

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**     **Openers for 2024-2025 Rescue Union Federation of Teachers (RUFT) Negotiations**

**RECOMMENDATION:**

The Superintendent recommends the Board of Trustees receive comments from the public regarding RUFT Negotiations.

**BACKGROUND:**

At the December 12, 2023 Regular Board meeting, the Board of Trustees set the date of the January 16, 2024 meeting as the date upon which to conduct the required public comment on negotiations re-openers with the RUFT bargaining unit. The following topics will be discussed during the upcoming bargaining sessions.

**STATUS:**

The RUFT bargaining unit has presented the District with the following topics to be discussed in the negotiations process for 2024-25:

- Article 11                      Duty Hours
- Article 29                     Staff Development Days
- Article 35                     Compensation

The Rescue Union School District intends to negotiate the following Articles of the Rescue Union Federation of Teachers contract for the 2024-2025 reopeners.

- Article 8                      Evaluation Procedures

**FISCAL IMPACT:**

Unknown at this time.

**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.

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.

## RESCUE UNION SCHOOL DISTRICT

### **AGENDA ITEM: Revision to Board Policy 6170.1: Transitional Kindergarten**

#### **RECOMMENDATION:**

The Superintendent recommends the Board approve the revised Board Policy 6170.1: Transitional Kindergarten

#### **BACKGROUND:**

Transitional kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Senate Bill (SB) 858 establishes the intent that TK curriculum be aligned to the *California Preschool Learning Foundations* and *California Preschool Curriculum Frameworks* developed by the CDE. Each elementary or unified school district must offer TK classes for all children eligible to attend. A child who completes one year in a TK program, may continue in a kindergarten program for one additional year. A Kindergarten Continuance Form is not needed for children who are age-eligible for TK.

#### **STATUS:**

Starting with the 2022-23 school year, all school districts in California, including RUSD, will be required by state law to expand their Transitional Kindergarten (TK) classrooms until all 4 year olds are eligible for TK by 2025-26. This revised Board Policy reflects changes that are in alignment with the California Department of Education (CDE). There is no corresponding AR (Administrative Regulation) for this BP (Board Policy).

#### **FISCAL IMPACT:**

The State of California fully funds every eligible child enrolled in TK programs in the State and as a result these enrollment date changes will not impact the district's 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.

**Policy 6170.1: Transitional Kindergarten**

**Status:** DRAFT

**Original Adopted Date:** 02/14/2012 | **Last Revised Date:** 10/13/2015 | **Last Reviewed Date:** 01/16/2024

The Governing Board desires to offer a high-quality transitional kindergarten (TK) program for eligible children who do not yet meet the minimum age criterion for kindergarten. The program shall assist TK children in developing the academic, social, and emotional skills they need to succeed in kindergarten and beyond.

The district's TK program shall be the first year of a two-year kindergarten program. (Education Code 48000)

The Board encourages ongoing collaboration among district preschool staff, other preschool providers, elementary teachers, administrators, and parents/guardians in the development, implementation, and evaluation of the district's TK program.

(cf. 1220 - Citizen Advisory Committees)

(cf. 6020 - Parent Involvement)

**Eligibility**

The district's TK program shall admit children whose fifth birthday is from September 2 through December 2.

**The district's TK program shall admit children as follows: (Education Code 48000)**

**For the 2023-24 school year, children whose fifth birthday is between September 2 and April 2**

**For the 2024-25 school year, children whose fifth birthday is between September 2 and June 2**

**For the 2025-26 school year, and in each school year thereafter, children who turn four by September 1**

A child's eligibility for TK enrollment shall not impact family eligibility for a preschool or childcare program. (Education Code 48000)

Parents/guardians of eligible children shall be notified of the availability of the TK program and of age, residency, immunization, and any other enrollment requirements. Enrollment in the TK program shall be voluntary.

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5111.12 - Residency Based on Parent/Guardian Employment)

(cf. 5141.22 - Infectious Diseases)

(cf. 5141.3 - Health Examinations)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

At any time during the school year, the district may admit into the TK program a child whose fifth birthday is after the date specified for admittance for the applicable year as described above, provided that the Superintendent or designee recommends that enrollment in a TK program is in the child's best interest and the child's parents/guardians approve. Prior to such enrollment, the child's parents/guardians shall be provided information regarding the advantages and disadvantages and any other explanatory information about the effect of early admittance.

**Curriculum and Instruction**

The district's TK program shall be based on a modified kindergarten curriculum that is age and developmentally appropriate. (Education Code 48000)

(cf. 6141 - Curriculum Development and Evaluation)

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

The program shall be aligned with the preschool learning foundations and preschool curriculum frameworks developed by the California Department of Education. It shall be designed to facilitate students' development in essential skills related to language and literacy, mathematics, physical development, health, visual and performing arts, science, history-social science, English language development, and social-emotional development.

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6011 - Academic Standards)

(cf. 6174 - Education for English Language Learners)

The Board shall establish the length of the school day in the district's TK program, which shall be at least three hours but no more than four hours long except for TK students enrolled in expanded learning opportunity programs provided by the district pursuant to Education Code 46120. If the district has adopted an extended-day kindergarten, the length of the school day for the TK program may be different than the length of the school day for the kindergarten program either at the same or different school sites. The Superintendent or designee shall annually report to CDE as to whether the district's TK programs are offered full day, part day or both. (Education Code 8973, 37202, 46111, 46111, 46115, 46117, 48003)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

The Superintendent or designee shall develop a plan for how all children in the attendance area of the district will have access to full-day learning programs the year before kindergarten that meet the needs of parents/guardians, including through partnerships with the district's expanded learning offerings, the After School Education and Safety Program, the California State Pressschool Program (CSPP), Head Start programs, and other community-based early learning and care programs. The Superintendent or designee shall present such a plan for consideration by the Board at a public meeting on or before June 30, 2022. (Education Code 8281.5)

TK students may be placed in the same classrooms as kindergarten students when necessary, provided that the instructional program is differentiated to meet student needs.

The district shall maintain an average TK class enrollment of not more than 24 students for each school site. (Education Code 48000)

#### Staffing

The Superintendent or designee shall ensure that teachers assigned to teach in TK classes possess a teaching credential or permit from the Commission on Teacher Credentialing (CTC) that authorizes such instruction.

(cf. 4112.2 - Certification)

A credentialed teacher who is first assigned to a TK class after July 1, 2015, shall, by August 1, 2023, have at least 24 units in early childhood education and/or child development, comparable experience in a preschool setting, and/or a child development teacher permit issued by the CTC. (Education Code 48000)

The Superintendent or designee may provide professional development as needed to ensure that TK teachers are knowledgeable about the standards and effective instructional methods for teaching young children including, but not limited to, developing competencies in serving inclusive classrooms and dual language learners.

