19-20</b>  English learner reclassification rates and performance on the ELPAC will improve.</p> <p><b>Baseline</b>  The fall release of the California School Dashboard indicated that our English learners achieved a "medium status" (72.6%) and"</p>	<p>English Learner Indicator on the California School Dashboard  The English Learner Progress indicator on the most recent California School Dashboard release (2019) shows that 62.7% of English learners are making progress towards English language proficiency. This falls within the "high" progress level.</p>

Expected	Actual
<p>declined significantly" (10.7%), resulting in an orange level for student performance.</p> <p><b>Metric/Indicator</b> Smarter Balanced Interim Assessment (Reading Information Text IAB)</p> <p><b>19-20</b> Students will demonstrate increased proficiency as measured by the Smarter Balanced Interim Assessment for Reading Information Text</p> <p><b>Baseline</b> 2018 Administration of the Smarter Balanced Interim Assessment for Reading Information Text indicated that 86.8% of students were at or near the standard.</p>	<p>Smarter Balanced Interim Assessment Block for Reading Informational Text</p> <p>The Smarter Balanced Interim Assessment Block for Reading Informational Text was suspended in the 2019-2020 school year due to COVID closures. This assessment was also suspended in the 2020-2021 school year to maximize instructional minutes and to mitigate learning loss. Therefore, no direct comparison can be made to 2018 results.</p>
<p><b>Metric/Indicator</b> Parent Survey Results</p> <p><b>19-20</b> Parent perceptions regarding educational services will continue to improve as measured by the Annual Parent LCAP Survey.</p> <p><b>Baseline</b> 2018 Parent Survey data indicates that educational services are among the highest priority for parents, guardians, and caregivers. On the survey, human resources, including teachers, administrators, and support staff ranked highest in terms of what the district is doing well. However, staff was also the number one area of focus when asked what the district can improve upon.</p>	<p>Parent Survey Results</p>
<p><b>Metric/Indicator</b> Student Listening Circle Feedback</p> <p><b>19-20</b></p>	<p>Student Listening Circle Feedback</p> <p>Not surprisingly, most student listening circle feedback centered on COVID-19 and the related changes to our instructional programs. Students were largely pleased with the efforts of the</p>

Expected	Actual
<p>Student perceptions regarding educational services will continue to improve as measured by the Annually conducted Student Listening Circles.</p> <p><b>Baseline</b> 2018 Student Listening Circle data indicates that most students are very pleased with their teachers, administrators, and support staff. Many would like to see additional electives, including visual and performing arts taught during the school day. Many students also reported a desire for more time for physical education and less homework.</p>	<p>District to reopen schools, even when we needed to do so under an AM/PM hybrid model. They also felt positive about the COVID-19 safety plan and efforts to mitigate any exposure or transmission. Students did report that asynchronous assignments and work required to be done online could be challenging, especially when technical issues such as unstable Internet connections arose. Students also reported feeling less connected to peers due to social distancing and mask requirements.</p>
<p><b>Metric/Indicator</b> Professional Development Teacher Evaluations</p> <p><b>19-20</b> Staff perceptions regarding professional development will continue to improve as measured by Professional Development Evaluation Surveys.</p> <p><b>Baseline</b> August 7th Professional Development Day Superintendent's Keynote - All 3s and 4s with 67.3% scoring it a 4 Breakout Sessions from 9:00 - 10:15 69.4% 4, 95.9% 3s and 4s Breakout Sessions from 10:30- 11:45 77.6% 4, 93.9% 3s and 4s OVERALL DAY - 73.5% 4, 100% 3s and 4s</p> <p>September 5 Professional Development Day Superintendent's Keynote - 79.1% 4, 97.7% 3s and 4s Breakout Sessions from 9:00 - 10:15 83.7% 3s and 4s Breakout Sessions from 10:30- 11:45 93% 3s and 4s OVERALL DAY - 90.7% 3s and 4s</p>	<p>Professional Development Teacher Evaluations Large scale, in-person professional development events were suspended due to COVID-19 social distancing requirements and associated travel restrictions and limitations on group gatherings. Therefore, no direct comparison can be made with results from previous years.</p>
<p><b>Metric/Indicator</b></p>	<p>Academic Indicator on the California School Dashboard for ELA and Math</p>

Expected	Actual
<p>Academic Indicator on the California School Dashboard for ELA and Math</p> <p><b>19-20</b> Student performance on the Smarter Balanced Assessment continue to improve.</p> <p><b>Baseline</b> On the 2017 administration of the California Assessment of Student Performance and Progress (CAASPP), 71% of students met or exceeded the standard for ELA and 63% met or exceeded the standard for Math.</p>	<p>The Academic Indicators for English Language Arts and Mathematics on the most recent California Assessment of Student Performance and Progress data release (2019) shows that 74.43% of Rescue Union School District's students are meeting or exceeding state standards for English language arts and 65.3% of students are meeting or exceeding state standards for Mathematics. This represents a 3.4% increase in ELA and a 2.3% increase in math when compared to previous results.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Certificated teaching staff (Gen Ed, SPED, Substitutes) will provide a broad course of study and enrichment that is rigorous and engaging for all students. Substitutes for professional development opportunities, including GLAD and Teacher Induction will be provided for teachers to ensure quality educational opportunities for students. All adjunct duty and stipend positions are included in this service. Additionally, each site will develop and implement strategies for enrichment and differentiation and such strategies will be listed in each School Plan for Student Achievement.</p>	<p>Gen Ed/EPA teachers 1000-1999: Certificated Personnel Salaries Base \$11,389,560</p> <p>3000-3999: Employee Benefits Base \$3,464,139</p> <p>SPED/Title I/CTEIG/LPSBG 1000-1999: Certificated Personnel Salaries Other \$946,727</p> <p>3000-3999: Employee Benefits Other \$1,569,802</p>	<p>Gen Ed/EPA teachers 1000-1999: Certificated Personnel Salaries Base \$11,524,664</p> <p>3000-3999: Employee Benefits Base \$3,288,669</p> <p>SPED/Title I/CTEIG/LPSBG 1000-1999: Certificated Personnel Salaries Other \$920,234</p> <p>3000-3999: Employee Benefits Other \$1,970,424</p>
<p>The District will strive for low class sizes in grades TK-3.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$888,004</p> <p>3000-3999: Employee Benefits Base \$260,791</p>	<p>1000-1999: Certificated Personnel Salaries Base \$854,494</p> <p>3000-3999: Employee Benefits Base \$254,240</p>
<p>Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators, and new behavior support aides) will support students at all sites.</p>	<p>2000-2999: Classified Personnel Salaries Base \$429,863</p>	<p>2000-2999: Classified Personnel Salaries Base \$455,060</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Base \$163,497 2000-2999: Classified Personnel Salaries Other \$966,615 3000-3999: Employee Benefits Other \$395,518	3000-3999: Employee Benefits Base \$156,840 2000-2999: Classified Personnel Salaries Other \$1,062,213 3000-3999: Employee Benefits Other \$390,984
<p>District will provide additional academic supports for English language learners, socioeconomically disadvantaged students, Foster Youth, homeless students, Title I identified students, and immigrant students. Services may include interventions, software, aides, staffing, professional development, and materials needed to meet the needs of our unduplicated students. Counseling services will be provided to all sites, primarily to serve unduplicated students. The Multicultural Festival will be held annually. AVID will be provided for all students at Pleasant Grove, which will help students with organization, academic success, and the ability to be college and career ready. PBIS will be continued (Tier II or Tier III) at all sites to provide a structure for behavioral supports. EL Coordinator will provide supports and services for unduplicated students, as well as professional development for certificated and classified personnel who work with our unduplicated students. Bilingual Community Liaison will be provided to provide social and academic outreach supports, and translation services, as needed, including supports for Foster Youth and Kinship Care families. A Summer Learning Program will be provided for unduplicated Students, with a focus on academic support and a "Jump Start" for the following year. Additionally, to serve our highest concentration of unduplicated pupils, an additional counselor and two periods of intervention will be funded for Green Valley Elementary School and Pleasant Grove Middle School, respectively.</p>	1000-1999: Certificated Personnel Salaries Supplemental \$691,437 2000-2999: Classified Personnel Salaries Supplemental \$200,335 3000-3999: Employee Benefits Supplemental \$243,130 4000-4999: Books And Supplies Supplemental \$11,000 5000-5999: Services And Other Operating Expenditures Supplemental \$35,453 Title I, III 1000-1999: Certificated Personnel Salaries Other \$56,195 Title I, III 2000-2999: Classified Personnel Salaries Other \$116,694 Title I, II 3000-3999: Employee Benefits Other \$55,404 Title I, III 4000-4999: Books And Supplies Other \$8,074 Title I, II 5000-5999: Services And Other Operating Expenditures Other \$77,247	1000-1999: Certificated Personnel Salaries Supplemental \$564,723 2000-2999: Classified Personnel Salaries Supplemental \$254,800 3000-3999: Employee Benefits Supplemental \$221,918 4000-4999: Books And Supplies Supplemental \$7,423 5000-5999: Services And Other Operating Expenditures Supplemental \$8,774 Title I, III 1000-1999: Certificated Personnel Salaries Other \$124,524 Title I, III 2000-2999: Classified Personnel Salaries Other \$120,367 Title I, III 3000-3999: Employee Benefits Other \$50,213 Title I, III 4000-4999: Books And Supplies Other \$2,456 Title I, III 5000-5999: Services And Other Operating Expenditures Other \$54,614

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Instructional resources for general education and special education students, including curriculum, technology, software, professional development, textbook adoptions, and other engaging, standards-aligned materials will be provided to support student learning. Additionally, training on instructional strategies including GLAD and Teacher Induction will be provided for teachers to ensure quality educational opportunities for students.</p>	<p>4000-4999: Books And Supplies Base \$362,145</p> <p>5000-5999: Services And Other Operating Expenditures Base \$224,597</p> <p>4000-4999: Books And Supplies Other \$322,687</p> <p>5000-5999: Services And Other Operating Expenditures Other \$503,127</p>	<p>4000-4999: Books And Supplies Base \$122,909</p> <p>5000-5999: Services And Other Operating Expenditures Base \$164,307</p> <p>4000-4999: Books And Supplies Other \$231,831</p> <p>5000-5999: Services And Other Operating Expenditures Other \$685,279</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Rescue Union School District was able to use the funds budgeted for Actions and Services to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

RUSD had many successes during the 2020-2021 school year in the area of maximizing academic achievement for all individual students and student groups. Successes include the following:

In order to adhere to the California Department of Public Health (CDPH) Guidelines, we hired additional teachers and classified personnel to keep class size to a maximum of 15:1 in all grade levels, TK-8. This allowed our teachers to provide one on one support and intervention more effectively and regularly. Additional classified personnel allowed for more small group instruction to occur, whether in person or online. It also allowed for continual disinfecting and cleaning to occur throughout the day.

Because class size was so small, there were few behavior issues. Counselors, behavior aides, the behaviorist, the teachers, and other support staff were able to work effectively with struggling students to meet needs socially, emotionally, and academically.

We hired a retired teacher to provide small group instruction and Designated ELD for Frontier Virtual Academy students via zoom for our English language students two times a week for 45 minutes at a time. This was extremely beneficial for our students and they connected with the teacher, showing great growth in confidence and language skill development.

We will be offering an extensive summer learning program entitled R.I.S.E (Readiness. Improvement. Success. Empowerment.) Students will attend for 19 days, 5 hours per day. The focus will be to fill gaps primarily in ELA and mathematics. We will also provide a two week BOOST program in July for unduplicated pupils to provide a “Jump Start” for the upcoming school year. All programs will include academic support and additional counseling.

We were able to purchase IXL and RAZ Kids licenses for all sites to use to meet student needs. We also purchased software programs such as SeeSaw, NearPod, WeVideo, etc., for student/teacher use, again, to mitigate learning loss.

Challenges have included the following: We know that it was difficult for our families to have students at school for in person instruction for only half of the day from August until March 3. We know that students needed full time in person instruction. Parents struggled with being Learning Coaches, working themselves, and navigating family and life all at the same time. We were very grateful to be able to transition to a full time in-person instructional model as of March 4, 2021.

