

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Administrative 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>
Dustin Haley	Resignation	1.0	Principal	Rescue	6/30/21
Dustin Haley	Promotion	1.0	Director of Curriculum & Instruction	District Office	7/1/21

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 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:   Certificated Personnel**

**BACKGROUND:**

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

**STATUS:**

The following certificated personnel changes are listed on the agenda.

<b>Name</b>	<b>Personnel Action</b>	<b>Position FTE</b>	<b>Position</b>	<b>School or Dept.</b>	<b>Effective Date</b>
Stephanie Polnasek	100% LOA	1.0	Teacher	Lakeview	7/1/2021
Bret Blubaugh	Resignation	1.0	Teacher	Marina Village	5/28/2021
Clara Hawkins	Resignation	1.0	Counselor	Pleasant Grove	5/28/2021

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2020-21 and the 2021-22 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 Management**

**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>
Martin, Sean	Resignation	1.0	Assistant Superintendent	Business Services	06/30/21

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 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:**      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>
Buscaglia, Charlene	Employment	.38	Food Service Worker	Food Service	8/10/21
Alvarado, Oscar	Resignation	1.0	Utility Technician	Maintenance	5/21/21
Calero, Christina	Resignation	.47	Food Service Worker	Food Service	5/28/21
Chamberlain, Keri	Resignation	.38	Food Service Worker	Food Service	5/28/21
Lyman, Hillary	Resignation	.25	Instructional Assistant EL – Short Term	Green Valley	4/30/21

**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.

**ITEM #: 13**  
**DATE: May 25, 2021**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**    **Adoption of Resolution #21-05**  
**To Review and Establish Fund Balance Policies**

**BACKGROUND:**

The Governmental Accounting Standards Board (GASB) issued Standard 54 which changed the requirements for how fund balances are displayed. The Board adopted a policy implementing this standard in June of 2011 which required an annual review and revised these policies in May of 2013.

**STATUS:**

This resolution fulfills the GASB requirement to review and establish the fund balance policies for the District on an annual basis.

**FISCAL IMPACT:**

The fund balance policies will be incorporated in the 2021-2022 Fiscal Year 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 Resolution #21-05 reviewing and establishing fund balance policies.

**Rescue Union School District  
RESOLUTION NO. 21-05**

**TO REVIEW AND ESTABLISH FUND BALANCE POLICIES**

**WHEREAS**, at a regular meeting of the Rescue Union School District Board of Trustees held on June 28, 2011, the Board adopted Resolution 11-13 establishing a minimum fund balance and

**WHEREAS**, the Governmental Accounting Standards Board (GASB) Standard 54 requires the policy to be revisited each year and

**WHEREAS**, Resolution 13-09 revised the policy on May 14, 2013 and

**WHEREAS**, the Rescue Union School District wishes to continue to employ the minimum fund balance policy established by Resolution 13-09

**NOW THEREFORE BE IT RESOLVED** that the Board of Trustees hereby adopts the following policy:

***FUND BALANCE POLICY***

Fund balance measures the net financial resources available to finance expenditures of future periods. The District's Unassigned General Fund Balance will be maintained to provide the District with sufficient working capital and a margin of safety to address local and regional emergencies without borrowing. The Unassigned General Fund Balance may only be appropriated by resolution of the Board of Trustees.

Fund Balance of the District may be committed for a specific source by formal action of the Board of Trustees. Amendments or modification to the committed fund balance must also be approved by formal action of the Board of Trustees. Committed fund balance does not lapse at year-end. The formal action required to commit fund balance shall be by board resolution or majority vote.

The Board of Trustees delegates authority to assign fund balance for a specific purpose to the Superintendent or designee of the District.

For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first and then unrestricted. Expenditures incurred in the unrestricted fund balances shall be reduced first from the committed fund balance, then from the assigned fund balance and lastly, the unassigned fund balance.

The Board of Trustees recognizes that good fiscal management comprises the foundational support of the entire District. To make that support as effective as possible, the Board intends to maintain a minimum fund balance of 10% of the District's general fund annual operating expenditures. If a fund balance drops below 10%, it shall be recovered at a rate of 1% minimally, each year.

This policy should be revisited each year for review.

The above Resolution is adopted this 25<sup>th</sup> day of May 2021.

Ayes: \_\_\_\_\_ Nays: \_\_\_\_\_ Abstain: \_\_\_\_\_

\_\_\_\_\_  
Board President

\_\_\_\_\_  
Board Clerk

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** Certificated Management Job Descriptions

**BACKGROUND:**

The Board approves all job descriptions. Administration is recommending the revision of the attached job descriptions for legal compliance and to make consistent.

**STATUS:**

The Board will consider approval of the attached job descriptions:

- Director of Curriculum and Instruction
- Director – Special Education and Student Support Services
- Director of Special Programs

**FISCAL IMPACT:**

No impact.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMENDATION:**

The Board consider approval of the updated job descriptions for certificated management.

# RESCUE UNION SCHOOL DISTRICT

**JOB TITLE:** Director of Curriculum and Instruction

**CLASSIFICATION:** Certificated Management

**JOB SUMMARY:** Under the direction and supervision of the Superintendent, the Director of Curriculum and Instruction directs the district's instructional programs at the TK-8 level and provides leadership in the ongoing development and improvement of curriculum in the district; assists in the planning, organization, support and evaluation of the curricular and assessment programs of the district, works collaboratively with other administrators to develop processes and products that successfully support and advance education programs. Additionally, the Director of Curriculum and Instruction provides administrative oversight over the human resources department.

**EXAMPLES OF DUTIES:**

## **CURRICULUM AND INSTRUCTION**

- Organize and provide effective Professional Staff Development activities for all staff which incorporates the District's mission and Board goals
- Provide subject matter and cross-curricular classroom support
- Facilitate the implementation of innovative instructional initiatives and teacher collaboration
- Plan, develop, implement, align and evaluate instructional programs, including strategic plan goals, learning objectives, instructional strategies, intervention services, assessment techniques and the integration of technology in teaching and learning
- Coordinate the administration of the District's assessment system, including CAASPP and local benchmarks.
- Administer the curriculum and instruction budget and ensure that programs are cost effective and funds are managed prudently
- Monitor current, professional research and disseminate ideas and information to staff
- Provide parent education on topics related to teaching and learning
- Attend board meetings, prepare periodic presentations and complete State and Federal compliance reports
- Coordinate the process of textbook and instructional material selection and adoption for TK-8 instructional programs and oversee distribution in accordance to the William's Act
- Serve as liaison between the County Office of Education and other agencies on matters pertaining to TK-8 education
- Collect, manage and utilize data in support of District goals
- Observe and monitor the instructional program by regular visits to the schools and by conferring with principals and teachers
- Accomplish other duties as assigned

## **HUMAN RESOURCES**

- Develop, implement and revise District HR procedures to maintain smooth and efficient delivery of services in compliance with laws, policies and regulations.