The district shall, commencing with the 2022-23 school year, maintain an average of at least one adult for every 12 students and, contingent upon appropriation of funding, maintain an average of at least one adult for every 10 students commencing with the 2023-24 school year. (Education Code 48000)

(cf. 4131 - Staff Development)

#### Continuation to Kindergarten

Students who complete the TK program shall be eligible to continue in kindergarten the following school year. Parents/guardians of such students shall not be required to submit a signed Kindergarten Continuance Form for kindergarten attendance.

However, whenever children who would otherwise be age-eligible for kindergarten are enrolled in TK, the

Superintendent or designee shall obtain a Kindergarten Continuance Form signed by the parent/guardian near the end of the TK year consenting to the child's enrollment in kindergarten the following year.

A student shall not attend more than two years in a combination of TK and kindergarten. (Education Code 46300)

(cf. 5123 - Promotion/Acceleration/Retention)

#### Assessment

The Superintendent or designee may develop or identify appropriate formal and/or informal assessments of TK students' development and progress. He/she shall monitor and regularly report to the Board regarding program implementation, the progress of students in meeting related academic standards, and student preparedness for the future.

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

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**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: California School Dashboard Update for 2023**

**RECOMMENDATION:**

Information and discussion only.

**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 Local Education Agencies (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 District has analyzed progress relative to state measured priorities listed below. The Board will receive information regarding Rescue Union School District's status for state indicators.

- Academic Indicator
- Chronic Absenteeism Indicator
- English Learner Progress Indicator
- Suspension Rate Indicator

**FISCAL IMPACT: N/A**

**BOARD GOAL(S):**

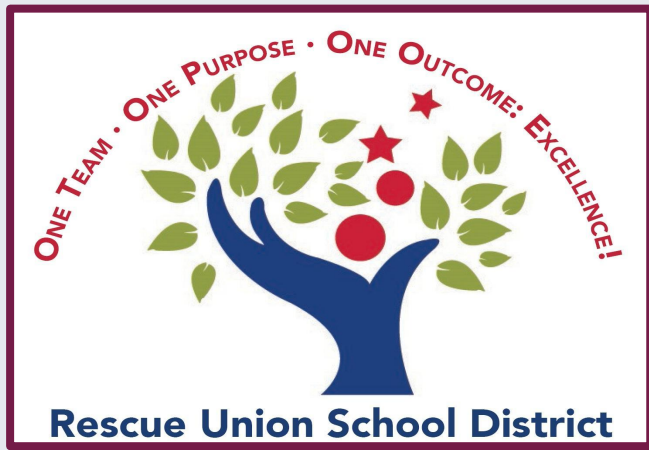
Board Focus Goal I - STUDENT NEEDS

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.



**January 16, 2024**

## **The California School Dashboard Report**

Rescue Union School District Board of Education

# Topics to be Covered

- What is the California School Dashboard?
- Dashboard Reporting
- Dashboard Indicators Information
  - Categories
  - Calculations
  - History
- Review Indicator Data
- Data Analysis and Next Steps
- Questions





# What is the California School Dashboard?

- The **California School Dashboard** is one tool that provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.



# Dashboard Reporting

- The **California School Dashboard** provides data on indicators by
  - District
  - School Site
  - Student Group
    - For reporting purposes: Student Groups need a minimum of 30 students in all groups with the exception of Foster Youth and McKinney Vento (15 student minimum).



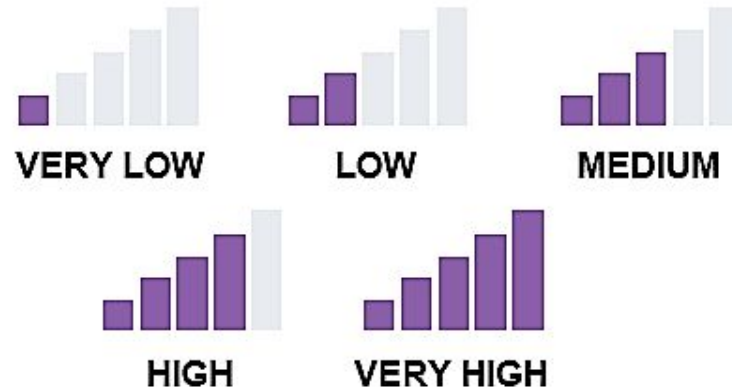
# California School Dashboard Indicators

- The following indicators are used on the Dashboard to measure performance and identify areas of strength and weakness:
  - English Language Arts/Mathematics
  - Chronic Absenteeism
  - English Language Progress
  - Suspension Rate
  - Local Indicators



# ***The 2022 Dashboard Provided Baseline Data Displayed as “Status Only”***

- Current Year Data: (2021-22) = Status Only
- Status Graphic
  - “Cell Phone Bars”
  - Single Color for all Status Levels



# Updated Dashboard Calculations

Beginning in 2023, the Dashboard is calculated using a formula that added Status Levels and Change Levels.



# How Performance Colors are Determined

Performance calculations are done for each indicator using a five-by-five table that displays the current year's data for the measure on left column and difference in data totals between the current year and the prior year on the top row.

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange



Red



Orange



Yellow



Green



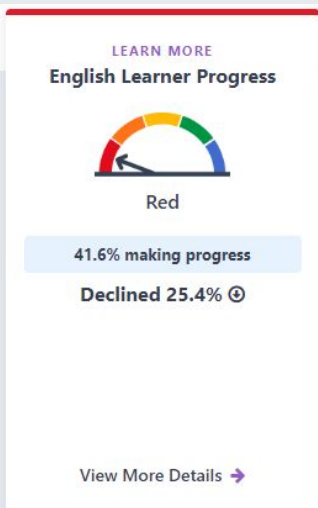
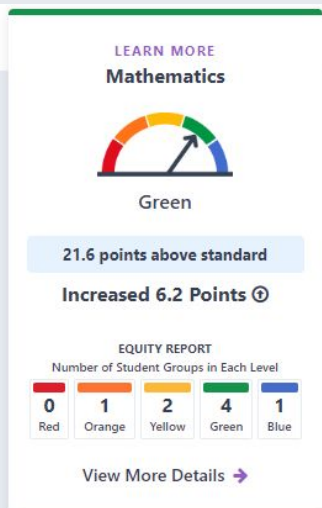
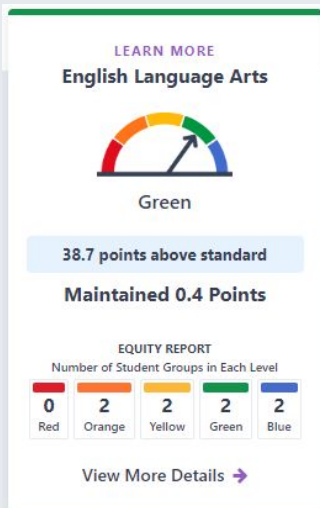
Blue