## Goal 8

The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            California Healthy Kids Survey(CHKS) Results</p> <p><b>19-20</b>            Attitudes toward school connectedness, caring relationships, safety, and overall school climate will improve as measured by the California Healthy Kids Survey.</p> <p><b>Baseline</b>            2017-2018 Elementary CHKS Results            School Connectedness - 50% High, 98% Mod/High            Caring Adult Relationships - 54% All, 86% Most/All            Feel Safe at school - 86% Most/All            Students well behaved - 61% Most/All</p> <p>2017-2018 Middle School CHKS Results            School Connectedness - 33% High, 95% Mod/High            Caring Adult Relationships - 33% All, 69% Most/All            Feel Safe at school - 79% Most/All            Experienced any bullying - 32%            Chronic Sadness or Hopelessness - 18%</p>	<p>The California Healthy Kids Survey questions and the methods for reporting percentages have changed somewhat between the 2017 administration and the most current administration. Results provided below are from our fall 2020 administration; however, given the differences between the current survey and the 2017 survey results, direct comparisons of the data should be made with caution.</p> <p>2020 Elementary CHKS Results            School Connectedness - 81%            Caring Adult Relationships - 79%            Feel Safe at school - 89%            Students well behaved - 82%</p> <p>2020 Middle School CHKS Results            School Connectedness - 67%            Caring Adult Relationships - 58%            Feel Safe at school - 72%            Cyberbullying - 22%            Chronic Sadness or Hopelessness - 31%</p>



Expected	Actual
<p><b>Metric/Indicator</b> California School Dashboard Suspension Indicator</p> <p><b>19-20</b> Suspension rates for all students, including all student groups, will improve to green or blue as reported on the California School Dashboard.</p> <p><b>Baseline</b> For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "All Students" is in the yellow category, with a "medium" status (2.5%) and a "maintained" change of +0.1%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "Students with Disabilities" is in the red category, with a "very high" status (6.8%) and a "maintained" change of 0.0%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "Homeless" is in the orange category, with a "high" status (5.0%) and an "Increased" change of 0.7%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "African American" is in the orange category, with a "high" status (4.3%) and an "Increased" change of 14%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "Two or More Races" is in the orange category, with a "high" status (3.3%) and a "maintained" change of -0.1%.</p>	<p>Suspension Indicator on the California School Dashboard The Suspension Indicator on the most recent California School Dashboard data release (2019) shows that 1.2% of Rescue Union School District's students were suspended, resulting in a "green" report. This represents a 0.8% decrease when compared to the previous year's results.</p>
<p><b>Metric/Indicator</b> California School Dashboard Chronic Absenteeism Indicator</p>	<p>Chronic Absenteeism Indicator on the California School Dashboard</p>

Expected	Actual
<p><b>19-20</b> Chronic Absenteeism rates for all students, including all student groups, will improve as reported on the California School Dashboard.</p> <p><b>Baseline</b> The District's Chronic Absenteeism rate reported on the Fall 2017 California School Dashboard data release is 4.3%.</p>	<p>The Chronic Absenteeism Indicator on the most recent California School Dashboard data release (2019) shows that 4.2% of Rescue Union School District's students were chronically absent, resulting in a "green" report. This represents a 0% change when compared to the previous year's results.</p>
<p><b>Metric/Indicator</b> Parent Survey Results</p> <p><b>19-20</b> Parent perceptions about school climate and safety will continue to improve as measured by the annual LCAP Parent Survey.</p> <p><b>Baseline</b> 2018 Parent Survey data indicates that educational services are among the highest priority for parents, guardians, and caregivers. On the survey, school climate and safety, ranked 4th and 7th, respectively in terms of what the district is doing well. However, climate and safety was also ranked 3rd and 5th, respectively, when asked what the district can improve upon.</p>	<p>Parent Survey Results</p>
<p><b>Metric/Indicator</b> Student Listening Circle Feedback</p> <p><b>19-20</b> Student perceptions about school climate and safety will continue to improve as reported during Student Listening Circles.</p> <p><b>Baseline</b> 2018 Student Listening Circle feedback indicates that most students feel that climate at their school is very positive. Students at each site reported that positive relationships with friends and teachers is among the things they like most about their school.</p>	<p>Student Listening Circle Feedback Not surprisingly, most student listening circle feedback centered on COVID-19 and the related changes to our instructional programs. Students were largely pleased with the efforts of the District to reopen schools, even when we needed to do so under an AM/PM hybrid model. They also felt positive about the COVID-19 safety plan and efforts to mitigate any exposure or transmission. Students did report that asynchronous assignments and work required to be done online could be challenging, especially when technical issues such as unstable Internet connections arose. Students also reported feeling less connected to peers due to social distancing and mask requirements.</p>
<p><b>Metric/Indicator</b> Facilities Inspection Tool</p>	<p>Facilities Inspection Tool</p>

Expected	Actual
<p><b>19-20</b> Facility Inspection Tool reports will show all sites in fair or better condition.</p> <p><b>Baseline</b> The Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV-Poor J-Fair LF-Fair LV-Good MV-Fair PG-Fair R-Fair</p>	<p>The Facilities Inspection Tool (FIT) indicates the following ratings for each school site for the 2020-2021 school year: GV-Poor J-Fair LF-Good LV-Good MV-Good PG-Fair R-Fair</p> <p>This data represents an increase in ratings for Marina Village and Lake Forest from Fair to Good. All other school sites received the same rating as indicated in the previous Facility Inspection Tool.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma Informed Practice, restorative justice, verbal de-escalation strategies and resiliency programs at each school site. The District will also host parent informational nights on topics such as vaping and Internet safety to advance school culture and improve safety. Some of these expenditures (i.e. behavior support aides) are reflected in professional development activities in Goal 7.</p>	<p>Title II - Trauma Informed and PBIS 1000-1999: Certificated Personnel Salaries Other \$48,261</p> <p>Title II - Trauma Informed and PBIS 2000-2999: Classified Personnel Salaries Other \$0</p> <p>Title II - Trauma Informed and PBIS 3000-3999: Employee Benefits Other \$9,441</p> <p>Title II - Trauma Informed and PBIS 4000-4999: Books And Supplies Other \$0</p> <p>Title II - Trauma Informed and PBIS 5000-5999: Services And Other Operating Expenditures Other \$35,706</p>	<p>Title II - Trauma Informed and PBIS 1000-1999: Certificated Personnel Salaries Other \$67,797</p> <p>Title II - Trauma Informed and PBIS 2000-2999: Classified Personnel Salaries Other \$1,056</p> <p>Title II - Trauma Informed and PBIS 3000-3999: Employee Benefits Other \$13,385</p> <p>Title II - Trauma Informed and PBIS 4000-4999: Books And Supplies Other \$5,975</p> <p>Title II - Trauma Informed and PBIS 5000-5999: Services And Other Operating Expenditures Other \$18,226</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include counselors, yard duty supervisors, custodians, maintenance and operations staff, nurses, health aides, psychologists, a behaviorist and behavior support para-educators, and facilitators of trauma support groups. The expenditure for the behaviorist is reflected in Goal 8 Action 2, while the behavior support aides are reflected in Goal 7 Action 3. Likewise, elementary counselors and a portion of the middle school counselors are reflected in Goal 7 Action 4. Additionally, SEL and safety related training will be provided to classified employees, such as yard duty supervisors, to ensure that students' needs are being addressed in all areas of the school.</p>	<p>1000-1999: Certificated Personnel Salaries Base \$189,616</p> <p>2000-2999: Classified Personnel Salaries Base \$1,755,302</p> <p>3000-3999: Employee Benefits Base \$686,004</p> <p>1000-1999: Certificated Personnel Salaries Other \$374,220</p> <p>LPSBG 2000-2999: Classified Personnel Salaries Other \$402,305</p> <p>3000-3999: Employee Benefits Other \$354,983</p>	<p>1000-1999: Certificated Personnel Salaries Base \$190,776</p> <p>2000-2999: Classified Personnel Salaries Base \$1,701,183</p> <p>3000-3999: Employee Benefits Base \$614,614</p> <p>1000-1999: Certificated Personnel Salaries Other \$356,886</p> <p>LPSBG 2000-2999: Classified Personnel Salaries Other \$431,221</p> <p>3000-3999: Employee Benefits Other \$382,445</p>
<p>The District will provide the materials, supplies, and services for nurses, health aides, psychologists, yard supervisors, the behaviorist and behavior support aides, maintenance and operations personnel, and custodians to ensure clean and safe school environments.</p>	<p>4000-4999: Books And Supplies Base \$168,220</p> <p>5000-5999: Services And Other Operating Expenditures Base \$73,577</p> <p>4000-4999: Books And Supplies Other \$125,752</p> <p>5000-5999: Services And Other Operating Expenditures Other \$543,936</p>	<p>4000-4999: Books And Supplies Base \$185,867</p> <p>5000-5999: Services And Other Operating Expenditures Base \$53,002</p> <p>4000-4999: Books And Supplies Other \$144,475</p> <p>5000-5999: Services And Other Operating Expenditures Other \$365,261</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Rescue Union School District was able to implement the budgeted actions and services for Goal 8.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

There were many successful aspects regarding Goal 8. They include:

We showed a decrease in suspensions from the previous year's data by 0.8%.

Students in the hybrid program were very happy to be in school in person, and distance learning students were happy to be in that program as well. Students were where they needed to be.

We provided additional personnel to ensure a safe learning environment at each site, including additional custodians for disinfecting purposes, additional aides to support student learning, additional yard duty supervisors were provided so stable groups could remain together during recess, we increased our nursing hours to provide the needed time for contact tracing and communication with families. We allocated counseling time to our virtual Frontier Academy to meet the needs of our online students. Our counselors also provided support groups for our online parents to help them navigate becoming their children's learning coaches as well as navigating work and life during the pandemic. We deployed our behaviorist and behavior aides to classrooms and students who needed an additional layer of support and guidance. We recognized that some students struggled with engagement in the asynchronous portion of their education, whether they were in our in-person instructional model or our virtual academy, so we developed a Tiered approach for intervention and support. This team was comprised of the Counselors, Administrators, Assistant Superintendent, Superintendent, and EL Coordinator. When a teacher and principal had exhausted all means of connecting with a student and family (multiple emails, phone calls, etc.), the teacher reached out to the counselor. Counselors would reach out to the student and family to determine what barriers were in the way of their connection to school. If that was not successful, then the Assistant Superintendent and the Superintendent were deployed to provide support. Barriers were determined and strategies, resources, and supports were created so that the student could successfully engage. If aide support or the behaviorist were needed, we made that determination. A log was kept to document the phone calls, strategies used, and home visits conducted. Other employees/agencies were brought in as needed, such as nurses, CPS, EL Coordinator, etc.

Due to our well-designed health and safety protocols we have not had one COVID case transmitted at a school site, or between student to student, student to staff, or staff to student. We attribute this to the fact that all stakeholders have adhered carefully and closely to our health and safety protocols.

Challenges included the following:

Because we have not been able to have assemblies or other large gatherings, it was challenging to have incentives and celebrations regarding behavior, PBIS tenets, and other such celebrations. We got very creative and did many activities via electronic devices so parents could still witness the celebrations held in classrooms, but it was not the same.

Due to the inability to have parents and guests on campuses, we provided online parent education training opportunities for parents and also our counselors provided online support groups instead of hosting events in person.

## Goal 9

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Student Listening Circle Feedback</p> <p><b>19-20</b>            Student attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve as measured by annual Student Listening Circles.</p> <p><b>Baseline</b>            2018 Student Listening Circle feedback indicates that most students feel that facilities at their school are very important to them. Most reported a desire to see fields improved. Students at the elementary schools also reported a desire to have improved lunch offerings.</p>	<p>Student Listening Circle Feedback</p> <p>Not surprisingly, most student listening circle feedback centered on COVID-19 and the related changes to our instructional programs, rather than facility needs. Students were largely pleased with the efforts of the District to reopen schools, even when we needed to do so under an AM/PM hybrid model. They also felt positive about the COVID-19 safety plan and efforts to mitigate any exposure or transmission. Students did report that asynchronous assignments and work required to be done online could be challenging, especially when technical issues such as unstable Internet connections arose. Students also reported feeling less connected to peers due to social distancing and mask requirements.</p>
<p><b>Metric/Indicator</b>            Parent Survey Results</p> <p><b>19-20</b>            Parent attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will</p>	<p>Parent Survey Results</p>