- Work closely with department heads, program managers, and principals in projecting enrollments, determining staffing ratios and allocations, coordinating activities, resolving issues, and exchanging information.
- Develop and prepare annual budget for the Human Resources Department; analyzes and reviews budgetary and financial data; monitors and authorizes expenditures in accordance with established guidelines.
- Supervise and evaluate the performance of assigned staff.
- Conduct and attend meetings, resolve ad-hoc problems, provide directives and guidance for staff, District personnel, and the public.
- Direct preparation and maintenance of a variety of narrative and statistical reports, records and files.
- Interpret policies and procedures and union contracts; mediate disputes as necessary.
- Develop and revise job descriptions in accordance with current laws, Education Code and District procedures.

### **EMPLOYMENT STANDARDS:**

Proactive and collaborative team member; strong inter-personal skills; problem solver, uses data to support decision-making; demonstrates strong instructional leadership and management skills; understands, communicates, and facilitates current best practices in curriculum, instruction, assessment, and intervention; exhibits sound judgment in developing and monitoring department budgets; understands and values the diverse backgrounds of all students and learning styles; values diversity of teaching styles and promotes collaboration among staff; effective planning, organization, and delegation; works collaboratively, with teaching teams, in the development and implementation of effective instructional programs; ability to facilitate communication and agreement between key stakeholders; possesses strong written and verbal communication skills, including the ability to present publicly; experience using technology in the classroom to support all levels of learning

**Training and Experience:** **Required:** Bachelor’s Degree or equivalent; CTC Administrative Services Credential (certificated salary placement); Five or more years of successful experience in teaching at the elementary or secondary level; Elementary and/or secondary principal experience or equivalent leadership experience.

**Preferred:** Master’s Degree; Three to five years in Curriculum Development or a related area; Experience in management and development of curricular and instructional programs at the elementary and secondary level; Experience in providing and planning professional development.

**Skills, Knowledge and/or Abilities:** Knowledge of State and Federal laws, regulations and codes related to school district employment; Skills to manage personnel programs, communicate effectively, and problem solve; Knowledge of personnel, education code, and district policies; Ability to provide direction to others and make independent judgments; Ability to meet deadlines, maintain accurate records, and maintain cooperative working relationships; Knowledge of principles and practices of supervision and training; Ability to analyze and interpret financial and operational data to recommend more effective and efficient practices; Ability to develop and implement policies and procedures.

**Physical Effort/Working Environment:** Position requires normal physical strength and endurance for standing, sitting, bending, or walking. Work assignments are normally located in a work environment with light physical work and require light physical effort. Lifting 25 lbs. maximum or carrying any object weighing over 15 lbs.

**Licenses and Certificates:** A valid Class C California’s driver’s license, TB test clearance, California Department of Justice fingerprint clearance

DUTY DAYS: 225

BOARD ADOPTED: \_\_\_\_\_

## RESCUE UNION SCHOOL DISTRICT

**JOB TITLE:**            **DIRECTOR – SPECIAL EDUCATION/STUDENT SUPPORT SERVICES**

**SUPERVISOR:**        **Superintendent**

**BASIC FUNCTION:** The Director – Special Education and Student Support Services will be responsible for districtwide special programs such as, but not limited to, Special Education, health services, Occupational Therapy, and Behavioral Supports.

**REPRESENTATIVE DUTIES: (Required Functions)**

- Coordinates the Special Education programs for the district.
- Assures Special Education program compliance with state and federal laws.
- Coordinates the placement of students in County special day classes and non-public school programs.
- Acts as a case manager for students in nonpublic school placements.
- Monitors students in County special day classes, attends IEP meetings, and approves additional supports as needed.
- Provides assistance to the Superintendent to develop policies and program recommendations relative to Special Education students.
- Provides direction to the staff regarding the identification, placement, and evaluation of Special Education students.
- Meets with Special Education and health services staff on a regular basis.
- Participates in the development and implementation of District approved curricular programs as they relate to the needs of Special education students.
- Represents the district at county and State meetings regarding Special Education and health services.
- Represents the district on the SELPA Steering committee.
- Plans and implements Special Education in-service.
- Monitors and approves all budget expenditures for Special Education and health services.
- Supervises psychologists, nurses, occupational therapists, behaviorists, and the Student Services Secretary.
- Coordinates staff training for Special Education and health services.
- Is a member of the district's Leadership Team.
- Carries out a program of community relations informing the public about Special Education and student support services.
- Performs other duties as assigned.

**EDUCATION AND EXPERIENCE:**

Valid clear California administrative Credential. Minimum of five years experience teaching in regular education, Special Education or psychological services. Administrative experience required. Master's degree desirable.

**KNOWLEDGE AND ABILITIES:**

**KNOWLEDGE OF:**

- Skills to appropriately manage programs, effective interpersonal and communication techniques
- Curriculum, public law, education codes, and district policies related to Special Education and health services

**ABILITY TO:**

- Provide direction to others and make independent judgments.
- Keep and maintain accurate records.
- Meet deadlines.
- Communicate with individuals of varied cultural and educational backgrounds. Communicate effectively in oral and written form.

**WORKING CONDITIONS:**

**ENVIRONMENT:** Indoor work environment

**PHYSICAL ABILITIES:** Light physical effort; occasional standing or walking, prolonged sitting; periodic handling of lightweight parcels or supplies.

**REQUIREMENTS:** A valid Class C California's driver's license, TB test clearance, California Department of Justice fingerprint clearance.

## RESCUE UNION SCHOOL DISTRICT

**POSITION TITLE:** Director of Special Programs

**CLASSIFICATION:** Certificated Management

**SUPERVISOR:** Superintendent

**BASIC FUNCTION:**

Under general supervision of the Superintendent, plan, organize, implement, and direct a variety of programs, projects, and activities related to English Learners (EL), and all Unduplicated pupils; provide oversight to the Consortium programs such as McKinney Vento, Foster Youth, and CTIEG, as well as the Title I, II, III, and IV programs; provide effective leadership, technical assistance, training, and compliance monitoring to maximize student achievement, and create a more equitable education system for all students.

**REPRESENTATIVE DUTIES:**

**ESSENTIAL DUTIES:** (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this position, but is intended to accurately reflect the principle job elements.)