Lowest Performance

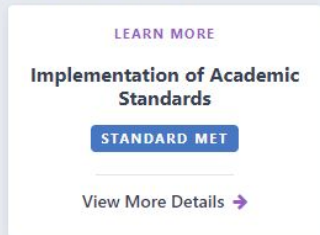
Highest Performance



# RUSD Academic Performance Indicators



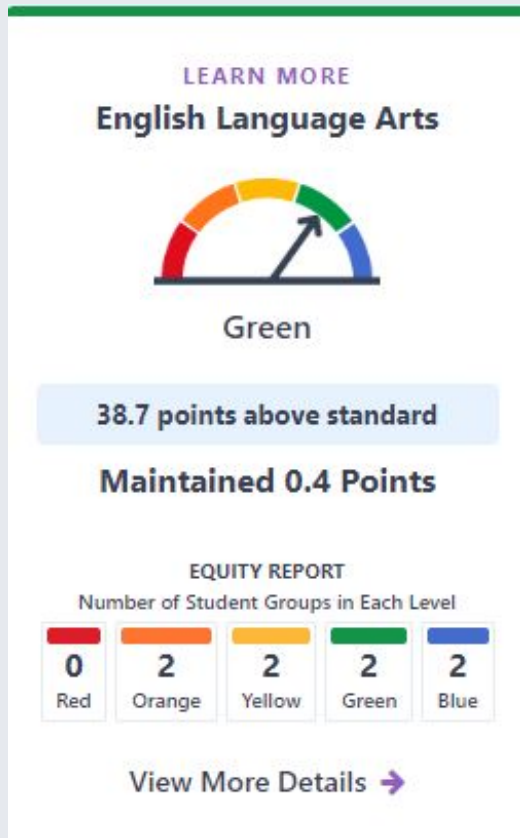
## Local Indicators



- Indicator Performance Level
- Points or Percentage based on State Standards
- Equity Report Illustrating Student Groups and Where They Scored in Relation to Performance Level
- Local Indicator Information Based on a Rating Scale on State Criteria Taken in Fall 2023



# English Language Arts Indicator Calculation



English Language Arts/Literacy for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High +10.0 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5.0 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange





# Mathematics Indicator Calculation

LEARN MORE  
Mathematics



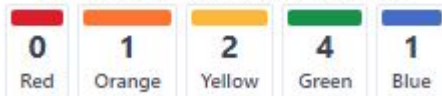
Green

21.6 points above standard

Increased 6.2 Points ↑

EQUITY REPORT

Number of Student Groups in Each Level



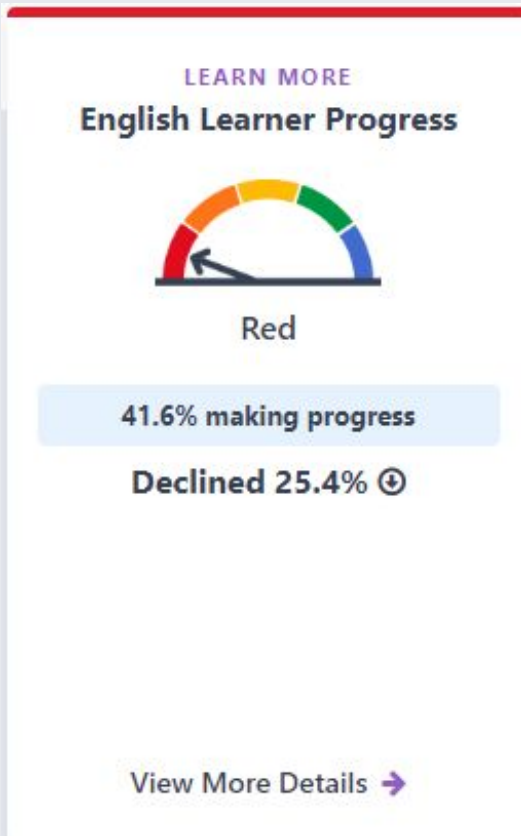
View More Details →

Mathematics for Grades 3–8

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +35.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High 0.0 to +34.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -0.1 to -25.0 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -25.1 to -95.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -95.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange



# English Learners Progress Calculation



English Learner Progress Indicator

Performance Level	Declined Significantly From Prior Year (by 10.1% p.pts or more)	Declined From Prior Year (by 2.0 p.pts to 10 p.pts)	Maintained From Prior Year (declined or increased by 1.9 p.pts or fewer)	Increased From Prior Year (by 2.0 p.pts to 9.9 p.pts)	Increased Significantly From Prior Year (by 10.0 p.pts or more)
Very High 65.0% or greater in Current Year	Yellow	Green	Blue	Blue	Blue
High 55.0% to 64.9% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 45.0% to 54.9% in Current Year	Orange	Orange	Yellow	Green	Green
Low 35.0% to 44.9% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very Low 34.9% or less than in Current Year	Red	Red	Red	Orange	Yellow



# English Learners Data and Analysis

- Total Number of ELs in the District
  - GV: 42
  - Jackson: 9
  - Lake Forest: 20
  - Lakeview: 18
  - Marina Village: 12
  - Pleasant Grove: 27
  - Rescue Elem: 12

- Total Number of Reclassified ELs Based on the 2023 Summative Assessment
  - Jackson: 2
  - Lakeview: 1
  - Marina Village: 4
  - Pleasant Grove: 4
  - Rescue: 4



# English Learners Data and Analysis

EL Students whose scores lowered (23 total)

- 8 Dually Identified EL Students with Disabilities
- 2 EL Students whom had excessive absences in 2022-23 School Year
- 11 EL Students are Long Term English Learners (LTELS)