Expected	Actual
<p>continue to improve, as measured by the annual LCAP Parent Survey.</p> <p><b>Baseline</b> 2018 Parent Survey data indicates that facility needs and infrastructure are a priority for parents, guardians, and caregivers. On the survey, facility needs ranked 5th in terms of what the district can improve upon.</p>	
<p><b>Metric/Indicator</b> Ridership Report from Transportation</p> <p><b>19-20</b> Ridership on school district buses will increase.</p> <p><b>Baseline</b> For the 2017-2018 School Year, 570 students were signed up to ride district school buses .</p>	<p>District Transportation Ridership For the 2020-2021 School Year, 635 students were signed up to ride district school buses in the morning and 795 were signed up to ride in the afternoon. This represents a significant increase in ridership from the 2017-2018 school year.</p>
<p><b>Metric/Indicator</b> HelpDesk Response Rate</p> <p><b>19-20</b> HelpDesk tickets will be resolved in a timely manner (ideally 5 days or less).</p> <p><b>Baseline</b> Of the 932 documented IT tickets, 668 were completed within 5 days or less. 396 were completed in 1 day or less and 478 were completed within 2 days or less.</p>	<p>Help Desk Completion Information From July 1, 2020 through March 19, 2021, 1516 technology help tickets were opened, and 1479, or 98%, have been closed. The average completion time for each ticket was 6 days. It would normally be less, but some long term projects were input as tickets. The average time taken to initiate the first response for each ticket was 23 hours and 32 minutes.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will provide non-instructional staff that supports educational services, inclusive of those not in Goals 7 or 8. This includes personnel from the information technology department, the transportation department, administration, management, district office staff, an</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,513,096</p> <p>2000-2999: Classified Personnel Salaries Base \$2,380,026</p>	<p>1000-1999: Certificated Personnel Salaries Base \$1,500,161</p> <p>2000-2999: Classified Personnel Salaries Base \$2,200,247</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
occupational therapist and certified occupational therapist assistant, and site office staff.	3000-3999: Employee Benefits Base \$1,247,715 1000-1999: Certificated Personnel Salaries Other \$129,730 2000-2999: Classified Personnel Salaries Other \$237,714 3000-3999: Employee Benefits Other \$235,681	3000-3999: Employee Benefits Base \$1,149,360 1000-1999: Certificated Personnel Salaries Other \$129,730 2000-2999: Classified Personnel Salaries Other \$212,912 3000-3999: Employee Benefits Other \$280,154
<p>The District will provide the materials, supplies, and services for the information technology department, the transportation department, administration, management, district office staff, the occupational therapist and assistant, and site office staff to ensure that the District organization operates efficiently and to the benefit of all students and staff. This includes all other district expenditures (i.e. District utilities) not captured elsewhere in this plan.</p>	4000-4999: Books And Supplies Base \$242,191 5000-5999: Services And Other Operating Expenditures Base \$1,426,011 6000-6999: Capital Outlay Base \$1,791,361 4000-4999: Books And Supplies Other \$0 5000-5999: Services And Other Operating Expenditures Other \$52,996 6000-6999: Capital Outlay Other \$0 7000-7439: Other Outgo Other \$533,633 7000-7439: Other Outgo Base \$28,021	4000-4999: Books And Supplies Base \$156,627 5000-5999: Services And Other Operating Expenditures Base \$1,447,504 6000-6999: Capital Outlay Base \$1,772,748 4000-4999: Books And Supplies Other \$29,566 5000-5999: Services And Other Operating Expenditures Other \$20,616 6000-6999: Capital Outlay Other \$111,455 7000-7439: Other Outgo Other \$574,747 7000-7439: Other Outgo Base \$35,199

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for the Actions/Services were implemented and used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

RUSD had many successes in this area. Our Food Service department was exemplary. They never missed a beat. Every single day, they provided breakfast and lunch meals to every student throughout the entire time we were in complete distance learning. They worked all summer and throughout the entire 2020-2021 school year to provide meals for a week at a time for any family who wanted it and also free breakfast and lunch meals to every student every day of the school year. They worked extremely hard to meet the nutritional needs of our students so that they could focus on learning.

Our Transportation Department worked tirelessly to provide safe transportation to our hybrid student in the PM session. They also provided transportation for our special education students. With every change in schedule, they determined new routes and figured out viable schedules. The drivers took on the regular disinfecting of the buses, as well as adhering to additional health and safety protocols, such as keeping windows open for air flow, ensuring mask wearing and hand sanitizing, social distancing as best they could, and other important measures.

The Information Technology Department was of paramount importance. Within 48 hours, they provided 1:1 devices for the entire district when we went to full distance learning. For the 2020-2021 school year, the IT Department made sure every virtual academy teacher had appropriate devices and technology for their online classes. They made sure all the Chromebooks were in working order and that every student had a charging cord. In addition, when a teacher was quarantined, the IT Director delivered an Elmo and any other equipment they needed in order to effectively teach from home. They purchased hot spots for any family who did not have access to the Internet. They reconfigured our access points so that the public could access our wi-fi for free from our parking lots. They supported teachers, students, and families with answering questions, helping them navigate the platforms and tools used for the asynchronous portion of classes, and set up all the programs purchased for online learning, such as Fuel Ed, Google Classroom, RAZ Kids, WeVideo, SeeSaw, to name a few.

Additional personnel were hired to support learning needs of students. We hired additional custodians to disinfect the sites throughout the day. We hired additional yard duty supervisors so that stable groups could be kept separate during recess and also so that they could help with disinfecting during the day.

Challenges included the difficulty we had in hiring additional bus drivers. Our director and dispatch officer regularly had to drive routes because we could not fill all the positions.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Classified staffing has been increased to provide classes that adhere to the guidelines set forth by California Department of Public Health including extra time for Health Office Nurses/aides, custodial, and other staff.	126,000	181,952	No
Materials and equipment (masks, barriers, disinfectant, sprayers, etc.) purchased to provide safeguards for students returning to in-person instruction.	200,000	561,184	No
Software to support asynchronous instruction for the portion of the school day not on campus.	540,000	79,518	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The 2020-2021 school year has been impacted by the coronavirus pandemic in a myriad of ways. It has affected all departments and programs within the Rescue Union School District and has disrupted the lives of our families and staff.

The entire process of reopening the Rescue Union School District for the 2020-2021 school year was an outstanding success, and there were no substantive differences between the planned actions for in-person instruction.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The entire process of reopening the Rescue Union School District for the 2020-2021 school year was a success, and there were no substantive differences between the planned actions for in-person instruction.

The Rescue Union School District believes it is vitally important to provide in-person instruction whenever possible. Thus, in adherence to the COVID-19 Industry Guidance for Schools and School Based Programs, the District spent a great deal of time, effort, and money to ensure that each school was operationally prepared to meet the guidelines set forth to safely reopen. A District Reopening Committee spent time over the summer developing overarching expectations to guide day to day activities within each site and department. Subsequently, each site and department developed their own reopening plans, aligned to the District expectations, and submitted those plans to the Superintendent and bargaining units for review. Time and resources were spent to provide the necessary personal protective equipment, barriers, and disinfecting routines necessary for us to provide in-person instruction. Masks, face shields, acrylic barriers, and other PPE have been provided throughout the District. MERV 13 filters have replaced lower grade filters, air purifiers have been placed in every classroom and common area. Air Scrubbers have been deployed in gymnasiums and cafeterias. We purchased a Hypogen machine to manufacture our own non-toxic hypochlorus disinfectant for use throughout our schools, buses, offices, and departments. Students have all their own materials and supplies, to alleviate sharing. Additional hand washing stations have been built and disseminated across all sites. Hand sanitizing stations have been placed in every room and in cafeterias. Bargaining units successfully negotiated MOUs to allow all members to help with cleaning, disinfecting, and sanitization throughout the day, to further mitigate the risk of coronavirus transmission.

The reopening committee developed the AM/PM hybrid model to ensure that students and staff could remain socially distant, but students could also have the opportunity to receive in-person instruction from our highly trained and dedicated certificated and classified support staff on a daily basis.

From August through March 3, Rescue Union School District operated all schools in an AM/PM Hybrid program, in which all students who desired in-person instruction attended half of every day at school for synchronous instruction, and half of every day in asynchronous instruction at home, with parents as learning coaches.

Many aspects of the hybrid program were very successful. Every student in the hybrid model was able to have face to face interaction and instruction from their teacher. Students were provided instruction through the district's comprehensive, robust K-8 California State Standards Curriculum. Teachers were able to upload additional materials, lessons and videos onto Google Classroom for easy access for students and families for the asynchronous portion of the day. Every student, TK-8, was allocated a chromebook for class and home use. If a family needed it, the District provided a hotspot for internet usage at home as well. Classified staffing was increased to provide classes that adhere to the guidelines set forth by California Department of Public Health including extra time for Health Office Nurses/aides, custodial, and other staff. Because the class size was capped at 15:1 for each hybrid session, teachers were able to give one-on-one help to students throughout the sessions, there were few behavior issues, and teachers were able to address the individual learning needs of every child more easily due to smaller numbers. There was adequate time between the AM and PM session to allow for thorough disinfecting and cleaning. Because it was a half-day in-person program, we did not serve lunch, further mitigating the risk of virus transmission.

Challenges faced during the hybrid model included the following: Students had in-person instruction for 2.5 hours a day instead of a full day. Teachers primarily focused on English Language Arts and mathematics instruction for the synchronous portion of every day,

while social studies and science were provided during the asynchronous portion of the day. Parents struggled with balancing their own work, having to become learning coaches, and life in general during the hybrid portion of the year.

From March 4 through the end of the school year, May 28, RUSD transitioned to a traditional, full-day model five days per week. Successes include the very exciting fact that our students are now in school for synchronous learning all day every day to learn as stable groups with their teacher. Parents no longer have to juggle their own work, childcare, and the other aspects of life along with serving as their child's learning coach. We continue to have very low numbers of positive cases because we adhere closely to our health and safety protocols.

Challenges included having to keep student chairs at least 3-6 feet apart. This meant measuring every single classroom carefully. Some desks were close to the whiteboard, and others were against the side walls, making it more difficult to see. Small group instruction was difficult to conduct with the requirement to keep student chairs four feet apart. It was more difficult to socially distance with full classes and students eating lunch at school.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Certificated staff to support the virtual academy and distance learning.	3,113,000	3,283,655	No
Classified staff to support the virtual academy and distance learning.	179,000	185,331	No
Software to support students in distance learning.	467,000	731,902	Yes
Internet connectivity hardware and video equipment to support students in distance learning	15,000	20,830	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions for the implemented distance learning program.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The Rescue Union School District recognized that for some families, due to immunocompromised conditions or other factors, returning to in-person instruction was not possible. For those reasons, The Rescue Union School District provided students the choice to attend in person instruction or to receive their instruction remotely, through our newly created virtual academy. Offering a choice to our community was important and ensured that every child received quality educational services, and received them in a way that keeps them as safe as possible.

There were many successes apparent in our distance learning program. RUSD hired additional teachers to accommodate the diverse needs of the students participating in the virtual academy. This also provided the opportunity for our own teachers who were above 65 years of age, had health risks, or desired to teach in the online program to be placed in the virtual academy positions. We were able to place every interested full time teacher who requested this placement.

RUSD also provided classified staff to support the virtual academy and students involved in distance learning. This support personnel worked with small groups and also one on one with individuals needing the extra support. Staff members were invited to request placement in our virtual learning program if they were over 65, had existing health issues, or if they desired that placement.

Teachers were able to utilize the District's robust California State Standards adopted curriculum and we also purchased K12 online materials for teachers to use that came with manipulatives, books, and other resources for students and parents to use in their online learning. Teachers utilized tools and platforms such as Fuel Ed, SeeSaw, WeVideo, Jupiter Grades, Google Classroom, Zoom, and others to reach and teach their students.

RUSD believes that the use of multiple measures provide an accurate picture of a student's progress. Teachers used curriculum based assessments, previously administered Smarter Balanced Summative Assessments, District benchmark assessments, and Fuel Ed assessments. Students were invited for small group instruction sessions at the school sites for additional support and lessons. Teachers took attendance daily and used the completion of assignments and projects as a measurement of participation.

Recognizing the impact that social emotional challenges can have on academic progress, the District assigned counselors to every school site, including the virtual academy. Counselors provided class lessons to our online students at the same level as in the hybrid classes. Lunch bunch activities were also offered to our online students with counselors as well as individual and group sessions as needed.

The District surveyed parents and communicated regularly via website, email, automated calling, and newsletters to confirm access to the internet and Chromebook needs for distance learning. All students in the distance learning program had multiple opportunities to pick up a Chromebook device and were able to access a District device if needed throughout the year.

Our technology director worked with families who had communicated that they had internet access issues to offer solutions, including discounted or District provided service through Comcast, Verizon, and Cal.net. Those families who lived in areas where internet was not available through the vendors noted were given options of locations to access the internet including school sites, community libraries, and other government locations as part of a countywide internet collaboration. The District also provided portable hotspots to families in need at no cost to the families.

All distance learning staff had access at a designated school location to all computer equipment (computer, document camera, webcam, microphone, etc.) and high speed internet needed to teach and support the distance learning program. Professional development was offered before the start of the year and throughout the year during minimum days including the first four Wednesdays of the school year. These first four Wednesdays of the year were designated as professional development days for teachers. Staff in our Frontier Virtual Academy received training in Google Classroom, Zoom, SeeSaw, Fuel Ed, and other pertinent training.



Teachers in the online distance learning program were responsible for facilitating asynchronous learning through a learning management system provided to all students in the program. Teachers were responsible for providing daily, synchronous direct instruction, differentiated supports, and social emotional learning. Teachers were permitted, as space allowed, to use their classrooms to coordinate distance learning. If there was not space available at the site, distance learning teachers created a teaching space in their home.

The challenges included the following: Parents and students struggled to navigate multiple platforms and programs online. We had wanted to use just one platform to make it easier on the families, but there are so many wonderful tools, platforms, and programs available, teachers wanted the flexibility to use multiple programs, which made it difficult for families. It was also challenging to keep students and families connected in meaningful ways to their home schools. Because they were not physically on campus, it was difficult to keep them connected. We provided a monthly Gazette, which shared projects, lessons, pictures, and information from the classes, and our district newsletters included information about the virtual academy also. For school wide events such as promotion ceremonies, contests, and parent club events (all virtual this year), we included the virtual students in these as well to try to keep them connected.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software to support asynchronous instruction for full distance and hybrid students to help offset pupil learning loss. (Cost is also recognized in distance and in-person categories)	1,007,000	811,420	Yes
Additional certificated and classified staffing to allow for Distance and Hybrid Programs which mitigate COVID impacts to mitigate pupil learning loss.	200,000	241,469	Yes
Materials, Internet, & Equipment purchased to provide safeguards for students returning to in-person instruction.	50,000	1,015,565	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions for addressing pupil learning loss and what was implemented in RUSD.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

When the Rescue Union School District closed all school campuses in March of 2020 due to concerns regarding the Coronavirus Pandemic, we immediately put in place a distance learning program to serve all students. Although our distance learning program began the very next school day and continuity of instruction was not interrupted, we recognize that many students, due to the reduced contact with their teachers and varying levels of parental support at home, may have experienced learning loss.