- Provide collaborative consultation and professional development to staff in order to support the growth and development of all staff and students.
- Provide collaborative consultation and professional development to staff in order to support the integration and inclusion of students who are English Learners including information regarding the English Language Proficiency Assessments for California (ELPAC) levels of students and how to support students at the various levels.
- Responsible for maintaining the Title I, II, III, IV budgets for the District.
- Provide oversight for consortium programs such as McKinney Vento and CTIEG.
- Provide teachers with coaching in the areas of English Language arts that support increased capacities to assess and instruct Unduplicated pupils.
- Model exemplary practices pertaining to Unduplicated pupils, assessments, and strategies to improve instruction and increase student learning.
- In coordination with the Curriculum and Instruction department, may provide school staffs with workshops or professional development relating to Unduplicated Pupils education and bilingual/bicultural education.
- Keep abreast of the innovative instructional practices that advance academic achievement and language acquisition related to English learners and other Unduplicated pupils.
- Seek and maintain a thorough understanding of the needs of the multilingual community members.
- Assist teachers, administrators, and parents in identification and services for English learners, including coordinating the ELPAC administration process, and maintaining ELPAC information and EL status in the district data system.
- Assist school personnel with the appropriate placement of students in accordance with state and federal laws.
- Assist in the articulation of the English learner programs among elementary and middle schools.
- Assist in the articulation of the English learner programs with the high school district.

- Design and provide intensive direct support, strategies, and intervention for teachers of English learners and other Unduplicated students.
- Organize and work with all required community and parent advisory groups, the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).
- Maintain knowledge of state and federal legislation and regulations affecting students who are Unduplicated pupils.
- Supervise the administration of the primary language test to assess and collect data on students whose dominant language is other than Spanish.
- Collect, monitor and report on a variety of narrative and statistical reports on the academic progress and English language acquisition of English learners.
- Coordinate with the Media and Technology Clerk, and /or other District personnel to ensure English learner data is correct.
- Provide consultation to Student Study Teams (SSY) and Individual Education Plan (IEP) teams regarding Unduplicated pupils.
- Compile data and provide written and oral reports on the effectiveness of school site interventions for Unduplicated pupils.
- Coordinate before and/or after school tutoring, intervention activities and summer learning programs for Unduplicated pupils.
- Send required notifications to parents for Title III compliance.
- Consult with the Superintendent and Support Services Director and assist in revising the Master Plan for English learners.
- Consult with county office of education personnel in regard to McKinney Vento requirements and needs.

**OTHER DUTIES:**

- Coordinate Multicultural Events
- Coordinate Reclassification Ceremony
- Attend El Dorado County English Learner Network meetings.
- Attend El Dorado County McKinney Vento meetings
- Attend El Dorado County CTIEG meetings

**SKILLS, KNOWLEDGE AND ABILITIES:**

**SKILLS:** Ability to provide instructional coaching one-on-one and in small groups with teachers, provide guidance, training, and other resources as needed. Experience in planning, reflecting, and problem solving conversations as an instructional coach. Create positive relationships with teachers and administrators. Communicate and demonstrate research-based instructional practices that result in increased student performance. Communicate effectively with all members of the school district and community. React to change productively and handle other tasks as needed.

**KNOWLEDGE:** Understands, plans and executes culturally proficient instruction. Familiar with the instructional coaching model. Current research and theory of second language acquisition, effective English language development methods, and bilingual methodology. Purpose, rules, and regulations of state and federal categorical programs. Applicable laws, codes, regulations, policies, and procedures. Interpersonal skills using tact, patience, and courtesy. Evaluation approaches, strategies, and techniques. Operation of a computer and related software.

**ABILITY:** Bring evidence-based practices into classrooms by working with teachers and other school leaders. Plan, organize, implement and direct a variety of programs, projects, and activities related to Unduplicated pupils. Establish and maintain effective working relationships with staff, parents, and the public. Effective oral and written communication. Work independently with little direction to meet schedules and time lines. Plan and organize work to meet schedules and timelines. Prepare comprehensive narrative and statistical reports. Communicate with persons of varied instructional knowledge and backgrounds; working as part of a team; being attentive to detail and setting priorities.

**EDUCATION AND EXPERIENCE:** Master's Degree preferred; a minimum of five years of experience providing successful instruction to English learners and other Unduplicated pupils; and minimum of three years of increasingly responsible administrative or supervisory experience.

**CERTIFICATES, LICENSES AND OTHER REQUIREMENTS:**

- Valid California Teaching Credential with English Language Authorization
- California Administrative Services Credential
- Valid Class C California Driver's License; Provide personal automobile and proof of insurance
- Tuberculosis (TB) Test clearance
- Criminal Justice Fingerprint/Background Clearance

**WORKING CONDITIONS:**

**ENVIRONMENT:** Office and school environment; driving a vehicle to conduct work.

**SAMPLE PHYSICAL DEMANDS:** Dexterity of hands and fingers to operate a computer keyboard; hearing and speaking to exchange information and make presentations; seeing to view a computer monitor and read a variety of materials; sitting or standing for extended periods of time; lifting, carry, pushing, or pulling light objects as assigned by the position; bending at the waist, kneeling or crouching; reaching overhead, above the shoulders and horizontally.

BOARD ADOPTED:

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** Classified Management Job Descriptions

**BACKGROUND:**

The Board approves all job descriptions. Administration is recommending the revision of the attached job descriptions for legal compliance and to make consistent.

**STATUS:**

The Board will consider approval of the attached job descriptions:

- Assistant Superintendent of Business Services
- Director of Facilities

**FISCAL IMPACT:**

No impact.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMENDATION:**

The Board consider approval of the updated job descriptions for classified management.

# RESCUE UNION SCHOOL DISTRICT

**JOB TITLE:** Assistant Superintendent Business Services

**SUPERVISOR:** Superintendent

**DRAFT**

## **BASIC FUNCTION:**

Under the general direction of the Superintendent, has overall responsibility for planning, organizing, implementing and controlling the total business and operational services of the District. This includes all aspects of financial operations, payroll, accounts payable, accounts receivable, contract administration, purchasing/warehousing/distribution, food services, transportation, technology, classified human resources, risk management, and facility financial management. He/she also is responsible for assignments in other areas as determined by the Superintendent. This is a senior management position.

## **REPRESENTATIVE DUTIES: (Required Functions)**

- Keeps the Superintendent informed on all aspects of Business Services. Serves as a cabinet-level administrator.
- Prepares the annual operating budget in support of District goals and objectives as established by the Superintendent and Board. Assists the Superintendent in the presentation and interpretation of the budget to the Board of Trustees.
- Prepares and assists the Superintendent in presenting information to the public on the financial operation of the District as a means of assuring continued community understanding and support of public education.
- Determines all sources of income available to the District.
- Provides continuous budget control (i.e., studies revenues in relation to amounts anticipated and observes expenditures in comparison with appropriations), and periodically revises budgets based on more accurate income/expenditure projections. This includes preparing detailed monthly reports of actual expenditures, encumbrances and unencumbered balances for use by the Board of Trustees and administrative staff.
- Administers the various District insurance programs.
- Informs the Superintendent and the Board of Trustees on legal matters and legislation pertaining to school business management. Drafts or reviews contracts prior to review by the counsel and ensures the District's interest in all contracts.
- In the absence of the Superintendent, assumes responsibility for the administration of the District in accordance with the Education Code and policies adopted by the Board of Trustees.
- Supervises payroll services.
- Supports human resources department including benefits, position control, and staffing.