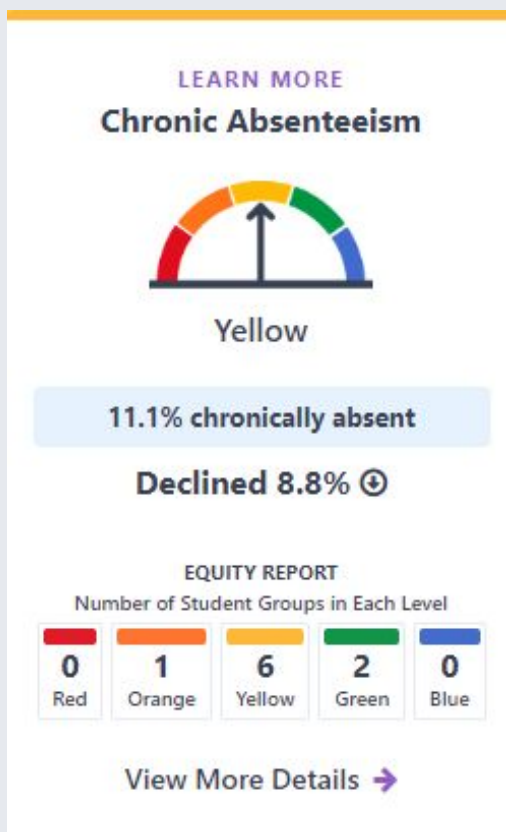
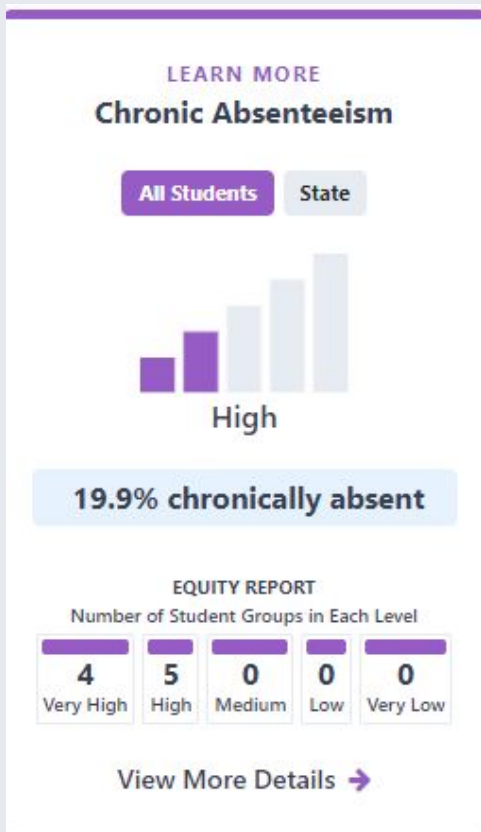
# English Learners Data and Analysis

## Responses to the Data:

- An EL teacher has been hired to provide additional ELD instruction using a researched-base curriculum with embedded progress monitoring.
- Meet with EL students prior to assessment to discuss the importance of both the ELPAC and CAASPP in redesignation.
- State has a new redesignation process for our dually identified students. Dr. Lawson, psychologists, and teacher are using multiple measures to determine if students are meeting the level of proficiency expected due to their disability.
- Internal attendance improvement processes are being implemented.

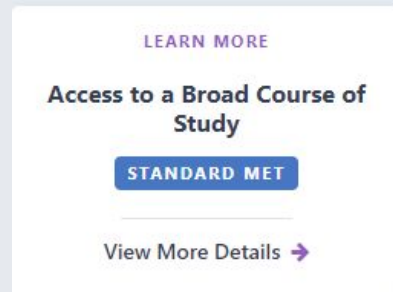


# RUSD Academic Engagement Indicator

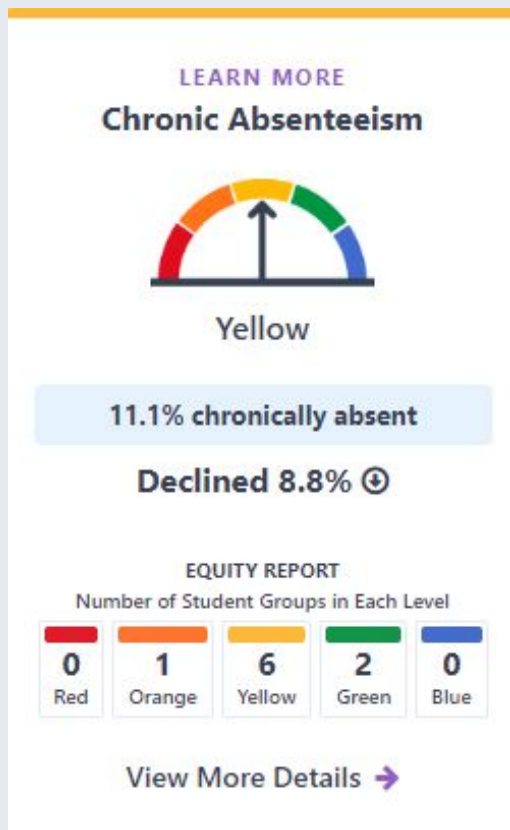


- The Chronic Absenteeism rate reflects the percentage of students who are absent at least 10 percent of instructional days in which the student was expected to attend.
- Local Indicator Indicator Information Based on a Rating Scale on State Criteria Taken in Fall 2023

### Local Indicators



# Chronic Absenteeism Indicator Calculation



Chronic Absenteeism Indicator

Performance Level	Increased Significantly from Prior Year (by 3.1 p.pts or more)	Increased from Prior Year (by 0.5 p.pts to 3.0 p.pts)	Maintained from Prior Year (declined or increased by 0.4 p.pts or fewer)	Declined from Prior Year (by 0.5 p.pts to 2.9 p.pts)	Declined Significantly from Prior Year (by 3.0 p.pts or more)
Very Low 2.5% or less in Current Year	Yellow	Green	Blue	Blue	Blue
Low 2.6% to 5.0% in Current Year	Orange	Yellow	Green	Green	Blue
Medium 5.1% to 10.0% in Current Year	Orange	Orange	Yellow	Green	Green
High 10.1% to 20.0% in Current Year	Red	Orange	Orange	Yellow	Yellow
Very High 20.1% or greater in Current Year	Red	Red	Red	Orange	Yellow



# Chronic Absenteeism Data and Analysis

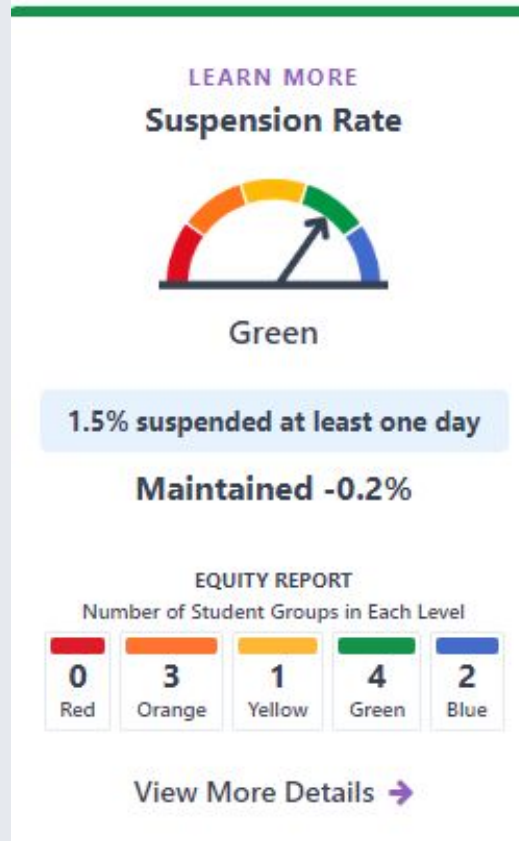
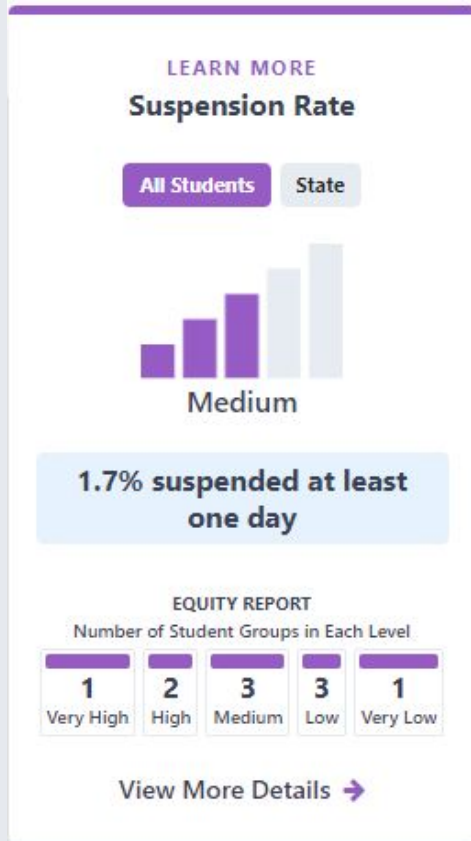
## Responses to the Data:

- RUSD is partnering with EDCOE to continuously review attendance data on a monthly basis
- A District team is pulling monthly attendance data for all sites.
- Site administrators and school counselors are communicating with families and students to offer support.
- District staff are connecting with families to determine what supports are needed to assist families in need.





# RUSD Conditions & Climate Indicator



- Percentage determined based on number of students who have been suspended for at least one day
- Equity Report Illustrating Student Groups and Where They Scored in Relation to Performance Level
- Local Indicator Indicator Information Based on a Rating Scale on State Criteria Taken in Fall 2023



# RUSD Conditions & Climate Local Indicators

## Local Indicators

LEARN MORE

**Basics: Teachers, Instructional  
Materials, Facilities**

**STANDARD MET**

[View More Details →](#)

LEARN MORE

**Parent and Family  
Engagement**

**STANDARD MET**

[View More Details →](#)

LEARN MORE

**Local Climate Survey**

**STANDARD MET**

[View More Details →](#)

- Local Indicator Indicator Information Based on a Rating Scale on State Criteria Taken in Fall 2023



# Data Analysis and Next Steps

## Areas of Strength:

- ELA and Math Academic Indicators are positive.
- There is strong improvement in Chronic Absenteeism
- Suspension percentages have decreased.
- RUSD has met standard in all Local Indicators.

## Areas of Focus:

- Monitor:
  - English Learner Progress Indicators.
  - Chronic Absenteeism Indicators.
  - Student Group Data.



# Questions?



**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Auditor's Report on Financial Statements for 2022-2023**

**RECOMMENDATION:**

The Superintendent recommends the Board of Trustees accept the Auditor's Report on Financial Statements for the year ended June 30, 2023.

**BACKGROUND:**

State law requires school districts have an independent audit made of its financial statements on an annual basis. The firm of Stephen Roatch Accountancy Corporation completed Rescue Union School District's annual audit and has filed the report with the California Department of Education.

**STATUS:**

The Auditor's Report on the Rescue Union School District financial statements for 2022-2023 includes reports on compliance with state and federal regulations, as well as on internal controls and supplementary information required by the State.

The Auditor's Report finds that the financial statements present fairly, in all material respects, the financial position of the district and the results of operations for the year ended June 30, 2023.

The auditor noted one finding and it is noted in the audit summary document.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

RESCUE UNION SCHOOL DISTRICT

SUMMARY 2022-23 FISCAL YEAR AUDIT

PAGE # TOPIC

1	REPORT ON FINANCIAL STATEMENTS	ARE FINANCIAL STATEMENTS PRESENTED FAIRLY?	Yes
55	REPORT ON SUPPLEMENTARY INFORMATION	IS SUPPLEMENTARY FINANCIAL AND STATISTICAL INFORMATION, INCLUDING SCHEDULE OF STATE AND FEDERAL FINANCIAL ASSISTANCE, PRESENTED FAIRLY?	Yes
75	REPORT ON COMPLIANCE AND INTERNAL CONTROLS (GOVERNMENT AUDITING STANDARDS)	WERE INSTANCES OF NONCOMPLIANCE FOUND?	No
		ARE THERE MATERIAL WEAKNESSES OR REPORTABLE CONDITIONS IN THE SYSTEM OF INTERNAL CONTROLS	No
81	REPORT ON STATE COMPLIANCE (STATE AUDIT GUIDE)	DID THE DISTRICT COMPLY WITH APPLICABLE STATE LAWS AND REGULATIONS TESTED IN ACCORDANCE WITH THE AUDIT GUIDE?	Yes
85	SUMMARY OF AUDITOR'S RESULTS	SUMMARY OF AUDIT REPORT DETERMINATIONS	
86	SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS	<p>2023-001 / 30000 PAYROLL</p> <p><u>Criteria</u> All districts should establish appropriate accounting controls to ensure that payroll transactions are performed in a complete and accurate manner. In addition, appropriate accounting controls should be designed to detect and correct payroll errors in a timely manner.</p> <p><u>Condition</u> We noted payroll errors that were not detected by the District.</p> <p><u>Recommendation</u> The payroll worksheet used to process payroll should be verified for accuracy and completeness by someone other tahn the person who prepared the worksheet.</p>	<p><u>District's Response</u> The District will establish regular processes to have a second staff review the payroll spresheets regularly for errors.</p>

RESCUE UNION SCHOOL DISTRICT

SUMMARY 2022-23 FISCAL YEAR AUDIT

PAGE # TOPIC

89	SCHEDULE OF PRIOR YEAR FINDINGS	2022-001 / 30000 FINANCIAL REPORTING - CSAM <u>Criteria</u> Education Code 41010 requires local educational agencies (LEAs) to follow procedures in California School Accounting Manual (CSAM) Procedure 425, to implement GASB 31, "Accounting and Financial Reporting for Certain Investments and External Investment Pools, which requires LEAs to report their cash in county treasure at fair market value.	Implemented
		2022-002 / 30000 STORES INVENTORY <u>Criteria</u> <u>An annual physical inventory should be performed in a manner that produces accurate and complete inventory counts.</u>	Implemented
		2022-003 / 30000 CLEARING AND CAFETERIA BANK ACCOUNTS <u>Criteria</u> Cash receipts should be deposited into an interest-bearing account in a timely manner to maximize interest earnings and to safeguard District assetss.	Implemented
		2022-004 / 10000 INDEPENDENT STUDY <u>Criteria</u> In accordance with Education Code 51747(g)(9)(F), for the 2021-22 school year only, a local educational agency shall obtain a signed written agreement for an independent study program of any length of time from the pupil, or the pupil's parent or legal guardian if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.	Implemented
		2022-005 / 10000 KINDERGARTEN CONTINUANCE <u>Criteria</u> Education Code Section 46300 (g) allows a district to include in its average daily attendance kindergarten pupils who have already completed one school year in kindergarten only if the school district has on file for each of those pupils an agreement made pursuant to Education Code Section 48011, approved in form and content by the California Department of Education (CDE), and signed by the pupil's parent or guardian near the anniversary date of the pupil's kindergarten admittance.	Implemented

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Board Reserve Levels for Economic Uncertainty and Budget Guidelines Document**

**RECOMMENDATION:**

The Superintendent recommends the Board of Trustees approve the Board Budget Guidelines for 2024-2025.