One of the most important strategies to address learning loss from the 2019-2020 school year was to reopen our campuses for in-person instruction at the start of the 2020-2021 school year. We developed an AM/PM hybrid instructional model to ensure that students and staff could remain socially distant, but still have daily contact. In March, we were able to transition to the full reopening, five days per week, with full time in-person instruction.

For those students who were not comfortable or were unable to return to in-person instruction, we developed a virtual academy, staffed with our own certificated teachers and supported by our own instructional aides. These students have received a robust distance learning experience through the end of the school year.

In regard to planned actions, there were no substantive differences in what was implemented to address pupil learning loss in the Rescue Union School District.

In order to effectively mitigate COVID impacts on pupil learning, RUSD hired additional certificated and classified staff to keep our hybrid classes at 15:1 and also to provide enough teachers and classified personnel to support the newly formed Frontier Virtual Academy.

RUSD did not have any substantive differences between the planned actions that were implemented in the area of material, Internet, and equipment purchases to provide safeguards for students returning to in-person instruction.

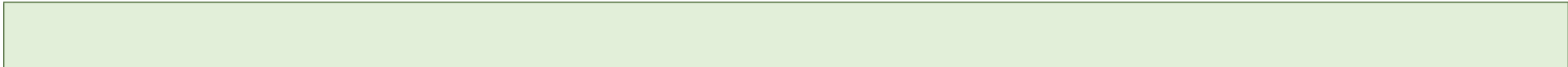
Over the course of the 2020-2021 school year, there were a number of successes in addressing Pupil Learning Loss. RUSD purchased several different pieces of software to help offset pupil learning loss. Fuel Ed was the platform purchased to support student learning for those in Frontier Virtual Academy. SeeSaw, NearPod, WeVideo, IXL, and RAZ Kids were all purchased and implemented in both our virtual academy and our hybrid program to support student learning.

RUSD also had a significant amount of success in adding certificated and classified staff to our virtual academy and hybrid program. These additional staff members allowed for us to keep class size small, which then allowed for a greater degree of one on one attention for students, and diverse needs were more easily addressed due to smaller numbers in classes. Additional aide support allowed for more small group instruction to occur on a daily basis as well.

The ability to provide hotspots for families who did not have Internet access and 1:1 Chromebook deployment in grades 1-8 was also extremely beneficial and successful. RUSD also purchased additional Elmos for teachers to use when teaching remotely and microphones for use during in-person instruction so that teacher voices were not as strained when speaking through a mask all day each day. Lastly, RUSD reconfigured access points across the district, so members of the public could access our wi-fi from parking lots if need be.

One primary challenge we faced in addressing the learning loss in students was the use of several online platforms and places parents and students needed to navigate in order to successfully complete their asynchronous learning. Parents struggled being the Learning Coaches due to the variety and number of programs and platforms they had to learn.

Without regular district benchmark assessments, it was also sometimes challenging to pinpoint specific deficits and gaps that students had.



## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The social emotional health and well-being of all students and staff is of paramount importance to Rescue Union School District. Thankfully, our district has spent the last three years training all teachers and staff in the tenets of trauma informed practices, social emotional learning, and restorative practices such as circle chats, restorative chats, check in/check out, to name a few. We also had increased counseling services at our elementary sites the year before the pandemic ensued.

We know that every staff member and every child has been impacted by COVID-19. Each person responds differently and has different needs because of the situation. We know that our students and staff need support from one another and from our counselors as never before. In light of this, in order to put needed supports and services in place for the 2020-2021 school year, we met with our counseling team, teachers and classified individuals to develop an action plan to best meet student and staff needs during the school year whether involved in a distance learning model or in-person instruction.

Successes include the following: Our counselors provided a needs assessment to teachers two weeks into the year, requesting information about student needs for focus groups, class lessons, and small group sessions with counselors. Each site used a screening tool they created to help determine needs. One of the early release Wednesdays in September was used to discuss the information from the screener and needs assessment so that the counselors could establish their lessons and groups. The PBIS lessons and incentives were also used to support students. The site-based PBIS protocols, songs, chants, routines, procedures were continually taught and reinforced through the year. Frontier Academy was allocated counselor support too, by grade. Our counselors each took a grade level at Frontier Academy and provided regular, bi-monthly class lessons on Zoom for the online classes. They also provided lunch bunch activities for Frontier students to participate in as desired. Counselors also reached out to Frontier parents and provided support group sessions for parents in areas of need, such as stress management, anxiety management, how to support their children online, and other topics requested by the parents.

Our counselors provided bi-monthly class lessons to our hybrid and now to our traditional, full time classes. The lessons revolved around needed topics such as anxiety, resilience, empathy, etc. Students in the Frontier Virtual Academy and also the in-person classes had the opportunity to connect with a counselor individually if referred by their teacher or parent. Counselors had office hours for students to connect as needed, also via telephone. Counselors also provided game time online with students, as well as additional, creative ways to connect. Small group sessions were offered, in needed areas, for 6 weeks at a time. Each site also created fun, social distancing greetings students and staff could use, as well as incorporated lessons early on as to the WHY behind social distancing and mask wearing. Counselors also created outdoor spaces for students to go to regulate or to take a breath, in addition to their inside space. Counselors utilized chairs and toys and items that could easily be sanitized between use in their rooms or spaces. Virtual leadership activities were provided for our virtual 4-8 grade students on Fridays, allowing for social interaction and the ability for our students to engage in extra activities that were of interest to them.

RUSD hired a behaviorist and behavior aides to support the social emotional well-being of students so that they could successfully learn and grow academically. The behaviorist and aides observed students in the classroom or in the virtual classroom to identify possible strategies to use with the students so they could learn to regulate their own behavior and establish positive relationships with fellow classmates and teachers. The behaviorist trained the teachers in effective strategies and resources, and came alongside parents to give them support, guidance, and training as well, so the child was surrounded by consistent support and strategies, helping the child learn and grow.

Rescue staff members needed support also. We had staff members with varied concerns regarding returning. We knew that staff reactions, beliefs, and attitudes affect students. Counselors spent time addressing staff needs also, by giving ideas about how to cope and how to project safety and safety protocols and still show love to their students. We also provided Plexiglass barriers, face shields, and masks for staff members to feel safe, and counselors offered support groups to staff members who needed to talk, share, or communicate feelings.

Challenges have included the increased number of students feeling anxious and stressed. In spite of all the support and care we provided, we had an increased number of students struggling with the stress and anxiety of larger class sizes, worry over COVID, and navigating school.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

In order to promote pupil and family engagement and outreach, RUSD elected to offer two instructional options for families during the 2020-2021 school year.

For families desiring their child/children to attend school for in-person instruction, we offered an AM/PM Hybrid model at each site. Each family was asked to sign a Compact symbolizing their commitment to the health and safety and participation protocols to which the Rescue Union School District (RUSD) would adhere.

We also offered remote learning through our Frontier Virtual Academy for families who did not yet feel comfortable returning to in-person schooling due to COVID-19 risks. Approximately 800 students, 32 teachers, and 7 aides participated in this option.

The Rescue Union School District found much success in terms of pupil outreach and family engagement. We developed and implemented a robust counseling program specifically designed to serve the social emotional needs of students in both the in-person and remote instructional models. We hired additional highly qualified teachers to lower class sizes and help ensure that we maintained necessary social distancing. We provided technology, including Chromebooks, Internet access, and software to keep students engaged in their learning, especially when working from home. We provided training and support to parents and students who needed assistance using the electronic resources. When students struggled with engagement or attendance, the superintendent and assistant superintendent made home visits to re-engage the student and offer supports tailored to the needs of the family.

The Rescue Union School District did encounter some challenges along the way. For example, engaging students and families did prove difficult when we had multiple communication and instructional platforms all being used at the same time. To improve in this area, we asked teachers to post lessons and any necessary information in one place and ensure that parents know where to look to stay informed. We also noticed that students, especially those in our Frontier Academy, seemed to crave more social interaction. To assist in this area, we scheduled optional small group visits on campus with extreme social distancing and scheduled “meetups” in local parks where families could come together with teachers in an environment where they felt more safe. Additionally, Frontier teachers scheduled pick up days where students could drive through the parking lot to pick up necessary instructional materials, art supplies, etc. This also afforded the students an opportunity to connect with their teacher face to face.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

RUSD believes that students are better able to concentrate, learn, and grow if their nutritional needs are met. We participated in the National School Lunch and Breakfast programs. There have been many successes in our school nutrition program during the pandemic. We provided the same high quality meal service for our students participating in the distance learning program as we did for our students in the AM/PM Hybrid Program, and also when we transitioned to our full time in-person instruction program. For students participating in the distance learning program, their families picked up a week’s worth of breakfast and lunch meals every Monday. Students in the AM Hybrid session walked through the cafeteria on their way home to pick up their lunch for that day and the next day’s breakfast. Students in the PM session of our Hybrid model walked through the cafeteria on their way home in the afternoon to pick up the next day’s breakfast and lunch to eat before coming to their afternoon in-person session. From March 4 to the end of the school year, on May 28, when we were in a traditional, full time model, all of our students continued to receive a free lunch at school and they all could eat a free breakfast as well.

We have reached out to have parents fill out the appropriate paperwork for free and reduced meal service, however, due to waivers provided by USDA, we were able to provide free breakfast and lunch meals to every child 18 years and younger until September 30, 2021.

Important health and safety protocols have been incorporated across the district so that meal service was safe. Some of the most important protocols included the following: Plexiglass shields were installed in all serving areas. Produce was pre-plated or served to students. Students entered the cafeteria by class, lined up with social distancing as appropriate, and they sat with their stable group. Staff handed students their meal and milk choice. Additional hand wash stations were placed near food service entry areas. High volume air scrubbers were installed in all cafeterias and students ate outdoors whenever weather permitted.

The main challenges in our school nutrition service was since we returned to a traditional, full time model. It took a longer time to get students through the lunch lines because students were handed their lunches instead of students selecting items as they went through the lines. There were also fewer choices on the menu each day, so students had to take what was offered. Lastly, because custodians were needed to set up, tear down, and clean cafeterias, there was less time for them to disinfect other areas of the school during the day.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was no substantive differences between planned actions and budgeted expenditures for the additional plan requirements and what was implemented.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The Rescue Union School District saw many successes and overcame many challenges implementing in-person and distance learning programs during the COVID-19 Pandemic. Although born out necessity, many of our programmatic and instructional improvements are planned to continue beyond the pandemic and will be included in our 2021-2024 LCAP. For example, we saw increased levels of student engagement and support when we implemented lower class sizes to adhere to COVID-19 distancing requirements. Going forward, we intend to hire additional teachers and support staff to keep class sizes low and facilitate increased levels of academic and social engagement. Our teachers and administrators also found success engaging students through electronic teaching tools such as Google Classroom and the online resources from our adopted curricula. We intend to prioritize these tools and strategies in our 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss will continue to be assessed through informal teachers observations, routine classroom-based assessments, district-benchmark assessments, and summative state assessments. We will continue to address learning loss, especially for students with unique needs, through a robust summer school program. Once the 2021-2022 school year begins, we will address learning loss through lower class sizes, additional paraeducator support, and intervention programs, both within and after the school day.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The Rescue Union School District found success through the actions and services identified as contributing toward meeting the increased or improved services requirement in the LCAP. Our counselors, intervention aides, and our EL coordinator all provide valuable services to students and families. No substantive differences between these actions and services were reported.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Rescue Union School District leadership team, teachers, support staff, parents, and students have all engaged in frequent reflections on student outcomes. These stakeholder reflections and the analysis of the successes and challenges have informed our 2021-2024 LCAP in the following ways.

**Academics:** Providing low class sizes has been an ongoing priority; however, this year, as a result of COVID-19 social distancing requirements, we dropped class sizes significantly lower through our AM/PM hybrid model. As a result, our teachers and support staff were able to provide more individualized support and interventions and preliminary academic assessment data indicates that most students were able to continue to progress toward academic proficiency. In fact, reading comprehension assessment results indicate that more students tested into the advanced range than did so in 2018. Taking note of these successes, we intend to hire additional teachers and support staff next year to keep class sizes lower than they have been in previous years.

**Social Emotional:** The COVID-19 Pandemic and related social distancing requirements meant that students did not have the same level of social interactions that they would have experienced in a more typical year. Although our principals, counselors, paraeducators, and behavioral support staff did a remarkable job connecting with students, both in-person and virtually, we recognize that many students may need additional social emotional support going forward. To address this, actions and services, such as counselors for every school site and ongoing PBIS training have been established in our 2021-2024 LCAP.