## Page 2 – Assistant Superintendent of Business Services

- Supervises financial accounting and acts as agent of the Board of Trustees in approving program expenditures by bill warrants, payroll warrants, and transfers subject to executive confirmation by the Board of Trustees.
- Supervises all purchasing operations, including receiving, storing and distributing supplies and materials; prepares specifications for bidding and comparative pricing of supplies, equipment and services to determine which will provide the most efficient service to the District.
- Supports the Superintendent regarding State School Building Programs of new school construction and alterations and additions to existent buildings. This includes responsibility for the District's contact with the Office of Local Assistance and State Allocation Board, and acts as the District's Authorized Agent and CEQA Officer.
- Provides a sound school bond financing program that meets the requirements of all State School Building Programs and provides the lowest possible cost to the District.
- Oversees the developer fee program, including appropriate expenditure of funds and compliance with regulatory codes.
- Seeks alternative funding sources for District facilities, develops joint use agreements.
- Provides budgetary support to the district's transportation program.
- Supervises the Transportation Department to assure comfortable and safe student transportation to and from school. Provides budgetary support to the district's transportation program.
- Supervises the Food Services Department to assure an effective and efficient food services program is provided to students. This includes monitoring applications for subsidized meals, claims for reimbursement, contracts for pre-plated meals and assures coordination of all aspects of the program.
- Oversees and supervises the Technology Department and assists with the integration of technology in RUSD.
- Researches, develops and recommends District goals, objectives and priorities and develops necessary staffing plan recommendations, training and related services to implement established goals, objectives and priorities for all business service programs.
- Serves on district's negotiation teams. Provides financial information concerning negotiations.
- Attends or chairs a variety of meetings; represents the District in collaborative/ partnerships/ taskforces with the City, County, human service agencies, institutions of higher education, business/industry, and judicial and law enforcement agencies as assigned by the Superintendent.
- Communicates and collaborates with other administrators, District personnel and contractors to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Other duties as assigned by superintendent.

**Page 3 – Assistant Superintendent of Business Services**

**EMPLOYMENT STANDARDS:**

Training and Experience: Bachelor’s Degree from an accredited institution with a major in business or education is required. This requirement may be waived if the individual has demonstrated successful previous experience in the area of school finance and administration.

Knowledge: All areas of California school business and accounting practices and procedures. Knowledge of operating procedures of Food Service and Transportation Departments. Current training in collaboration team work and conflict resolution.

Abilities: Ability to organize and prioritize work, adjust to changing circumstances, act decisively and accept responsibility for decisions; work well with people at all levels, actively listen and possess good verbal and written communication skills. Ability to manage multiple projects simultaneously.

Physical Effort/Working Environment: Light physical effort; occasional standing or walking, prolonged sitting; periodic handling of lightweight parcels or supplies. Indoor work environment.

Licenses and Certificates: A valid Class C California’s driver’s license, TB test clearance, California Department of Justice fingerprint clearance.

BOARD ADOPTED: \_\_\_\_\_

# RESCUE UNION SCHOOL DISTRICT

**JOB TITLE:** Director of Facilities

**SUPERVISOR:** Assistant Superintendent

## **BASIC FUNCTION:**

Plans, organizes and directs the maintenance and upkeep of buildings and equipment; control and direct District maintenance, grounds keeping and custodial operations; directs the acquisition of school sites, and the planning of new facilities and modernization of existing facilities. Responsibilities will include the scheduling of projects to minimize educational program interruption, general administration of projects in progress and coordination of architects, engineers and contractors to ensure facility improvements are completed in a timely and most cost-effective manner. Prepares time, labor, material and cost records. On-call for emergencies and performs related work as required. This is a senior management position.

## **REPRESENTATIVE DUTIES: (Required Functions)**

- Keeps the Superintendent informed of status of all District projects.
- Prepares written reports, letters, documents, spreadsheets relative to the planning and recommendations for facilities acquisition.
- Works directly with and coordinates the work of architects, engineers, contractors, vendors and suppliers.
- Prepares project budgets.
- Plans, organizes, controls and directs District maintenance, grounds keeping and custodial operations, activities and related services; develop and implement programs for preventive maintenance.
- Oversight of bond program and required reporting for state and federal facility programs.
- Plans, organizes and directs the District's maintenance and landscaping programs.
- Reviews real estate contracts for compliance with government specification and suitability for occupancy.
- Analyzes repair or improvement requests. Schedules work, plans and evaluates tasks to be done and estimates time, cost, tools, materials, manpower and equipment necessary. Maintains database of completed service requests and assigns budget account numbers.
- Develops and maintains files for facility development, state funding applications, facility capacities, attendance boundaries, etc.
- Responds to requests for information pertaining to development impact and CEQA requirements from city and county personnel and developers.
- Develops and maintains budgets for Maintenance and Operations Departments.
- Directs and evaluates personnel as assigned.

## Page 2 – Director of Facilities

- Provides frequent oral and written reports for the Board of Trustees on all facility issues.
- Assures compliance with fire, health and safety codes. Chairs District Safety Committee. Manages the Injury & Illness Prevention (IIP) Program, Asbestos Hazard Emergency Response Act (AHERA), integrated pest management (IPM), Naturally Occurring Asbestos (NOA), Workers' Injury and Illness Prevention Program, and any other safety compliance programs.
- Maintains security of all buildings. Responds to emergencies.

### **EMPLOYMENT STANDARDS:**

Training and Experience: Bachelor's Degree from an accredited institution with a major in engineering, facilities management, business administration or related field. This requirement may be waived if the individual has demonstrated successful previous experience in the area of school facilities management. Two years of supervisory experience is required.

Knowledge: Knowledge of and experience in the construction of school facilities; legal provisions including environmental impact reports and mitigation; school district facility needs, school facility planning and demographic analysis techniques; work scheduling and material expediting practices; basic principles of supervision and training; tools, methods, materials and equipment used in building and mechanical maintenance work; building codes, laws and standard practices commonly used in repair and maintenance of large buildings; legal requirements for public works contracts; knowledge and understanding of structural, mechanical and electrical systems; techniques of filing and recordkeeping; business and shop mathematics; English usage, spelling, grammar and punctuation.