**BACKGROUND:**

The RUSD Board has in the past, adopted a budget guidelines document to be used when developing the District's annual budget. Included in the budget guidelines was an assignment to increase the economic uncertainty reserve from the required 3% up to a total of 10% due to declining enrollment.

**STATUS:**

Board Policy (BP3100) reflects the economic uncertainty reserve to be consistent with the state minimum; therefore, the Board will need to approve a budget guideline document to change the economic uncertainty reserve level to 10%.

This budget guideline document reflects the current economic factors facing the District in 2024-25 for Board discussion and action.

**FISCAL IMPACT:**

Maintaining sufficient reserves in the budget year of 2024-25 and the two subsequent years will protect the district as we continue to face uncertain times with continued inflation, increasing interest rates, potential recession, and governor elections.

**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.



**RESCUE UNION SCHOOL DISTRICT**  
**2024-25**  
**BUDGET GUIDELINES**

*\*PLEASE NOTE THE GUIDELINES ARE NOT IN PRIORITIZED ORDER*

- 1) The Governing Board's priority is to maintain its investment in the educational opportunities for students.
- 2) Annually the Board will review the Reserve for Economic Uncertainties requirement to determine whether the minimum level of 3% is realistic given the current state funding volatility. As a declining enrollment district and in order to meet payroll obligations, the Board has assigned 10% of General Fund expenditures as the minimum reserve level.
- 3) The Board's long-range goals will provide the basis for budget priorities including future programs.
- 4) The District will employ the Local Control Funding Formula (LCFF) to project revenues in the Fiscal Year 2024-25 Budget as well as the Multi-Year Projection for revenues in Fiscal Year 2025-26 and Fiscal Year 2026-27.
- 5) The Superintendent and the Leadership team will solicit stakeholder input through the development of the Local Control Accountability Plan (LCAP) and align the annual budget with the Eight State Priorities that must be addressed in the LCAP:
  - i) Basic
  - ii) Implementation of State Standards
  - iii) Parent Involvement
  - iv) Pupil Achievement
  - v) Pupil Engagement
  - vi) School Climate
  - vii) Course Access
  - viii) Other Pupil Outcomes
- 6) The budget document will provide prior year budget and actual information to assist with comparisons.
- 7) When the Board authorizes a new unbudgeted general fund project or program, there shall be a funding source identified for the project or program.
- 8) Ongoing expenditures shall not exceed ongoing revenues unless specifically approved by the Board. At this time, the Board recognizes that the budget may reflect deficit spending in 2025-26.

- 9) One-time income shall be identified and appropriated to support expenditures that are of a nonrecurring nature.
- 10) All categorical programs shall be self-supporting and, where allowable, shall include allocations for indirect costs. Exceptions shall be those programs which mandate a level of general fund participation or that have been specifically exempted by the Board. Special Education and Transportation are recognized as not self-supporting.
- 11) The Board recognizes the contributions made to the District by its dedicated employees and allocates approximately 80-85% of the budgeted expenditures to salaries and benefits.
- 12) Prior to employee contract settlements, sources of money will be identified to support the settlements.
- 13) Employee benefits will be budgeted at the lesser of the negotiated cap or the actual benefit cost.
- 14) The Board acknowledges the continued increase of the District's contribution to the CalSTRS Pension on behalf of certificated employees.
- 15) The Board acknowledges the continued increase in the District's contribution to the CalPERS Pension on behalf of classified employees.
- 16) Staffing ratios shall comply with current collective bargaining contracts and state requirements.
- 17) Increases and/or decreases will be made to the price of services, supplies and equipment and such items as: gasoline, natural gas, electricity, insurance, water, postage, trash collections, telephone service, debt service, retirement or other benefits mandated by law.
- 18) Facilities and equipment will be maintained through capital improvements and preventative maintenance.
- 19) Significant increases or reductions from prior year expenditure levels shall be reported and explained to the Board in the Budget Document.
- 20) Budgets not included in the General Fund, such as the County Building Fund, Deferred Maintenance, Cafeteria and Special Reserves, shall be published in the Budget Document.

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** Schools Insurance Authority (SIA) Report

**BACKGROUND:**

Rescue Union School District is self-insured for insurance by being a member of a Joint Powers Authority (JPA).

**STATUS:**

This report provides information about what a JPA is, who SIA is, and how RUSD is able to not only obtain necessary insurance, but have services to support district needs. These services ensure we are protected financially from property, liability, and workers' compensation claims, as well as keeping us informed timely of legislative updates.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

Board Focus Goal IV – FINANCIAL PLANNING

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

Board Focus Goal IV - STAFF NEEDS

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



**January 16, 2024**

## **Report on Schools Insurance Authority**

Rescue Union School District

# Topics to be Covered

- What is a JPA?
- Who is Schools Insurance Authority (SIA)
- Insurance Coverage
- What's New?
- Questions?



# What is a JPA?

“Joint powers” is a term used to describe governmental agencies that have agreed to combine their powers and resources to work on their common problems.

Agencies that can exercise joint powers include federal agencies, state departments, counties, cities, special districts, school districts and even other joint powers. California agencies can even share joint powers with an agency in another state.

**JPA** is an acronym used for three different terms: Joint powers agreement; Joint powers agency; **Joint powers authority**.

A **joint powers authority** is a new separate government organization created by the member agencies but is legally independent from them. This new agency typically has officials from the member agencies on its governing board. JPA's can only exercise those powers that are common to their member agencies. By sharing resources and combining services, the member agencies save time and money.



# What is a JPA?

When private insurance companies raised their rates in the 1970s, many schools withdrew from the commercial insurance market and created JPA's to obtain self-insurance by pooling their funds. These JPA's continue to offer school districts and other public agencies a cost-effective alternative to commercial insurance. In this arrangement, each member agency provides money to the JPA, which controls the funds in a collective account.

School districts also form JPA's to purchase lower-cost medical, dental and vision benefits for teachers and district employees.



# Who is Schools Insurance Authority (SIA)

Schools Insurance Authority (SIA) was formed on July 1, 1974, as a self-insurance and benefits JPA for 5 Sacramento area school districts. SIA is committed to saving and stabilizing insurance premium dollars for school districts to keep the dollars in the classrooms.

Today, SIA has a total of 72 members representing school districts, county offices of education, charter schools and other school district JPA's, all located in Northern and Central California. The lines of coverage obtainable through SIA are property, liability, workers' compensation, dental, vision, and EAP. Although not all members participate in all programs, it is through joining together that continued savings and stabilization of costs will be maintained for our members.