**Technology:** Educating students during the COVID-19 Pandemic required us to use technology in new and innovative ways to engage students and provide remote support. These practices proved successful in allowing students to stay connected with their teachers and peers and facilitated academic success. Building on these successes, the Rescue Union School District will encumber funds in the 2021-2024 LCAP to provide additional hardware such as student Chromebooks, document cameras, microphones, and classroom speakers and will be supporting remote learning through software and online programs such as Google Classroom, Juno, PearDeck, IXL, and Mystery Science. The District has also acquired more than 50 wireless hotspots to provide Internet to families in need. This service will continue in the 2021-2024 LCAP.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	28,683,736.00	27,828,471.00
	8,102,448.00	8,759,046.00
	1,181,355.00	1,057,638.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		
	16,226,846.00	16,233,989.00
	6,488,854.00	6,439,059.00
	8,686,105.00	8,773,246.00
	1,240,069.00	887,129.00
	2,972,650.00	2,817,583.00
	1,791,361.00	1,884,203.00
	561,654.00	609,946.00
	561,654.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		
		13,980,276.00	14,070,095.00
		1,555,133.00	1,599,171.00
		691,437.00	564,723.00
		4,565,191.00	4,356,490.00
		1,723,328.00	1,827,769.00
		200,335.00	254,800.00
		5,822,146.00	5,463,723.00
		2,620,829.00	3,087,605.00
		243,130.00	221,918.00
		772,556.00	465,403.00
		456,513.00	414,303.00
		11,000.00	7,423.00
		1,724,185.00	1,664,813.00
		1,213,012.00	1,143,996.00
		35,453.00	8,774.00
		1,791,361.00	1,772,748.00
		0.00	111,455.00
		28,021.00	35,199.00
		533,633.00	574,747.00
		533,633.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 7</b>	23,382,041.00	23,491,960.00
<b>Goal 8</b>	4,767,323.00	4,532,169.00
<b>Goal 9</b>	9,818,175.00	9,621,026.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$866,000.00	\$822,654.00
Distance Learning Program	\$3,774,000.00	\$4,221,718.00
Pupil Learning Loss	\$1,257,000.00	\$2,068,454.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$5,897,000.00</b>	<b>\$7,112,826.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$326,000.00	\$743,136.00
Distance Learning Program	\$3,292,000.00	\$3,468,986.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$3,618,000.00</b>	<b>\$4,212,122.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$540,000.00	\$79,518.00
Distance Learning Program	\$482,000.00	\$752,732.00
Pupil Learning Loss	\$1,257,000.00	\$2,068,454.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,279,000.00</b>	<b>\$2,900,704.00</b>

**ITEM #: 16**  
**DATE: May 11, 2021**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: P-2 Attendance Report**

**BACKGROUND:**

The main funding stream for school districts is the Local Control Funding Formula (LCFF) and is based on the average daily attendance (ADA) of students enrolled in the district. The State requires districts to submit an attendance report in May (P-2) that discloses the district's average daily attendance for all full school months through April 15th. However, for the 2020-21 school year, all school districts are on a hold harmless for attendance reporting. The district still has to report CSP (Class Size Penalties) to the state.

**STATUS:**

The attached Class Size Penalties Report is presented for your review.

With the hold harmless provided by the state funding is based on prior year P-2 ADA. For the last several years, we have been funded on prior year ADA, due to declining enrollment.

**FISCAL IMPACT:**

There is no impact to the current year budget. Revenues that are budgeted based on current year ADA, such as Lottery, will be adjusted after the annual report 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:**

For Board Review – No Action Necessary

**Certification**

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County: El Dorado

Fiscal Year: 2020-21

District: Rescue Union Elementary

P-2

CDS CODE 09 61978

BBC01DA8

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**Class Size Penalties**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

School District Superintendent: Cheryl Olson Date: 4/23/21

County Superintendent of Schools: \_\_\_\_\_ Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

**CONTACT NAME** Kandace Page  
**PHONE** (530) 672-4822 \*  
**FAX** \_\_\_\_\_  
**E-Mail** kapage@my.rescueusd.org

**Class Size Penalties**

County: El Dorado

Fiscal Year: 2020-21

District: Rescue Union Elementary

P-2

CDS CODE 09 61978

Certificate Number: BBC01DA8

**Kindergarten**

Classes Maintained for the Full Second Period

A-1	A-2	A-3	A-4	A-5
10	1	10	33	0
12	1	12	33	0
14	1	14	33	0
15	1	15	33	0
17	2	34	66	0
18	3	54	99	0
19	1	19	33	0
20	1	20	33	0
21	6	126	198	0
23	1	23	33	0
24	2	48	66	0
25	1	25	33	0
<b>Total</b>	<b>21</b>	<b>400</b>	<b>693</b>	

**Kindergarten**

Classes Maintained for Less than the Full Second Period

B-1	B-2	B-3	B-4	B-5	B-6	B-7
19	1	19	33	0	0.44	0
19	1	19	33	0	0.56	0
<b>Total</b>	<b>2</b>	<b>38</b>	<b>66</b>			

**Grades 1-3**

Classes Maintained for the Full Second Period

C-1	C-2	C-3	C-4	C-5
10	1	10	30	0
17	1	17	30	0
19	3	57	90	0
20	2	40	60	0
21	4	84	120	0
22	4	88	120	0
23	9	207	270	0
24	4	96	120	0
25	7	175	210	0
26	1	26	30	0
27	7	189	210	0
29	1	29	30	0
<b>Total</b>	<b>44</b>	<b>1,018</b>	<b>1,320</b>	

**Grades 1-3**

Classes Maintained for Less than the Full Second Period

D-1	D-2	D-3	D-4	D-5	D-6	D-7
27	1	27	30	0	0.44	0
27	1	27	30	0	0.56	0
<b>Total</b>	<b>2</b>	<b>54</b>	<b>60</b>			

**Kindergarten Excess Enrollment Calculation**



**Class Size Penalties**

---

County: El Dorado

Fiscal Year: 2020-21

District: Rescue Union Elementary

P-2

CDS CODE        09    61978

Certificate Number: BBC01DA8

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E-1: Total Classes (A-2 + B-2)	23
E-2: Total Pupils Enrolled (A-3 + B-3)	438
E-3: Average Number of Pupils per Class (E-2 / E-1)	19.0
E-4: Total Excess Enrollment (A-5 + B-7)	0

**Grades 1-3 Excess Enrollment Calculation**

E-5: Total Classes (C-2 + D-2)	46
E-6: Total Pupils Enrolled (C-3 + D-3)	1,072
E-7: Average Number of Pupils per Class (E-6 / E-5)	23.3
E-8: Total Excess Enrollment (C-5 + D-7)	0

**Grades 4-8 Average Enrollment Calculation**

F-1: Total Number of Pupils Enrolled	1,962
F-2: Total Number of Full Time Equivalent Classroom Teachers	89.4
F-3: Average Number of Pupils Enrolled Per Full-Time Equivalent Classroom Teacher (F-1 / F-2)	21.9

Class Size Penalties

County: El Dorado

Fiscal Year: 2020-21

District: Rescue Union Elementary

P-2

CDS CODE 09 61978

Certificate Number: BBC01DA8

Kindergarten Full Second Period

- A-1: Average Class Enrollment Size
- A-2: Number of Classes of this Size
- A-3: Total Pupils Per Class Size (A-1 \* A-2)
- A-4: Approved Limit of Enrollment (A-2 \* 33)
- A-5: Excess Enrollment (If A-3 > A-4 then A-3 - A-4, else 0)

Kindergarten Less Than Full Second Period

- B-1: Average Class Enrollment Size
- B-2: Number of Classes of this Size
- B-3: Total Pupils Per Class Size (B-1 \* B-2)
- B-4: Approved Limit of Enrollment (B-2 \* 33)
- B-5: Excess Enrollment (If B-3 > B-4 then B-3 - B-4, else 0)
- B-6: Fraction of Period in Session (ex: 4/7 = .57)
- B-7: Modified Excess Enrollment (B-5 \* B-6)

Grades 1-3 Full Second Period

- C-1: Average Class Enrollment Size
- C-2: Number of Classes of this Size
- C-3: Total Pupils Per Class Size (C-1 \* C-2)
- C-4: Approved Limit of Enrollment (C-2 \* 30)
- C-5: Excess Enrollment (If C-3 > C-4 then C-3 - C-4, else 0)

Grades 1-3 Less Than Full Second Period

- D-1: Average Class Enrollment Size
- D-2: Number of Classes of this Size
- D-3: Total Pupils Per Class Size (D-1 \* D-2)
- D-4: Approved Limit of Enrollment (D-2 \* 30)
- D-5: Excess Enrollment (If D-3 > D-4 then D-3 - D-4, else 0)
- D-6: Fraction of Period in Session (ex: 4/7 = .57)
- D-7: Modified Excess Enrollment (D-5 \* D-6)

Export Date & Time: Apr-21-2021 13:30:00

Certified Data FileName: C:\Program Files (x86)\Principal Apportionment Data Collection Software\2020-21\w20.00\Export\PADCSV20\_00\_2\_09\_61978\_Apr\_2

Export Group: Adults in Correctional Facilities

LEA: 61978 -- No Records to Export.

Export Group: Class Size Penalties

LEA: 61978 -- Number of Records Exported = 29

Export Group: Necessary Small School

LEA: 61978 -- No Records to Export.

**ITEM #: 17**  
**DATE: May 11, 2021**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**    **Budget Revisions and Transfers - Resolution No. 21-03**

**BACKGROUND:**

Board policy requires that all budget revisions and transfers between expenditure classifications be approved by a majority vote of the board. (BP 3110 (a))

**STATUS:**

The district budget will be adjusted for additional revisions and necessary transfers that reflect operating conditions through the end of the 2020-2021 fiscal year.

**FISCAL IMPACT:**

None

**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:**

The Board of Trustees give approval to the District Superintendent, or designee, in accordance with the provisions of Section 42601 of the Education Code, to make budget transfers and revisions to the current year budget as may be necessary to permit payments of the obligations that the School District incurred during the 2020-2021 school year, as recommended by administration.

RESCUE UNION SCHOOL DISTRICT  
RESOLUTION NO. 21-03  
BUDGET REVISIONS AND TRANSFERS

On motion of member \_\_\_\_\_, seconded by member \_\_\_\_\_ the following resolution is adopted:

BE IT RESOLVED, that the Board of Trustees of the Rescue Union School District hereby gives approval to the District Superintendent, or his designee, in accordance with the provisions of Section 42601 of the Education Code, to make such transfers between expenditures on the District budget as may be necessary to permit payments of the obligations that the school district incurred during the 2020-2021 school year.

PASSED AND ADOPTED by the Board of Trustees by the following vote on the 11<sup>th</sup> day of May, 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

\_\_\_\_\_  
President of the Board of Trustees

ATTEST:

\_\_\_\_\_  
Clerk of the Board of Trustees

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** Agreement with Camino Union School District for Technology Support Specialist

**BACKGROUND:**

Since 2019-20 Rescue Union Schools District has had a shared contract for Technology Support Specialist. For 2021-22, Camino Union School District has requested the contractual arrangement continue for 40% of the Technology Support Specialist time.

**STATUS:**

Camino District will contract with Rescue for an amount equal to 40% of the Technology Support Specialist expenditures for 2021-2022. The effective date of the contract is July 1, 2021. The services to be provided will be technology support.

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2021-22 budget.

**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:**

District staff recommends the Board of Trustees approve the agreement with Camino Union School District for the services of the Technology Support Specialist.



**TECHNOLOGY SUPPORT SERVICES AGREEMENT  
FOR 2021-2022  
BETWEEN  
RESCUE UNION SCHOOL DISTRICT  
AND  
CAMINO UNION SCHOOL DISTRICT**

This Agreement is made and entered into on this 9 day of March, 2021 by and between the RESCUE UNION SCHOOL DISTRICT of El Dorado County, (hereinafter referred to as "Rescue") and the CAMINO UNION SCHOOL DISTRICT of El Dorado County, (hereinafter referred to as "Camino"), regarding the maintenance of a technology support services model.

**RECITALS**

WHEREAS, Rescue and Camino mutually desire to provide quality technology services for pupils in their districts in the most effective and economical way possible;

WHEREAS, both Rescue and Camino have thoroughly investigated the joint service of a technology support specialist, and have found that such a joint service provision to be the most cost effective and efficient method by which to provide technology support in their district; and

NOW, THEREFORE, IN CONSIDERATION OF THE ACTS AND PROMISES CONTAINED HEREIN, the parties agree as follows:

**AGREEMENT**

1. Technology Support Specialist:

The term "Technology Support Specialist" or "employee" as used herein shall mean a trained staff member who meets all requirement of the Technology Support Specialist job description and shall include any substitute, temporary, or other replacement employee.

2. Employment:

Rescue shall employ, engage, and hire an employee as a Technology Support Specialist. It is understood and agreed that the Technology Support Specialist is at all times relevant herein; including determining status for workers' compensation claims, an employee of Rescue.