Abilities: Ability to administer capital facility funds and work closely with business services staff on budgeting and accounting; organize and prioritize work, adjust to changing circumstances, act decisively and accept responsibility for decisions; work well with people at all levels, actively listen and possess good verbal and written communication skills; manage multiple projects simultaneously; use computer management software; maintain documents, progress reports, schedules, drawings, contracts, time and material cost accounts and other records; review contract documents and drawings, prepare schedules, monitor progress and track costs related to building improvements; coordinate the work of contractors and other consultants; negotiate with developers, property owners, governmental agencies, etc.; meet schedules and timelines.

### **EDUCATION AND EXPERIENCE REQUIRED:**

Any combination of formal and informal training, education and experience that demonstrates an ability to perform the duties of this position. A typical qualifying entrance background is at least five years of increasingly responsible experience in a school district in the construction, maintenance, operations and repair of educational facilities. Work history of direct supervision of staff related to maintenance, construction, custodial, and operations preferred.

### **WORKING CONDITIONS:**

Environment:

Office environment.

Outdoor environment and conditions.

Exposure to noises.

Driving a vehicle to conduct work.

Physical Requirements:

Extensive standing or walking; occasional lifting, carrying and/or pushing of 75 pounds. Mobility to stand, stoop, reach and bend. Requires mobility of arms to reach and dexterity of hands to grasp and manipulate small objects. Vision (which may be corrected) to read small print.

LICENSES AND CERTIFICATES:

- A valid Class C California's driver's license.
- TB test clearance.
- California Department of Justice fingerprint clearance.
- First Aid and CPR certification.

BOARD ADOPTED: \_\_\_\_\_

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** Classified Job Descriptions

**BACKGROUND:**

The Board approves all job descriptions. Administration is recommending the revision of the attached job descriptions for legal compliance and to make consistent.

**STATUS:**

The Board will consider approval of the attached job descriptions:

- Community/School Liaison
- Grant Lead for El Dorado Sheriff Department/Pleasant Grove Grant
- Lead Mechanic

**FISCAL IMPACT:**

No impact.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMENDATION:**

The Board consider approval of the updated job descriptions for classified employees.

## RESCUE UNION SCHOOL DISTRICT

**JOB TITLE:** Community/School Liaison

**SUPERVISOR:** Director of Special Programs

**BASIC FUNCTION:** Under the direction of the Director of Special Programs, promote an understanding between the community and school by working cooperatively and effectively with parents, staff, students, and community members; maintain current knowledge of educational goals, instructional programs, and special needs of parents, students, and community.

### REPRESENTATIVE DUTIES/REQUIRED FUNCTIONS:

- Promote an understanding between the community and school by working cooperatively and effectively with parents, staff, students, and community members; inform parents of their children's educational goals and instructional programs available at the District; advise parents of opportunities to accommodate special needs and assist parents, schools, and students in meeting special needs.
- Make home contacts to acquire information and discuss school-related problems such as absenteeism, illnesses, behavior problems, and other matters; share strategies with parents for helping their children with homework; provide information concerning district programs including special education programs, Individual Education Plans, and policies and procedures related to special education; refer parents to community resources as needed.
- Identify and encourage parents to volunteer to participate in various school and District activities; encourage parents to attend parenting classes; share district produced information about parenting strategies with the parents; encourage parents to evaluate special programs prior to implementation.
- Hours can be flexible due to nature of duties and time frames of events.
- Assists director with McKinney Vento duties.
- Operate a computer and other office equipment as assigned.
- Maintain current knowledge of educational goals, instructional programs and special needs of parents, students, and community.
- Attend staff and community meetings weekly or bi-monthly with new ELD teachers
- Perform related duties as assigned such as the annual RFEP project, the ELPAC scheduling for aides, and other such duties.
- Translate orally and in writing in a designated second language if required by the position.

### KNOWLEDGE AND ABILITIES:

#### KNOWLEDGE OF:

- Local community served by the District.
- Community resources available for students and families.
- Programs offered within the District for students with special needs.
- Policies, procedures and practices of the District related to student issues.
- Operation of a computer and assigned software.
- Record-keeping techniques.
- Oral and written communication skills.
- Communication skills in English and a designated second language.
- Interpersonal skills including tact, patience, and courtesy.

**ABILITY TO:**

- Promote an understanding between the community and school by working cooperatively and effectively with parents, staff, students, and community members.
- Maintain current knowledge of educational goals, instructional programs, and special needs of parents, students, and community.
- Communicate effectively orally and in writing in English and a designated second language.
- Plan and organize work.
- Meet schedules and time lines.
- Interpret, apply, and explain rules, policies, laws, and procedures related to assigned activities.
- Prepare and maintain records and reports.
- Operate a computer and other office equipment.

**WORKING CONDITIONS:**

**ENVIRONMENT:**

- Office environment.
- Home environment.
- Evening meetings may be required.

**PHYSICAL REQUIREMENTS:**

- Hearing and speaking to exchange information in person and on the telephone.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to retrieve and file materials.
- Dexterity of hands and fingers to operate a computer keyboard.

**LICENSES AND CERTIFICATES:**

- Any combination equivalent to: graduation from high school and one year of related experience.



- Valid California Driver's License

BOARD ADOPTED:

## RESCUE UNION SCHOOL DISTRICT

**JOB TITLE:** Grant Lead for El Dorado Sheriff Department/Pleasant Grove Grant

**GRANT TIMELINE:** August 2021 through September 2023

**SUPERVISOR:** Principal

**BASIC FUNCTION:** Under the direction of the Pleasant Grove principal, promote a positive atmosphere for students on campus, along with helping students make healthy choices for themselves. Responsible for developing organizing, and implementing lunchtime intramural sports, activities, and events. Includes such responsibilities as creating, developing, leading, directing, refereeing, and supervising group meetings and activities. The focus will be to provide cultural, social, athletic, and recreational activities that facilitate personal growth and strengthen the bond between students and school.

### ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Support students during lunch periods by developing and directing intramurals
- Plan and conduct events, activities, lessons, and recreational activities for students in the grant both during the school day and after school hours
- Work with the Coordinator to design lessons in the areas of nutrition, anti-marijuana education, healthy lifestyle choices, and other areas of need
- Maintain the assessment portion of the grant, such as filling out the entry and exit assessment information on participants
- Develop student leadership skills in participating students by helping them plan and hold events for other students and community members
- Work on average, four days per week, for four hours per day. At times, the work could be after school, weekends, and during the month of June, for a total of 950 hours for the life of the grant
- Make home contacts to acquire information and discuss progress and participation in program
- Encourage students and parents to participate in monthly events put on by the students identified for the grant program
- Operate a computer and other equipment as assigned
- Perform related duties as assigned

### KNOWLEDGE AND ABILITIES:

#### KNOWLEDGE OF:

- The local community served by the District
- Community resources available for students and families
- Policies, procedures and practices of the District related to student issues

- The operation of a computer and assigned software
- Record-keeping techniques
- Effective oral and written communication skills
- Interpersonal skills including tact, patience, and courtesy

**ABILITY TO:**

- Promote an understanding between the community and school by working cooperatively and effectively with EDSO, parents, staff, students and community members
- Plan and organize work
- Meet schedules and time lines
- Motivate students to participate in activities, generate enthusiasm for intramurals, meetings, and participating in the grant program
- Connect with middle school students and generate excitement, mutual respect and positive relationships
- Prepare and maintain records, reports, and assessment requirements for the grant
- Operate a computer and other office equipment

**WORKING CONDITIONS:**

- Office environment
- After school hours meetings and activities may be required
- School campus environment

**PHYSICAL REQUIREMENTS:**

- Hearing and speaking to exchange information in person and on the telephone
- Seeing to read a variety of materials
- Seeing to participate and lead a variety of events, meetings, and activities
- Bending at the waist, kneeling, crouching, and participating in intramural activities and other duties necessary to fulfill the position
- Lifting supplies, boxes, and other things needed for activities and events within the grant
- Dexterity of hands and fingers to operate a computer keyboard

**LICENSES AND CERTIFICATES:**

- Graduation from high school

BOARD ADOPTED:

**DRAFT**

RESCUE UNION SCHOOL DISTRICT

**JOB DESCRIPTION:** Lead Mechanic

**SUPERVISOR:** Director of Transportation

**BASIC FUNCTION:** Under the direction of the Director of Transportation, with ability to lead, the maintenance and repair of school buses, district vehicles and district grounds equipment. Train, instruct and support the work of other mechanics; order and maintain an inventory of all parts; plans and performs journeyman skill level maintenance and repair of district buses and other automotive equipment, including diesel, gasoline and electric engines.

**REPRESENTATIVE DUTIES:**

- Make routine safety checks on all district owned automotive equipment
- Inspect diagnoses and repairs mechanical malfunctions on buses, trucks, autos, tractors, mowers and all other mechanical equipment
- Overhaul and maintain diesel and gasoline engines within limitations of district facilities
- Perform road and operational tests on district vehicles and equipment
- Disassemble, repair and recondition a variety of components such as brake cylinders, fuel pumps, alternators, starters, carburetors and air/hydraulic systems
- Service particulate traps
- Replace, repair and balance tires and wheels
- Make emergency road service calls and assist in accident investigations
- Operate a variety of diagnostic (computerized or digital) equipment to check out electrical and mechanical systems
- Fabricate and weld a variety of items including parts, brackets, etc., using either acetylene or electric arc welding equipment
- Provide regular maintenance services on district white fleet automotive equipment keeping accurate records of same

- Maintain cost records on individual pieces of equipment
- maintain registration, smog and labeling of both on and off road vehicles/equipment
- Maintain shop tools and equipment in a clean and orderly manner
- Per Storm Water requirements, maintain facility and ground
- Research and oversee requisition of supplies, materials and equipment within budget
- Prepare routine written and oral reports
- Perform scheduled repairs and keeps preventive maintenance logs and reports, keeps labor and material records
- Maintain accurate records of bus inspections and repairs performed by district mechanics and outside shops to meet all requirements of CCR Title 13 pertaining to school buses
- Maintain compliance with provisions of the Storm Water pollution Prevention Plan (SWPPP)
- Maintain an appropriate supply of parts and supplies to keep all vehicles and equipment on schedule for inspections and repairs
- Operate a computer terminal utilizing standard office software and specialized repair and maintenance software systems
- Attend a variety of meetings and workshops to maintain current knowledge of current laws, regulations and updates on equipment
- Provide instruction and support to the Mechanic in performing mechanical repairs
- Other related work as assigned

#### **EDUCATION AND EXPERIENCE:**

- Minimum of a high school diploma or G.E.D.
- Experience equivalent to a technical school with specialized training and a Journeyman level of experience
- Background in machine technology and fabrication
- Ten (10) years experience in general automotive mechanical overhaul, repair and service work, including diesel and welding experience and air brake diagnosis

## **KNOWLEDGE OF:**

- In-depth knowledge of internal combustion engines and all parts and components that make up a diesel engine, gas engine, manual and automatic transmissions, differentials, steering and suspension, electrical systems and components
- Proper maintenance and use of PPE (personal protective equipment)
- Electric vehicle motor, battery, charging systems and hazards
- Repair of mechanical equipment and the provisions of the California Vehicle Code applicable to the operations of vehicles relating to the transportation of school children
- Hydraulic and air brake systems
- Purchasing and stocking of parts
- State and Federal requirements for school bus inspections, EPA regulations, Hazardous materials handling regulations, recycling regulations, shop safety Requirements with OSHA
- Proper lifting techniques

## **ABILITY TO:**

- Share mechanical knowledge with others
- Do general welding
- Work within the budget for purchasing and locating needed parts
- Maintain an inventory
- Complete on the spot diagnostic testing to determine vehicle safety
- Maintain a clean and safe work environment
- Accurately tell the difference between a possible safety concern and a non-dangerous concern

## **LICENSES AND REQUIREMENTS:**

- Possess valid medical certificate
- Possession of or ability to attain a valid California Commercial Class B driver's license with Air Brake and Passenger endorsements
- Criminal Justice Fingerprint/Background Clearance

- Pre-Employment Drug and Alcohol Screening
- Tuberculosis (TB) Test Clearance
- Pass SIA Entrance Evaluation test
- Supply own basic set of standard heavy-duty vehicle mechanic tools

**WORKING CONDITIONS:**

ENVIRONMENT: Sometimes required to work in extreme weather conditions

**PHYSICAL DEMANDS:**

- Frequent lifting or moving of heavy parcels, machines or equipment
- Bending at the waist, kneeling or crouching
- Reaching overhead, above the shoulders and horizontally
- Frequent activity requiring full body exertion
- Dexterity of hands and fingers

BOARD ADOPTED: \_\_\_\_\_

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: California School Dashboard Local Indicators**

**BACKGROUND:**

The District began receiving funding under the Local Control Funding Formula (LCFF) for the 2013-2014 school year. The LCFF accountability system requires that LEA's develop a three-year Local Control Accountability Plan (LCAP) and complete annual updates. The performance of schools and districts under the new Local Control Accountability Planning process will be reported out for various state and local indicators on the new California School Dashboard.