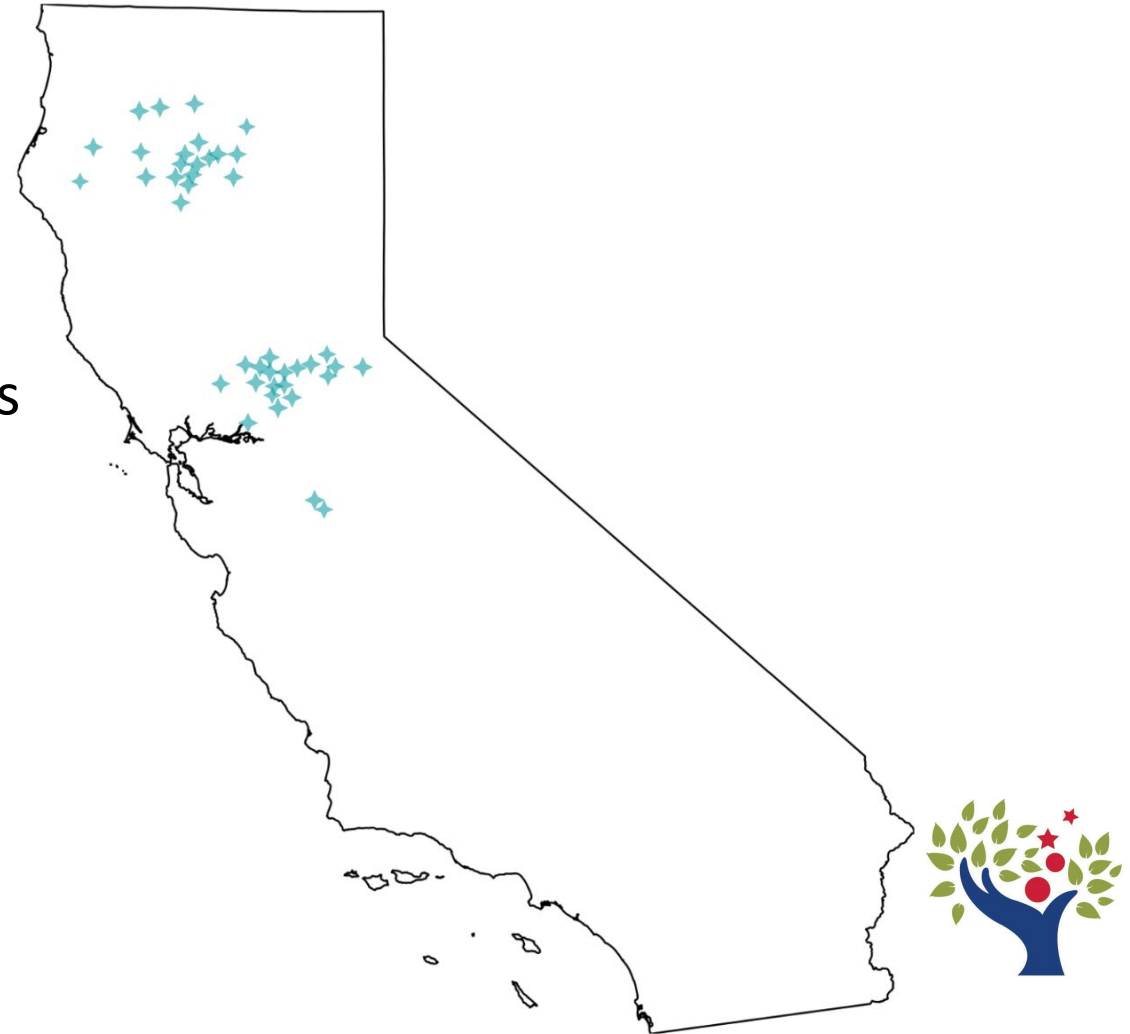
Rescue participates in property, liability, workers' compensation, and EAP.





# Who is Schools Insurance Authority (SIA)

- 72 members
- 320,000 students
- More than 40,000 school district employees
- \$3.3 billion in wages and paid benefits
- More than 600 schools
- Property valued in excess of \$9 billion



# Who is Schools Insurance Authority (SIA)

## **SIA FULL BOARD:**

SIA's Full Board consists of one (1) representative from each district. An alternate name is also encouraged to be provided from each District as well. The Full Board meets in late June, typically on the last Wednesday of the month.

## **SIA EXECUTIVE COMMITTEE:**

The Executive Committee is a subgroup of 15 representatives from the Full Board who have expressed their interest in serving on the Executive Committee during the annual recruitment survey sent out usually in April. A slate for the year is prepared by the SIA Nominating Committee sub-group in May and the slate is then voted on by the Executive Committee in June.

The SIA Executive Committee, meets monthly (with the exception of July and August), typically on the second Thursday of the month at 9:00 AM at our SIA offices. The March meeting, however, is an offsite planning 2 day planning meeting, typically on the 2nd Thursday and Friday of March.

**ADDITIONAL COMMITTEES:** Standing committees serve the Executive Committee and include: Personnel, Budget, Audit and Nominating. In addition, ad hoc committees are created as needed to advise the Executive Committee on issues of interest and/or concern.



# Who is Schools Insurance Authority (SIA)

## 2023/24 SIA EXECUTIVE COMMITTEE

- Chris Gilbert (Sacramento COE), President
- Wendy Frederickson (El Dorado COE), Vice President
- Kristen Coates (Elk Grove USD), Secretary
  - David Flores (Shasta Trinity SIG)
  - Fhanysha Gaddis (San Juan USD)
  - Gerardo Castillo (Robla SD)
  - Kerith Phillips (Gold Trail Union SD)
  - Keyshun Marshall (Sacramento City Unified SD)
  - Lewis Wiley (Woodland Joint USD)
  - Lisa Donaldson (Rescue Union SD)
  - Robert Whittenberg (El Dorado Union High SD)
  - Ryan DiGiulio (Twin Rivers USD)
  - Sean Martin (Folsom Cordova USD)
  - Tim Zearley (Modesto City Schools)
  - Michael Brubaker (Visions in Education)



# Who is Schools Insurance Authority (SIA)

## **2023/24 SIA ADMINISTRATIVE TEAM**

- Martin Brady, Executive Director
- Brooks Rice, Deputy Director
- Debrah Sherrington, Director of Special Projects
- Claudia Bowmer, Director of Liability and Property Department
- Opal Weiser, Sr. Director of Workers' Compensation Program
- Lisa Konarski, Director of Prevention Program
- Jennifer Serran, Risk Manager
- Joe Costamagna, Risk Manager



# Rescue Participation in SIA

**Rescue currently participates in the following programs:**

- Property & Liability
- Workers' Compensation
- Prevention Services
- Risk Management support
- Employee Assistance Program (EAP)
- Legal Hotline for employment questions
- Anonymous Reporting – WeTip



# Insurance Coverage

## PROPERTY

SIA's property program provides coverage for physical damage to members' real and personal property up to \$100 million.