3. **Duties and Responsibilities:**

It is understood and agreed that Technology Support Specialist shall perform such duties as set forth in the attached Rescue "job description," which are hereby incorporated and made a part of this Agreement as if fully set forth herein and marked as Exhibit A, and shall otherwise perform such duties as customarily performed by one holding such position.

4. **Supervision:**

It is understood and agreed that Technology Support Specialist shall be under the general supervision, orders, advice, and direction of Rescue. However, it is further understood and agreed that at such times Technology Support Specialist is performing services for Camino at the direction of Rescue, Technology Support Specialist shall be subject to Camino supervision, orders, and advice.

5. **Evaluation:**

Technology Support Specialist shall be evaluated by Rescue subject to input by Camino.

6. **Compensation:**

Any and all payment to Technology Support Specialist shall be the responsibility of Rescue, who shall have full authority to determine the Technology Support Specialist's level of compensation, including benefits.

7. **Continuation of Employment:**

Subject to consultation with Camino, Rescue shall have full and exclusive authority to determine whether and to what extent Technology Support Specialist shall continue in the employment of Rescue.

8. **Dates and Time Performing Services:**

It is understood and agreed that Technology Support Specialist shall perform such services at such time and in such manner for Rescue and Camino agree upon up to one hundred four (104) paid days which includes prorated vacation. Holidays and paid-out vacation time will be prorated between Rescue and Camino based upon total workdays and added to the workdays for payment to Rescue.

If mutually agreed to by both parties, the Technology Support Specialist may work



additional days over the assigned amount or overtime and this cost will be billed in addition to the agreed upon contracted days.

10. **Payment:**

Camino shall make payment to Rescue for Technology Support Specialist services in an amount and in a manner as follows:

Total hours/days of service including holidays, vacation, overtime, and sick time based on the Rescue School District Technology Support Specialist Salary Schedule rate, at the appropriate placement, plus prorated fringe benefits, including medical, vision, and dental.

Rescue shall bill Camino on an annual basis for the services they have received to date. If during the year any changes are made to the Technology Support Specialist Salary Schedule or benefits; the hourly/daily rate calculation will be updated with the current information and differences will be included on the billing.

Billing will be for actual days served at the end of the school year and will be based on the final board approved 2021-22 Technology Support Specialist Salary Schedule.

11. **Sick Days and other Absences:**

It is understood and agreed that if Technology Support Specialist is sick or otherwise absent for any reason on days he is assigned to Camino, such days shall be chargeable to Camino. Notwithstanding anything contained herein to the contrary, if other days are available for exchange for said days of absence, then Camino and Rescue may agree to another schedule.

12. **Transportation and Out-of-Pocket Expenses:**

Reimbursement for any transportation or out-of-pocket expenses to which Technology Support Specialist is entitled, relative to Camino shall be the responsibility of Camino. Authorization to make such claims (i.e., purchase orders, mileage reimbursement requests) shall be made through Camino District Office and reimbursement is contingent on receiving prior written approval from Camino's Superintendent.

13. **Substitute or Temporary Employee:**

If Technology Support Specialist is absent for any reason requiring a substitute for


any period of time, Rescue shall be responsible for finding and hiring a replacement at such rate and upon such terms as mutually determined by Rescue and Camino.

14. Duration/ Renewal:

This Agreement is for the remainder of fiscal year, beginning July 1, 2021 and ending June 30, 2022. It may be renewed for additional terms of one year by the following procedure:

- a. On or before February 15th of each year, Rescue shall notify Camino if it wishes to continue this agreement, and of any modifications it desires in terms or conditions.
- b. Within 60 days after receipt of notification from Rescue, Camino shall respond, either accepting the continuation of the agreement with its modifications, rejecting the continuation of the agreement, or counter offering a continuation with new modifications.
- c. If Camino accepts the continuation, but makes new modifications, the parties shall have 30 days in which to reach a final agreement.

**CAMINO UNION SCHOOL DISTRICT**

By   
Matt Smith, Superintendent

Date: April 13, 2021

**RESCUE UNION SCHOOL DISTRICT**

By \_\_\_\_\_  
Cheryl Olson, Superintendent

Date: \_\_\_\_\_

**2021-22 BUDGET TEMPLATE**

To be used for calculating the statutory (and other applicable) benefit costs

With EXACT Dollars (not rounded)

Object		BUDGET		PERS RATES		
CLASSIFIED	2X10	Classified Regular Time	\$ 267.97	\$33.24 hourly		
	3202	PERS	\$ 61.63	Step 7		
	3312	Social Security	\$ 16.61		2020-21	2021-22
	3322	Medicare	\$ 3.89		22.80%	23.000%
	3402	Health & Welfare	\$ 28.95			26.30%
	3502	Unemp	\$ 0.13		5844.00	
	3602	Worker's Comp	\$ 3.98		1461.73	
					227.64	
					21.60	
			\$ 383.16	daily cost, inc. benefits	7554.97	

Rescue 157 Work Days	60.00%	DAILY RATE	\$ 383.16
Camino 104 Work Days	40.00%	Hourly Rate	\$ 47.89
		OT Rate	\$ 71.84

104 Total Days (inc. Holidays/Vac)      Est. Total Contract 21-22      \$ 39,848.25

Est. Breakdown of Days	
Holidays	5.20
Vacation	5.07
Work Days	93.73
Total Days	<u>104.00</u>

Estimate for 2022-23	
DAILY RATE	\$ 389.23
Hourly Rate	\$ 48.65
OT Rate	\$ 72.98
Est. Total Contract 22-23	<u>\$ 40,479.71</u>

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Agreement with Buckeye Union School District for Food Services Management Services**

**BACKGROUND:**

The Rescue Union School District has contracted for many years to provide management of the Food Services program at Buckeye Union School District. For 2021-22, Buckeye Union School District has requested the contractual arrangement continue for 50% of the Director of Food Services time.

**STATUS:**

Buckeye District will contract with Rescue for an amount equal to 50% of the Director of Food Services expenditures for 2021-2022. The effective date of the contract is July 1, 2021. The services to be provided will be managerial services including scheduling, consultation on supervision of staff, consulting on facility design and program operations and oversight of state and federal reporting.

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2021-22 budget.

**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:**

District staff recommends the Board of Trustees approve the agreement with Buckeye Union School District for the services of the Director of Food Services.



JOINT FOOD SERVICE DIRECTOR AGREEMENT  
 FOR THE 2021-2022 SCHOOL YEAR  
 BY AND BETWEEN  
 RESCUE UNION SCHOOL DISTRICT  
 AND  
 BUCKEYE UNION SCHOOL DISTRICT



This Agreement is made and entered into on this \_\_\_ day of June, 2021 by and between the RESCUE UNION SCHOOL DISTRICT of El Dorado County, (hereinafter referred to as "Rescue") and the BUCKEYE UNION SCHOOL DISTRICT of El Dorado County, (hereinafter referred to as "Buckeye"), regarding the maintenance of a joint food service director delivery model for each school district's food service program.

RECITALS

WHEREAS, Rescue and Buckeye mutually desire to provide food service for pupils in their districts in the most effective and economical way possible;

WHEREAS, both Rescue and Buckeye have thoroughly investigated the joint service of a food service director, and have found that such a joint service provision to be the most cost effective and efficient method by which to provide supervision of their respective food service programs; and

WHEREAS, California Education Code Section 35160 provides authority by which districts may jointly provide for food service; and

NOW, THEREFORE, IN CONSIDERATION OF THE ACTS AND PROMISES CONTAINED HEREIN, the parties agree as follows:

AGREEMENT

1. SERVICES:

Either party may avail itself of the Food Services Director services of the Rescue Food Services Department in accordance with the terms set out herein.

Buckeye will receive the following services from the Joint Food Services Director, such duties to include but not be limited to:

- / Schedules, allots time, and assigns food services personnel for all food services operations with the school district.
- / Instructs, supervises, and evaluates food service personnel.

-j Consults with management about facility design, needed equipment and food service operations.

-j Maintains accurate records and reviews all state reports.

2. **MANAGEMENT:**

The parties shall meet to discuss issues and operating procedures through which food service supervision and evaluation of joint services will be provided.

3. **MUTUAL AID:**

Parties agree to provide mutual aid to each other upon request. Such mutual aid shall include, but not necessarily be limited to substitute food service employees.

4. **PAYMENT:**

Buckeye will reimburse Rescue for Food Service Director services in an amount equal to 50% of the cost of the Food Services Director annual salary, mileage stipend and benefits.

Rescue shall be responsible for maintaining employee records; i.e., health benefits, sick leave, vacation and compensatory time.

5. **TIME OF PAYMENT:**

Buckeye shall pay Rescue on a quarterly basis within 30 days of billing.

6. **LIABILITY:**

Parties agree to mutually indemnify each other for any liability which arises out of or is related to any claim for damages arising out of or related to the services provided by the Food Services Director. It is agreed and understood that such indemnification shall include the cost of defense of any litigation or other legal action that may result.

7. **TERM/RENEWAL OF CONTRACT:**

This agreement shall be for a period of one year beginning July 1, 2021, and ending June 30, 2022. It may be renewed for additional terms of one year by the following procedure:

- a. On or before February 15th of each year, Rescue shall notify Buckeye if it wishes to continue this agreement, and of any modifications it desires in terms or conditions.

- b. Within 60 days after receipt of notification from Rescue, Buckeye shall respond, either accepting the continuation of the agreement with its modifications, rejecting the continuation of the agreement, or counter offering a continuation with new modifications.
- c. If Buckeye accepts the continuation, but makes new modifications, the parties shall have 30 days in which to reach a final agreement.

RESCUE UNION SCHOOL DISTRICT

\_\_\_\_\_  
Cheryl Olson, Superintendent

Dated:\_\_\_\_\_

BUCKEYE UNION SCHOOL DISTRICT

\_\_\_\_\_  
Dr. David Roth, Superintendent

Dated:\_\_\_\_\_

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Agreement Regarding Allocation of School Mitigation Fees**

**BACKGROUND:**

By law, the Level I Fees collected must be allocated between all school districts that provide services for the area in which the development is located so that the combined fees do not exceed the maximum allowable fee amount. Rescue Union School District and the El Dorado Union High School District both provide services within our District and collect school mitigation fees (developer fees). As a result, there has been an allocation agreement between the high school district and Rescue District for several years.

**STATUS:**

The new agreement is effective for the period of July 1, 2021 through June 30, 2024. The proposed allocation between Rescue and the high school district is the same allocation as in previous years: 61% to Rescue USD and 39% to the high school district.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

Board Focus Goal V – FACILITY/HOUSING:

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

**RECOMMENDATION:**

The Board of Trustees approve agreement regarding allocation of school mitigation fees.



**AGREEMENT  
REGARDING ALLOCATION OF  
SCHOOL MITIGATION FEES**

THIS AGREEMENT is made and entered into by and between El Dorado Union High School District (hereinafter "High School District"), and the Rescue Union School District, ("Rescue Union"), and for reference purposes is dated as of July 1, 2021.

**RECITALS:**

- A. High School District and Rescue Union have common territorial jurisdiction.
- B. The High School District and Rescue Union hereby wish to enter into an agreement pertaining to the distribution and allocation of school mitigation fees, including fees collected under Government Code Section 65995 et seq. (Level I Fees), fees collected under Government Code Section 65995.5 (Level II Fees), fees collected under Government Code 65995.7 (Level III Fees) and other fees referred to herein as "Mira" fees.
- C. Rescue Union and the High School District have entered into previous agreements regarding the allocation of Level I, Level II, Level III Fees and Mira Fees and it is appropriate for the Parties to renew the understanding and agreement regarding the allocation of such school mitigation fees.
- D. The allocation of school mitigation fees detailed herein is considered by the respective School Districts to be in the best interests of the elementary and secondary educational community in light of all relevant considerations, and is not based on a particular formula.

**Agreement**

NOW, THEREFORE, the Parties agree as follows:

1. The Level I Fees collected within the boundaries of Rescue Union pursuant to Government Code Section 65995, including those increases caused by periodic inflationary increases, shall be allocated as follows: thirty-nine percent (39%) of the Level I Fees collected within the Rescue Union School District boundary shall be allocated to the High School District and sixty-one percent (61%) of the Level I Fees shall be allocated to Rescue Union. Pursuant to Government Code Section 65995.5(d), if one of the Districts herein ceases to collect a Level I Fee and elects instead to collect a Level II Fee or a Level III Fee, the other District may not increase their percentage share of the Level I fee. Instead, such other District shall continue to collect its same percentage share provided herein of the Level I Fee.

2. In the event either Rescue Union or the High School District levy and collect Level II Fees pursuant to Government Code Section 65995.5, each such District shall be entitled to 100% of the Level II fees levied and collected by the District within its boundaries. Level II fees shall not be allocated or shared between the Districts. Each District reserves the right on a project by project basis to determine whether to collect Level I or Level II fees for such project.

3. In the event that either Rescue Union or the High School District levy and collect Level III Fees pursuant to Government Code Section 65995.7, each such District shall be entitled to 100% of the Level III fees levied and collected by the District within its boundaries. Level III Fees shall not be allocated or shared between the Districts.