**STATUS:**

The State Indicators for the California School Dashboard (ELA/Math Academic Progress, Suspension Rates, Chronic Absenteeism, and EL Progress) have been suspended due to COVID-19 and the ensuing absence of standardized academic, attendance, and behavioral data. However, the District has analyzed progress relative to the locally measured priorities listed below using the self-reflection tools and narrative reporting options developed by the California Department of Education and approved by the State Board of Education. The Board will receive information regarding Rescue Union School District's status for the local indicators.

**Priority 1 - Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities)**

**Priority 2 - Implementation of State Academic Standards**

**Priority 3 - Parent Engagement**

**Priority 6 - School Climate**

**Priority 7 - Access to a Broad Course of Study**

**FISCAL IMPACT:**

N/A

**BOARD GOAL(S):**

Board Focus Goal I - STUDENT NEEDS

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

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

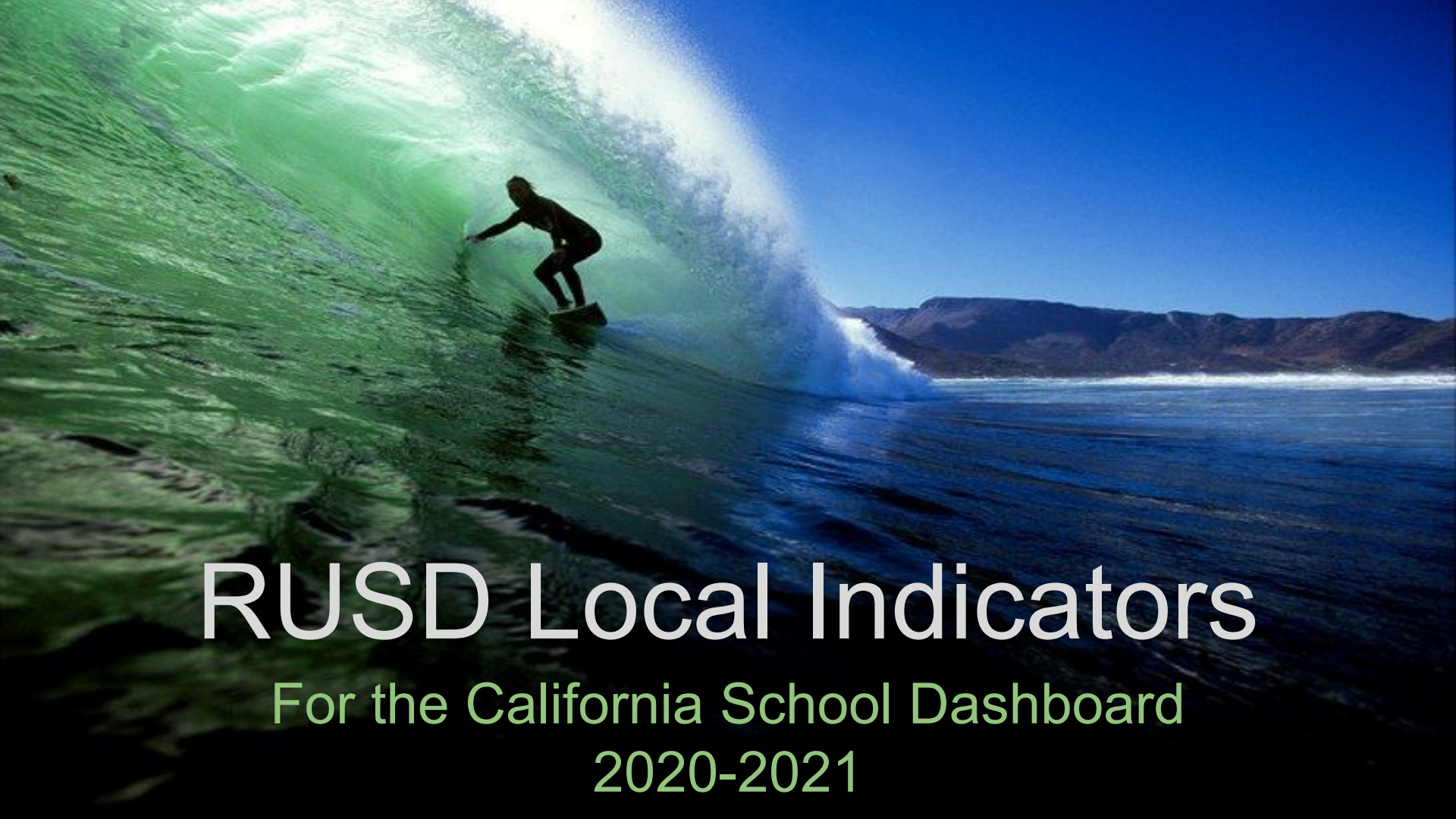
Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

Establish and maintain consistent and effective communication that is transparent and timely in an effort to provide and receive information that will engage and educate our District community.

**RECOMMENDATION:**

District administration recommends approving the local indicator report for the Rescue Union School District as presented.





# RUSD Local Indicators

For the California School Dashboard  
2020-2021

## Local Indicators

Each year, LEAs are required to self-assess and report status, progress, and identified areas for improvement in five areas (priorities):

- Appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1),
- Implementation of state academic standards (Priority 2),
- Parent engagement (Priority 3),
- School climate (Priority 6), and
- Access to a broad course of study (Priority 7).

## Local Indicators

- Districts self assess and self reporting for each of the aforementioned priorities.
- Information from state indicators (Chronic Absenteeism, Academic Progress, Suspension Rates, and EI Progress are not currently available due to COVID-19.

# **Priority 1**

**Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

## **Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

- Metrics for assessment include:
  - Fitness Inspection Tool,
  - Annual Credential Analysis Reports,
  - Vacant Credentialed Position Survey, and
  - Williams Act Sufficiency of Instructional Materials Audits.

## **Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

- All schools have ZERO misassigned teachers of English Learners.
- All schools have ZERO misassigned teachers
- All schools have ZERO vacant teacher positions
- ALL students have access to their own copies of standards-aligned instructional materials for use at home and school

## **Priority 1 - Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities**

- Based on the Facility Inspection Tool (FIT), the number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) is five.
  - **Green Valley - Poor**
  - **Jackson - Fair**
  - **Lake Forest - Fair**
  - **Lakeview - Good**
  - **Rescue - Fair**
  - **Marina Village - Good**
  - **Pleasant Grove Fair**

# **Priority 2**

**Implementation of State Academic Standards**



## Priority 2 - Implementation of State Academic Standards

- Implementation of State Academic Standards are self-assessed using rating scales for:
  - Professional Learning,
  - Availability of Instructional Materials,
  - Policies and Procedures to Support Staff,
  - Other Academic Standards, and
  - Support for Teachers and Administrators.