The member is responsible for the first \$5,000 of each claim; the pool is responsible for amounts between \$5,000 and \$250,000 with any additional loss, up to \$100 million, covered under the purchase of excess insurance from Schools Program Alliance (SPA). The SPA Program has been formed to keep rising costs down and SIA has been appointed as the Managing Member of SPA.

SIA staff performs the claim assessment, investigation, and administration of each claim, focusing on a prompt, appropriate claim resolution, which results in cost-savings for our members.



# Insurance Coverage

## Liability

SIA's liability program provides members with coverage for third party liabilities (general, automotive, employment practices, and errors and omissions) up to \$30 million. SIA is responsible for the first \$2,000,000 per claim.

Excess insurance is purchased to cover losses above \$2,000,000.

SIA's liability team works proactively with member districts to identify emerging risks and claim trends that affect the health and safety concerns of the students, staff, and surrounding communities. Their hands-on approach to claims resolution enables the member districts to focus their attention on educating students and conducting school business.



# Insurance Coverage

## **WORKERS' COMPENSATION**

The SIA workers' compensation program provides members with claims administration services and other cost containment services such as our early intervention nurses and return-to-work program. SIA is responsible for claims up to \$1.5 million with excess insurance covering claims from \$1.5 million to the amount required by statutory law.

SIA's workers' compensation program exists to provide state mandated benefits to our member districts' employees who are injured on the job. SIA staff work diligently to coordinate prompt, appropriate medical care, and other benefits, to injured workers, while also protecting the districts' financial resources. SIA believes the best way to handle workers' compensation claims is to determine the compensability of the claim as soon as possible, and then utilize medical providers that are proven to provide quality ancillary medical services. Additionally, SIA staff will assist the employee in every way possible to stay at work and they will work with the claimant to resolve issues as they arise, as fairly as possible, within the law.





# Insurance Coverage

## WORKERS' COMPENSATION CONTINUED

Managing claims under California's workers' compensation system can be challenging. SIA employs a staff of professional claims administrators, nurses, and support staff to manage this complex program. SIA's workers' compensation program utilizes special components in its process to achieve positive outcomes for injured workers.

These components include:

- The Early Intervention Nurse
  - Available to speak directly to the injured worker, directs the injured worker to the most appropriate physician for treatment, and works with the physician partners
- Structured Return to Work Program
  - Obtains restrictions from the physician, assists the member with modified duty, and works to bring the employee back into the work place
- In-House Utilization Review Program
  - Provides quality assessment of treatment requests, SIA's Medical Director works to avoid unnecessary or inappropriate treatment, provides sound claim review, and ensures that costs are not wasted

The level of experience available to handle our members' workers' compensation claims in-house enables SIA to achieve better than average claim outcomes on a consistent basis.





# Prevention Services

## Services and Programs include:

- Trainings and Workshops
- Employee Entrance Evaluation (E3) Strength Testing Program
- Ergonomics
- Playground Safety and Inspections
- Leadership Academy
- Golden Carrot Wellness Incentive Program
- Employee Assistance Program (EAP)
- Storm Water Pollution Prevention Program
- Schools Site Safety Inspections
- Website administration



# Employee Assistance Program (EAP)

**Optum, Inc is our EAP provider. Our employees have access to the following services:**

- Counseling services
  - Up to 3 sessions per person in the employee's household
- Financial coaching
- Legal counseling and mediation services – 30 minutes telephonic or in-person, plus 25% discount on continuing services
- Digital support tools
  - Professional care
  - Self-help programs
  - Resources specific to employee needs



# What's New?

## Sexual Abuse and Molestation (SAM) Claims

- **Expanded statute of limitations:** AB 218 increased the amount of time for victims to file civil lawsuits against abusers and/or entities which failed to prevent their abuse. Now, child abuse victims (under the age of 18) can bring civil claims until the age of 40, or within 5 years of their discovery of the abuse and/or damages associated with their abuse, whichever is later.
- **Three-year revival window:** AB 2777 created a three-year revival window for adult victims who were abused as minors to file civil sexual abuse lawsuits that were previously barred by the statute of limitations. The three year window is from January 1, 2023 through December 31, 2026.
- **Treble damages:** In cases where defendants willfully concealed or covered up sexual abuse, California AB 218 allows victims to be awarded triple the damages.
- **AB452:** Effective January 1, 2024, this bill eliminates the statute of limitations to recover for damages suffered as a result of childhood sexual assault. This bill includes treble damages.



# What's New?

## Cyber Liability and Risk Mitigation

SIA is focused on prevention and planning. They have provided trainings, created a Cyber Advisory Committee, as well as developed action plans to ensure we can obtain and maintain Cyber Liability Insurance.

- Cyber incident response plan
- Disaster Recovery plan
- Business continuity plan
- Backups – offsite and records retention
- Multi-factor Authentication – continue to expand
- Cyber awareness
- Malicious actors detection and response

*Ransomware attacks targeting K–12 schools worldwide last year grew at an “absolutely massive” rate of 827% over 2021, according to SonicWall’s 2023 Cyber Threat Report, and the data shows that education customers — those whose data is compromised during ransomware attacks — had the highest percentage reporting ransomware attempts of all sectors studied.*

- Thejournal.com 4/13/23



# What's New?

## First Amendment Auditors

A First Amendment audit occurs when people film public officials or public employees to hold them “accountable” or to “test the right” to film in public spaces. The goal is to provoke negative responses from the public employees. These negative responses are deemed by the auditors as a violation of their First Amendment right to film in public spaces and they post the engagement on social media. These watchdog groups make up to \$150,000 per month for posting these videos.

Ways we can prepare are:

- Train staff, particularly those at each front office
- Clearly identify private and unauthorized areas
- Do what we can to deescalate the situation



# What's New?

## New Legislation

SIA keeps us updated on new legislation to ensure we are kept up to date with employment and compliance laws. We have monthly, sometimes weekly, Tuesday zoom meetings to allow us time to hear about new laws on the horizons and opportunities to ask questions. We also have access to the Legal Hotline as employment questions come up.

***Some*** new laws recently signed into law:

- SB 848 – Leave for Reproductive Loss and Bereavement Leave
- SB 428 – Temporary Restraining Orders for Harassment
- SB 553 – Workplace Violence, Restraining Orders and Violence Prevention Plan
- SB760 – Gender Neutral Restrooms
- AB 1467 – Youth Sports Safety Act
- SB 274 – Suspensions and Expulsions
- AB 1466 – Pupil Discipline and Restraint
- AB 1165 – Pupil Discipline for Racist, Harassing, Intimidating, or Bullying