4. Additional school mitigation fees imposed through the land development process either through negotiated agreements with developers or through project conditions imposed by the County of El Dorado ("Mira" fees herein) and collected within the boundaries of Rescue Union, including those increases due to periodic inflationary increases, shall be allocated as follows: thirty-nine percent (39%) of the Mira fees collected within Rescue Union shall be allocated to High School District and sixty-one percent (61%) of such fees shall be allocated to Rescue Union. In the event a School Fee Mitigation Agreement between Rescue Union and the High School District provides for a different allocation between the Parties for a particular development project, -

5. the specific allocation agreed upon in the School Fee Mitigation Agreement shall prevail over the allocation herein provided.

6. In the event that either District ceases to be eligible to collect or does not collect its portion of a Level I Fee or a Mira Fee, then the District that can justify the collection of such fees shall be entitled to collect that portion of the Level I Fee or Mira Fee that the other District is unable to justify or does not collect. Thus, a District that is collecting a Level II fee may elect instead to collect a Level I fee on a particular project if the other District will not collect its share of the Level I fee on such project. In no event shall a District collect both a Level I and a Level II fee on the same project.

7. This Agreement shall become effective upon approval by the Parties hereto. The term of this Agreement shall be from **July 1, 2021 to June 30, 2024**. Superintendents representing each of the Parties to this Agreement are encouraged to meet at least six (6) months prior to the expiration date of June 30, 2024, to discuss amending or extending the terms of this Agreement. Nothing herein shall invalidate, supersede, amend or modify prior agreements, understanding, or obligations between the Parties regarding the levy, collection and distribution of school mitigation fees under such prior agreements, understandings, or obligations. In the event the parties have not entered into a new agreement regarding the allocation of school mitigation fees by June 30,

2021, this agreement shall continue in full force and effect until a new agreement is entered into by the parties, unless one of the parties provides a notice in writing to the other party objecting to the continuation of the agreement.

7. Miscellaneous Provisions.

7.1 Notice. All notices, approvals, consents or other documents required or permitted under this Agreement shall be in writing and, except as otherwise provided herein, shall be effective upon personal delivery or five (5) days after being sent by registered or certified mail, postage fully prepaid addressed as follows:

Ron Carruth, Superintendent  
El Dorado Union High School District  
4675 Missouri Flat Road  
Rescue, CA 95667

Cheryl Olson, Superintendent  
Rescue Union School District  
2390 Bass Lake Road  
Rescue, CA 95672

Or to such other address as either party shall, from time to time, specify in the manner provided herein.

7.2. Warranty of Authority. The Parties signing this agreement warrant to the other that the persons executing this Agreement on behalf of the respective Parties have been duly authorized to sign this Agreement and perform its terms.

7.3. Entire Agreement. This agreement contains the entire agreement between the parties hereto with respect to the subject matter hereof, and no addition to or modification of any term or provision shall be effective unless set forth in writing, signed by all parties hereto.

7.4. Severability. If any phrase, sentence, clause or provision of this agreement is held invalid, the balance of the agreement shall not be affected and the agreement shall be construed to the fullest extent of the law to effectuate the terms of this agreement.

7.5 California Law. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

7.6 Waivers. No waiver by any Party of any provision hereof shall be deemed a waiver of any other provision hereof or of any subsequent breach by either Party of the same or any other provision.

7.7 Counterparts. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, but all of which, together, shall constitute one and the same Agreement.

IN WITNESS WHEREOF, this Agreement was executed on the date first above written.

EL DORADO UNION HIGH SCHOOL DISTRICT

DATED: \_\_\_\_\_

\_\_\_\_\_  
RON CARRUTH, Superintendent

Approved by the Governing Board on May 11, 2021.

RESCUE UNION SCHOOL DISTRICT

DATED: 5/4/21 \_\_\_\_\_

Cheryl Olson  
\_\_\_\_\_  
CHERYL OLSON, Superintendent

Approved by the Governing Board on May 11, 2021.

**ITEM #: 21**  
**DATE: May 11, 2021**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: El Dorado County Investment Portfolio Report  
for Quarter Ended March 31, 2021**

**BACKGROUND:**

Quarterly the Board receives the El Dorado County Investment Portfolio Report as an information item. Under state law, school districts are required to maintain all operating funds with the County Treasury. The El Dorado County Treasurer-Tax Collector has the authority to invest such funds as are held in the County Treasury. The County Treasurer-Tax Collector is also responsible for providing a copy of the County investment report to each participating district on a quarterly basis.

**STATUS:**

The report for the quarter ended March 31, 2021 is included with this agenda item. All County investments meet the requirements of the District's investment policy.

**FISCAL IMPACT:**

Prudent management of our investments will increase the dollars available for the instructional program and building projects.

**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:**

The Board of Trustees review the quarterly report.



**EL DORADO COUNTY**

**TREASURER – TAX COLLECTOR**  
**K. E. COLEMAN, MBA | M.ACC.**  
360 Fair Lane, Placerville, CA 95667  
(530) 621-5800 | [taxcollector@edcgov.us](mailto:taxcollector@edcgov.us)

**Date:** April 19, 2021

**To:** Depositors to County Investment Pool

**From:** K. E. Coleman, Treasurer-Tax Collector

A handwritten signature in blue ink, appearing to read "K. E. Coleman", is written over the "From:" line.

**RE:** Investment Portfolio Report - Quarter Ending March 31, 2021

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Attached herewith is the Investment Portfolio Report for the quarter ending March 31, 2021 per Government Code 53646(b) (1) and 53646(e).

The State of California Quarterly Report on the Pooled Money Investment Account is available at <https://www.treasurer.ca.gov/pmia-laif/reports/quarterly.asp> after the 20<sup>th</sup> of the month.



**EL DORADO COUNTY**

**TREASURER – TAX COLLECTOR**  
**K. E. COLEMAN, MBA | M.ACC.**  
360 Fair Lane, Placerville, CA 95667  
(530) 621-5800 | [taxcollector@edcgov.us](mailto:taxcollector@edcgov.us)

**Date:** April 19, 2021

**To:** K. E. Coleman, Treasurer-Tax Collector

**From:** Ginnie Hibert, Treasury Investment Analyst

A handwritten signature in black ink, appearing to be "Ginnie Hibert", written over the "From:" line.

**RE:** Investment Portfolio Report - Quarter Ending March 31, 2021

---

The El Dorado County Pooled Investment Portfolio Report for the quarter ending March 31, 2021 is attached for your review.

Average remaining life to maturity is 700 days. The effective rate of return is 0.42%.

Market values for securities held in third-party custody are provided by the safekeeper. Certificates of Deposit Money Market Accounts, CAMP and funds in State of California Local Agency Investment Fund are marked at face value.

I certify that this report accurately reflects all the County investments, and is in conformance with the adopted County Investment Policy. Furthermore, I certify to the best of my knowledge, sufficient investment liquidity to meet the pool's expenditure requirements for the next six months and anticipated revenues are available to meet the County's budgeted expenditures.




# EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - SUMMARY

March 31, 2021

Investments	Book Value	Percent of Portfolio	Average Term	Avg Days to Maturity	
State of CA Local Agency Invest Fund	75,000,000.00	11.97	1	1	LA1
Treasury Securities - Coupon	30,018,695.45	4.79	440	304	TRC
Treasury Securities - Discount	5,997,308.33	0.96	170	77	TRD
Certificates of Deposit - Bank	35,342,750.00	5.64	485	238	BCD
Commercial Paper - Discount	28,983,193.60	4.62	143	73	COM
Negotiable CD's - Bank	29,995,898.67	4.79	142	103	NCB
Federal Agency Issues - Coupon	261,659,190.80	41.74	1,243	1,089	FAC
CA Asset Management	20,000.00	0.00	1	1	LA2
Municipal Bond	20,675,354.51	3.30	982	887	MUN
TLGP - Temp Liquidity Guarantee Prog	127,848,133.88	20.40	964	876	MC2
Money Market Account	11,269,866.84	1.80	1	1	RRP
<b>Total Investments and Averages</b>	<b>626,810,392.08</b>	<b>100.00%</b>	<b>811</b>	<b>700</b>	

Month End

Effective Rate of Return                      .42%

  
 BY: GINNIE HIBERT, TQS  
 FOR: K. E. COLEMAN, TREASURER/TAX COLLECTOR





**EL DORADO COUNTY TREASURY  
COUNTY INVESTMENT POOL - INVESTMENTS**

March 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
<b>State of CA Local Agency Invest Fund</b>						
071-000000-1	State of California	75,000,000.00	75,000,000.00	75,000,000.00	1	
072-000000-1	State Of California CARES Act	0.00	0.00	0.00	1	
<b>Treasury Securities - Coupon</b>						
001-210430-1	U.S. Treasury	10,000,000.00	10,011,259.67	10,011,011.94	29	04/30/2021
001-220331-1	U.S. Treasury	5,000,000.00	5,014,450.00	5,011,896.74	364	03/31/2022
001-220630-1	U.S. Treasury	6,000,000.00	6,000,960.00	5,998,001.63	455	06/30/2022
001-220630-2	U.S. Treasury	3,000,000.00	3,000,480.00	2,999,812.59	455	06/30/2022
001-220731-1	U.S. Treasury	6,000,000.00	6,000,720.00	5,997,972.55	486	07/31/2022
<b>Treasury Securities - Discount</b>						
001-210601-1	U.S. Treasury	6,000,000.00	5,999,820.00	5,997,308.33	77	06/17/2021
<b>Certificates of Deposit - Bank</b>						
019-240824-1	River City Bank	1,400,000.00	1,400,000.00	1,400,000.00	1,239	08/22/2024
027-210611-1	Farmers & Merchants Bk LB	1,693,000.00	1,693,000.00	1,693,000.00	71	06/11/2021
027-211206-2	Farmers & Merchants Bk LB	5,000,000.00	5,000,000.00	5,000,000.00	249	12/06/2021
027-211218-4	Farmers & Merchants Bk LB	3,000,000.00	3,000,000.00	3,000,000.00	261	12/18/2021
027-211223-3	Farmers & Merchants Bk LB	3,000,000.00	3,000,000.00	3,000,000.00	269	12/26/2021
027-220619-1	Farmers & Merchants Bk LB	4,000,000.00	4,000,000.00	4,000,000.00	444	06/19/2022
028-210403-1	First Bank	5,000,000.00	5,000,000.00	5,000,000.00	2	04/03/2021
028-210421-1	First Bank	5,000,000.00	5,000,000.00	5,000,000.00	20	04/21/2021
028-211207-1	First Bank	7,000,000.00	7,000,000.00	7,000,000.00	250	12/07/2021
079-220206-1	Umpqua Bank	249,750.00	249,750.00	249,750.00	311	02/06/2022
<b>Commercial Paper - Discount</b>						
160-251230-1	MUFG Bank LTD/NY	6,000,000.00	5,997,948.00	5,994,600.00	88	06/28/2021
510-210409-1	NATISIX NY	5,000,000.00	4,999,895.00	4,998,806.94	8	04/09/2021
510-210514-1	NATISIX NY	6,000,000.00	5,999,226.00	5,998,333.33	43	05/14/2021
510-210611-1	NATISIX NY	6,000,000.00	5,998,584.00	5,997,653.33	71	06/11/2021
510-210824-1	UBS	6,000,000.00	5,996,418.00	5,995,800.00	145	08/24/2021
<b>Negotiable CD's</b>						
160-210505-1	MUFG Bank LTD/NY	6,000,000.00	6,000,300.00	6,000,000.00	34	05/05/2021
160-210806-1	MUFG Bank LTD/NY	6,000,000.00	6,000,120.00	6,000,000.00	127	08/06/2021