## Priority 2 - Implementation of State Academic Standards

### Professional Learning

Rating Scale (lowest to highest) 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA					x
ELD			x		
Math					x
NGSS			x		
History/Social Science			x		

## Priority 2 - Implementation of State Academic Standards

### Availability of Instructional Resources

Rating Scale (lowest to highest) 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA					x
ELD					x
Math					x
NGSS		x			
History/Social Science		x			

## Priority 2 - Implementation of State Academic Standards

### Policies and Procedures to Support Staff (i.e. collaborative time, teacher pairing)

Rating Scale (lowest to highest) 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Content Area	1	2	3	4	5
ELA					x
ELD			x		
Math					x
NGSS			x		
History/Social Science			x		

## Priority 2 - Implementation of State Academic Standards

### Other Academic Standards

Rating Scale (lowest to highest) 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Content Area	1	2	3	4	5
Career Tech Education			x		
Health Education					x
Physical Education					x
Visual and Performing Arts					x
World Language					x

## Priority 2 - Implementation of State Academic Standards

### Support for Teachers and Administrators

Rating Scale (lowest to highest) 1 - Exploration and Research Phase; 2 - Beginning Development; 3 - Initial Implementation; 4 - Full Implementation; 5 - Full Implementation and Sustainability

Content Area	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					x
Identifying the professional learning needs of individual teachers					x
Providing support for teachers on the standards they have not yet mastered					x

# **Priority 3**

## **Parent Engagement**

## Priority 3 - Parent Engagement

- Parent Engagement is now assessed in terms of:
  - Building Relationships for School Staff and Families,
  - Building Partnerships for Student Outcomes, and
  - Seeking Input for Decision Making



## Priority 3 - Parent Engagement

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.					5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

## Priority 3 - Parent Engagement

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

<b>Building Partnerships</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.		2			

## Priority 3 - Parent Engagement

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.					5
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					5
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.					5
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

# **Priority 6**

## **School Climate**

## Priority 6 - School Climate

- Metrics for assessment include the California Healthy Kids Survey, LCAP Parent Survey Data, and Student Listening Circle Feedback

## Priority 6 - School Climate

### Narrative

Each year, the Rescue Union School District administers the **California Healthy Kids Survey (CHKS)** to students in grades 5 and 7. The results of the 2020-2021 administration indicate that a majority of students feel connected to school and safe on campus, even in light of the COVID-19 restrictions and adjusted schedules. At the elementary level, 81% responded that they feel connected to their school and 89% reported that they feel safe while on campus all of the time or most of the time. Results from the survey administered at the middle school level show that 67% feel connected to their school and 72% feel safe on campus.

Student Listening Circle data and Parent Survey results were also analyzed. Although many students expressed positive attitudes with regard to school climate, connectedness, and safety, this area remains a focus for the district and actions and services are listed in the LCAP to further improve climate and school culture. To address this, **the Rescue Union School District has prioritized Social Emotional Learning (SEL), adopted Positive Behavioral Interventions and Supports (PBIS) and trained all district staff on Trauma Informed Practices and Restorative Approaches.** Furthermore, **additional counselors have been hired to ensure that every school has at least 3 days per week of counseling services.** These services include targeted group sessions, individual counseling, and classroom lessons. **A behaviorist and behavior support aides have also been hired** to address more significant student needs.

# **Priority 7**

**Access to a Broad Course of Study**

## Priority 7 - Access to a Broad Course of Study

- Access to a Broad Course of Study is verified through:
  - AERIES Enrollment Data,
  - Williams Act Compliance Surveys,
  - Annual C&I Department Audits,
  - CDE Data Quest System, and
  - Stakeholder Surveys



## Priority 7 - Access to a Broad Course of Study

### Narrative

The Rescue Union School District **provides a broad course of study to students**, as measured by AERIES enrollment data, Williams Act compliance data, RUSD C&I Audit, CDE's Data Quest system, and stakeholder surveys. In addition to core academic classes prescribed by education code, our schools **also offer a variety of electives designed to provide enrichment and intervention** as needed. All elementary **students in grades 4-5 have the opportunity to take music classes** (elementary band) and middle school students can choose from **Career Technical Education aligned computer science courses, STEM electives, world language, advanced bands**, and other engaging classes. Each year, site administration and support staff ensure that all students are enrolled in a broad course of study.

In reviewing data from our AERIES Student Information System it is clear that all students are enrolled in a broad course of study as described in California Education Code 51210 and 51220. Elementary sites offer the same course of study through self-contained classes. Middle schools may differ slightly in the elective courses that are offered. All students, regardless of student group or disability status have access to the courses on their respective campus.

As mentioned above, all students in the Rescue Union School District have access to a broad course of study as outlined in California Education Codes 51210 and 52220. **Differences exist in the elective courses offered at our two middle schools, due primarily to varied credentials held by the faculty at each school.**



Email: [kbogard@kblegal.us](mailto:kbogard@kblegal.us)

May 18, 2021

**VIA EMAIL ONLY**

Rescue Elementary School District  
Cheryl Olson, Superintendent  
2390 Base Lake Road  
Rescue, CA 95672

Re: Kingsley Bogard LLP  
Billing Rates for Fiscal Year 2021/2022

Dear Superintendent Olson:

Set forth below are Kingsley Bogard's hourly billing rates that will be effective July 1, 2021 for the fiscal year 2021/2022.

Associate:	\$220 - \$260
Senior Associate	\$270 - \$290
Partners	\$295 - \$330
Of Counsel	\$295 - \$310
Paralegal	\$150 - \$185

Please sign the enclosed acknowledgment and return a copy to us by email.

We value Rescue Elementary School District's business. If you require further information, please contact me.

Very truly yours,

KINGSLEY BOGARD LLP

KIM KINGSLEY BOGARD

KKB:tc  
Enclosure



# KINGSLEYBOGARD

ATTORNEYS

## ACKNOWLEDGMENT OF 2021/2022 FISCAL YEAR LEGAL SERVICES BILLING RATES

Associate:	\$220 - \$260
Senior Associate	\$270 - \$290
Partners	\$295 - \$330
Of Counsel	\$295 - \$310
Paralegal	\$150 - \$185

Please acknowledge receipt of Kingsley Bogard's 2021/2022 fiscal year billing rates for legal services by signing and returning this form to:

Kim Kingsley Bogard  
Kingsley Bogard LLP  
600 Coolidge Drive, Suite 160  
Folsom, CA 95630  
[kbogard@kblegal.us](mailto:kbogard@kblegal.us)

FOR: Rescue Elementary School District

Date: 5/18, 2021

Signature: Cheryl Olson

Name: Cheryl Olson

Title: Superintendent