**EL DORADO COUNTY TREASURY  
COUNTY INVESTMENT POOL - INVESTMENTS**

March 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
510-210709-1	NATISIX NY	6,000,000.00	5,997,828.00	5,998,185.00	99	07/09/2021
510-210805-1	NATISIX NY	6,000,000.00	6,000,595.00	6,000,474.77	126	08/05/2021
510-210806-1	NATISIX NY	6,000,000.00	5,997,120.00	5,997,238.90	127	08/06/2021
<b>Federal Agency Issues - Coupon</b>						
002-231207-1	Fannie Mae	6,000,000.00	5,993,460.00	6,000,000.00	980	12/07/2023
002-231207-2	Fannie Mae	5,000,000.00	4,994,550.00	5,000,000.00	980	12/07/2023
002-231215-1	Fannie Mae	5,000,000.00	4,996,000.00	5,000,000.00	988	12/15/2023
002-240202-1	Fannie Mae	5,000,000.00	4,994,250.00	5,000,000.00	1,037	02/02/2024
002-240202-2	Fannie Mae	6,000,000.00	5,993,100.00	6,000,000.00	1,037	02/02/2024
002-240726-1	Fannie Mae	4,750,000.00	4,744,490.00	4,751,140.00	1,212	07/26/2024
002-250721-1	Fannie Mae	14,000,000.00	13,773,340.00	13,963,833.33	1,572	07/21/2025
002-250729-1	Fannie Mae	18,000,000.00	17,781,120.00	18,000,000.00	1,580	07/29/2025
002-251118-1	Fannie Mae	5,000,000.00	4,933,700.00	5,000,000.00	1,692	11/18/2025
029-210721-1	Federal Home Loan Bank	10,000,000.00	10,001,544.44	10,000,052.04	111	07/21/2021
029-210721-2	Federal Home Loan Bank	5,000,000.00	5,000,787.50	5,000,040.94	111	07/21/2021
029-220909-1	Federal Home Loan Bank	3,000,000.00	3,079,680.00	3,015,528.08	526	09/09/2022
029-240328-1	Federal Home Loan Bank	5,000,000.00	4,995,200.00	4,997,005.56	1,092	03/28/2024
029-240328-2	Federal Home Loan Bank	3,000,000.00	2,997,120.00	3,000,000.00	1,092	03/28/2024
029-240530-1	Federal Home Loan Bank	6,000,000.00	5,994,000.00	6,000,000.00	1,155	05/30/2024
029-240530-2	Federal Home Loan Bank	3,000,000.00	2,997,000.00	3,000,000.00	1,155	05/30/2024
029-240625-1	Federal Home Loan Bank	6,000,000.00	5,994,360.00	6,000,000.00	1,181	06/25/2024
029-240829-1	Federal Home Loan Bank	3,000,000.00	2,995,500.00	3,000,000.00	1,246	08/29/2024
029-240930-1	Federal Home Loan Bank	5,000,000.00	4,996,550.00	5,000,000.00	1,278	09/30/2024
029-251230-1	Federal Home Loan Bank	6,000,000.00	5,923,860.00	6,000,000.00	1,734	12/30/2025
029-260330-1	Federal Home Loan Bank	5,000,000.00	4,998,550.00	5,000,000.00	1,824	03/30/2026
029-260330-2	Federal Home Loan Bank	5,000,000.00	4,997,350.00	5,000,000.00	1,824	03/30/2026
030-220516-1	Federal Farm Credit Bank	5,000,000.00	5,002,391.67	4,998,912.49	410	05/16/2022
030-221013-1	Federal Farm Credit Bank	5,000,000.00	5,000,026.39	4,997,723.19	560	10/13/2022
030-221013-2	Federal Farm Credit Bank	5,000,000.00	5,000,683.33	4,998,880.90	560	10/13/2022
030-221130-1	Federal Farm Credit Bank	4,000,000.00	3,999,080.00	3,999,500.83	608	11/30/2022
030-231103-1	Federal Farm Credit Bank	5,000,000.00	4,992,250.00	5,000,000.00	946	11/03/2023
030-231130-1	Federal Farm Credit Bank	4,000,000.00	3,995,800.00	3,999,467.22	973	11/30/2023



**EL DORADO COUNTY TREASURY  
COUNTY INVESTMENT POOL - INVESTMENTS**

March 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
030-250527-1	Federal Farm Credit Bank	20,000,000.00	20,012,400.00	19,995,842.13	1,517	05/27/2025
030-250812-1	Federal Farm Credit Bank	6,000,000.00	5,912,430.00	6,000,000.00	1,594	08/12/2025
032-221123-1	Freddie Mac	5,000,000.00	4,998,800.00	5,000,000.00	601	11/23/2022
032-221123-2	Freddie Mac	8,200,000.00	8,198,032.00	8,200,000.00	601	11/23/2022
032-221123-3	Freddie Mac	2,000,000.00	1,998,200.00	2,000,000.00	601	11/23/2022
032-230216-1	Freddie Mac	10,000,000.00	9,997,500.00	10,000,000.00	686	02/16/2023
032-230314-1	Freddie Mac	5,000,000.00	4,993,600.00	5,000,000.00	712	03/14/2023
032-230516-1	Freddie Mac	6,250,000.00	6,244,500.00	6,250,000.00	775	05/16/2023
032-230804-1	Freddie Mac	6,000,000.00	6,000,180.00	6,000,000.00	855	08/04/2023
032-230823-1	Freddie Mac	3,150,000.00	3,150,850.50	3,149,635.99	874	08/23/2023
032-231013-1	Freddie Mac	5,000,000.00	4,995,500.00	4,998,733.33	925	10/13/2023
032-231201-2	Freddie Mac	3,000,000.00	2,999,610.00	3,000,000.00	974	12/01/2023
032-231211-1	Freddie Mac	5,000,000.00	4,987,955.00	5,000,000.00	984	12/11/2023
032-240805-1	Freddie Mac	2,345,000.00	2,345,445.55	2,346,555.70	1,222	08/05/2024
032-240812-1	Freddie Mac	3,000,000.00	2,997,480.00	3,000,511.31	1,229	08/12/2024
032-250528-1	Freddie Mac	10,000,000.00	9,898,200.00	9,995,827.76	1,518	05/28/2025

**CA Asset Management**

011-000000-1	California Asset Management Pr	20,000.00	20,000.00	20,000.00	1	
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**Municipal Bond**

048-230801-1	Southwestern Cmnty College	100,000.00	100,574.00	100,231.08	852	08/01/2023
050-210515-1	LA International Airport	250,000.00	250,562.50	250,576.71	44	05/15/2021
105-220701-1	City of Coachella CA	235,000.00	235,303.15	235,922.26	456	07/01/2022
105-230701-1	City of Coachella CA	255,000.00	255,303.45	256,814.87	821	07/01/2023
120-231201-1	ED Union High School	125,000.00	125,986.25	125,644.42	874	12/01/2023
120-240801-1	Hayward CA Unif School Distric	280,000.00	307,983.20	311,324.74	1,218	08/01/2024
120-241201-1	ED Union High School	430,000.00	432,640.20	433,115.86	1,340	12/01/2024
139-230801-1	Los Angeles Cmnty College	3,000,000.00	3,004,320.00	3,003,056.88	852	08/01/2023
139-240801-1	Los Angeles Cmnty College	2,500,000.00	2,502,925.00	2,505,995.53	1,218	08/01/2024
140-211201-1	Los Angeles Cnty Public Works	3,000,000.00	3,056,700.00	3,053,368.89	244	12/01/2021
155-230801-1	Mojave CA Unif School Dist	265,000.00	265,265.00	265,949.22	852	08/01/2023
155-230801-2	Mojave CA Unif School Dist	1,100,000.00	1,103,663.00	1,105,740.47	1,218	08/01/2024
160-230801-1	Pleasant Hill CA Rec & Parks	100,000.00	99,973.00	100,509.01	852	08/01/2023



**EL DORADO COUNTY TREASURY  
COUNTY INVESTMENT POOL - INVESTMENTS**

March 31, 2021

<u>Investment #</u>	<u>Issuer</u>	<u>Par Value</u>	<u>Market Value</u>	<u>Book Value</u>	<u>Days to Maturity</u>	<u>Maturity Date</u>
175-240101-1	San Buenaventura CA	500,000.00	499,295.00	502,746.48	1,005	01/01/2024
185-220801-1	Tulare CA JT Unif Sch Dist	465,000.00	462,656.40	462,648.64	487	08/01/2022
195-230401-1	Ukiah CA Public Financing Auth	600,000.00	602,450.20	611,252.53	730	04/01/2023
196-220515-1	University of California	500,000.00	500,000.00	500,000.00	409	05/15/2022
196-230515-1	University of California	1,000,000.00	999,310.00	1,000,000.00	774	05/15/2023
196-240515-1	University of California	5,840,000.00	5,828,493.90	5,850,456.92	1,140	05/15/2024
<b>TLGP - Temp Liquidity Guarantee Prog</b>						
005-221021-1	Bank of America	10,771,000.00	10,896,266.73	10,954,375.53	568	10/21/2022
006-230621-1	Bank of America	6,000,000.00	5,944,740.00	6,000,000.00	811	06/21/2023
006-231218-1	Bank of America	8,000,000.00	7,840,480.00	8,000,000.00	991	12/18/2023
006-240226-1	Bank of America	6,000,000.00	5,969,760.00	6,000,000.00	1,061	02/26/2024
006-240226-2	Bank of America	3,473,000.00	3,455,496.08	3,471,319.78	1,061	02/26/2024
006-240311-1	Bank of America	6,000,000.00	5,961,840.00	6,000,000.00	1,075	03/11/2024
069-210408-1	Toyota Motor Credit	5,500,000.00	5,508,897.78	5,509,954.00	7	04/08/2021
069-220526-1	Toyota Motor Credit	5,000,000.00	5,055,300.00	5,050,348.24	420	05/26/2022
069-221014-1	Toyota Motor Credit	4,950,000.00	4,953,315.13	4,958,654.15	561	10/14/2022
069-230330-1	Toyota Motor Credit	6,119,000.00	6,419,381.71	6,421,592.03	728	03/30/2023
069-230625-1	Toyota Motor Credit	6,000,000.00	6,120,240.00	6,153,619.20	876	08/25/2023
069-251016-1	Toyota Motor Credit	3,000,000.00	2,956,546.67	2,972,938.59	1,659	10/16/2025
072-221209-1	Union Bank of CA	3,100,000.00	3,182,925.00	3,185,278.68	617	12/09/2022
089-220909-1	Wells Fargo Bank	4,000,000.00	4,030,480.00	4,040,735.24	526	09/09/2022
400-231207-1	Bank of New York Mellon Corp	6,000,000.00	5,987,520.00	6,002,683.33	980	12/07/2023
401-250820-1	Apple Inc	5,000,000.00	4,914,429.17	4,931,869.24	1,602	08/20/2025
410-231113-1	Bristol Myers Squibb (BMY)	4,000,000.00	4,001,613.00	4,008,938.44	956	11/13/2023
420-220819-1	Honeywell International	5,000,000.00	5,004,600.00	5,007,143.11	505	06/19/2022
424-231222-1	JPMorgan Chase Corp	6,000,000.00	5,905,260.00	6,000,000.00	995	12/22/2023
424-240318-1	JPMorgan Chase Corp	5,000,000.00	4,975,900.00	5,000,000.00	1,082	03/18/2024
424-240318-2	JPMorgan Chase Corp	6,000,000.00	5,971,080.00	6,000,000.00	1,082	03/18/2024
430-230406-1	John Deere Capital Corp	2,140,000.00	2,176,401.40	2,180,744.96	735	04/06/2023
430-240117-1	John Deere Capital Corp	5,000,000.00	4,997,937.50	5,000,437.50	1,021	01/17/2024
442-250624-1	New York Life	1,000,000.00	993,916.94	999,480.91	1,545	06/24/2025
442-250624-2	New York Life	4,000,000.00	3,975,773.00	3,998,020.95	1,545	06/24/2025



**EL DORADO COUNTY TREASURY  
COUNTY INVESTMENT POOL - INVESTMENTS**

March 31, 2021

<u>Investment #</u>	<u>Issuer</u>	<u>Par Value</u>	<u>Market Value</u>	<u>Book Value</u>	<u>Days to Maturity</u>	<u>Maturity Date</u>
<b>Money Market Account</b>						
019-000000-1	River City Bank	4,500,000.00	4,500,000.00	4,500,000.00	1	
021-000000-1	Citizens Business Bank	106,700.00	106,700.00	106,700.00	1	
025-000000-1	East West Bank	2,700,000.00	2,700,000.00	2,700,000.00	1	
027-000000-1	Farmers & Merchants Bk LB	20,000.00	20,000.00	20,000.00	1	
028-000000-1	First Bank	1,573,166.84	1,573,166.84	1,573,166.84	1	
079-000000-1	Umpqua Bank	20,000.00	20,000.00	20,000.00	1	
244-000000-1	Five Star Bank	2,350,000.00	2,350,000.00	2,350,000.00	1	
<b>Total Investments and Average</b>		<b>625,925,616.84</b>	<b>625,378,271.25</b>	<b>626,810,392.08</b>	<b>700</b>	

**Item: 22**  
**Date: May 11, 2021**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Report of Surplus Property**

**BACKGROUND:**

Board policy allows staff to identify District property which is unusable, obsolete, or no longer needed by the District to be declared surplus so disposal and/or public sale can proceed

**STATUS:**

The enclosed Report of Surplus District Equipment lists equipment that is unusable, unsafe or too costly to repair. The estimated value of most of the equipment is of insufficient value to defray the costs of arranging a sale. The property may be donated to a charitable organization or disposed of in the local public materials recovery facility.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

The district will keep furniture and equipment in good working order.

**RECOMMENDATION:**

The Board of Trustees approve the attached declaration of surplus property.

**Rescue Union School District**  
**Report of Surplus Equipment**

Date: 5.4.21

School / Department Data

District Use Only

<b>Name of School / Department: Please</b>	<b>Type of Disposition:</b>
<b>Name / Title of Person to Contact for Further Information:</b> Wes Younger/Vera Morris	<b>Board Approval Date:</b>
<b>Building / Room Number Which Equipment Was Assigned:</b> Stage Cafeteria	<b>Disposition Contact:</b>

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY	
							Asset Number	Disposition Code
	so so	Red Plastic chairs with wheels/ some do not stay up	12					
	so so	19 Green cushioned chairs/ stained	19					

  
Principal / Supervisor Signature

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.

\* If there is no inventory number on the equipment, please record the serial number or model number in its place.