

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Local Control Accountability Plan (LCAP) Update

RECOMMENDATION:

The Superintendent recommends the Board of Trustees receive an LCAP Update. This is Part Two of a Two Part Presentation.

BACKGROUND:

The District receives state funding under the Local Control Funding Formula (LCFF) which requires the creation and monitoring of a three year Local Control Accountability Plan (LCAP). Thoughtful governance necessitates a review and discussion of our annual goals, actions and accountability metrics.

STATUS:

Last year, while in the middle of our three-year LCAP term (2021-2024), the Board received an annual mid-year Supplemental Report and engaged in a Study Session focused on Goal 1 on February 22, 2022 and a Study Session focused on Goals 2 and 3 on March 22, 2022. The plan was presented to the Board and a public hearing on the plan was held at the June 14, 2022 Board meeting. The plan was then approved by the Board of Trustees at the June 28, 2022 regular meeting. The Superintendent is providing a report on the 2022-2023 LCAP Goals and the corresponding data to the Board of Trustees. This presentation will be followed by a second LCAP presentation on May 9, 2023 focused on the 2023-2024 LCAP and the plan to develop our next three-year LCAP (2024-2027) by June 2024. The Rescue USD LCAP public hearing is scheduled for the June 13, 2023 Board meeting. The plan will then be presented to the Board of Trustees at the June 27, 2023 regular meeting for approval.

FISCAL IMPACT:

N/A

BOARD GOAL(S):

Board Focus Goal I - STUDENT NEEDS

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

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

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

Board Focus Goal III – COMMUNICATION / COMMUNITY INVOLVEMENT

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

Board Focus Goal IV – STAFF NEEDS

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

Board Focus Goal V – FACILITY / HOUSING

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

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.



DRAFT

***Revisiting our existing LCAP and looking ahead
through the lens of:***

**Bu_id_ng a Culture of Excellence in Education.
Where do “i” fit in?**

Agenda

- Revisiting our 2022-2023 LCAP
 - Goals 1, 2 and 3, Actions and Metrics
 - June 2022 Board decisions
- 2023-2024
 - LCAP (last year of three year plan)
 - Strategic Planning Year
 - June 2024 - A new 3-Year LCAP





2021 - 2024 LCAP Goals 1, 2 and 3 - A Deeper Dive

Rescue Union School District Board of Education

2021-2024 LCAP Goal 1 Statement, Actions, and Metrics

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

Actions

1.1 Certificated teaching staff (Gen Ed, SPED, Substitutes) will provide a **broad course of study and enrichment that is rigorous and engaging** for all students.

Professional development opportunities will be provided for teachers to ensure quality educational opportunities for students.

1.2 Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators) will **support students at all sites**. Professional development opportunities will be provided to staff to ensure quality educational opportunities and support services for students.

1.3 The District will strive for **low class sizes in grades K-3**.



2021-2024 LCAP Goal 1 Statement, Actions, and Metrics

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

Actions (continued)

1.4 District will provide **additional academic supports for English language learners, socioeconomically disadvantaged students, foster youth, homeless students, Title I identified students, and immigrant students.** Services may include counseling, AVID, interventions, software, aides, staffing, professional development, and materials needed to meet the needs of our unduplicated students. **PBIS** will be instituted at all sites to provide a structure for behavioral support. A **Summer Learning Program** will be provided for unduplicated Students, with a focus on academic support and a "Jump Start" for the following year. **Behavioral Supports** also provided to students through a Behaviorist and Behavioral aides.



2021-2024 LCAP Goal 1 Statement, Actions, and Metrics

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

Actions (continued)

1.5 Instructional resources for general education and special education students, including curriculum, technology, software, professional development, textbook adoptions, and other engaging, standards-aligned materials will be provided to support student learning.

Metrics

- Dustin has been providing the board monthly metric updates this year
- Complete 2022-2023 Metrics will be shared at the June 27, 2023 Board Meeting
- See Appendix for complete 2021-2022 Metrics



2021-2024 LCAP Goal 2 Statement, Actions, and Metrics

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

Actions

2.1 The District will support **Social Emotional Learning (SEL)** including anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site. Some of these expenditures are reflected in professional development activities in Goal 1 Action 1 and Action 4. In 2022-2023 the district is repurposing a vacant position into the Coordinator Of Multi-Tiered Systems of Support and Special Programs to support the work called out in Goal 2.1

2.2 The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include **counselors, yard duty supervisors, custodians, Maintenance and Operations staff, nurses, health aides, psychologists**, and facilitators of trauma support groups. The expenditure for elementary counselors and a portion of the school counselors is reflected in Goal 1 Action 4.

2021-2024 LCAP Goal 2 Statement, Actions, and Metrics

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

Actions (continued)

2.3 The District will provide the **materials, supplies, and services** for nurses, health aides, psychologists, yard supervisors, Maintenance and Operations personnel, and custodians **to ensure clean and safe school environments.**

Metrics

- Dustin has been providing the board monthly metric updates this year
- Complete 2022-2023 Metrics will be shared at the June 27, 2023 Board Meeting
- See Appendix for complete 2021-2022 Metrics



2021-2024 LCAP Goal 2 Statement, Actions, and Metrics

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

Actions

3.1 The District will provide **non-instructional staff that supports educational services**, inclusive of those not in Goals 1 or 2. This **includes personnel from the information technology department, the transportation department, administration, management, district office staff, and site office staff.**



2021-2024 LCAP Goal 2 Statement, Actions, and Metrics

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

Actions (continued)

3.2 The District will provide the **materials, supplies, and services** for the information technology department, the transportation department, administration, management, district office staff, and site office staff **to ensure that the District organization operates efficiently** and to the benefit of all students and staff. This includes all other district expenditures (i.e. District utilities) not captured elsewhere in this plan.

Metrics

- Dustin has been providing the board monthly metric updates this year
- Complete 2022-2023 Metrics will be shared at the June 27, 2023 Board Meeting
- See Appendix for complete 2021-2022 Metrics



June 2022 Superintendent Recommendations and Board Decisions - LCAP Goal 1

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

Most of the State funds related to this Goal come from targeted grants and/or “categorical” allocations

- ELOP Grant
 - Support our summer program
- Educator Effectiveness Block Grant
 - Staff training and professional development
- TK Funding
 - Support TK program
- Special Education Funding
 - TBD by SELPA



June 2022 Superintendent Recommendations and Board Decisions - LCAP Goal 2

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

- Facility Capital Projects (One-time deposit)
- Deferred Maintenance Projects
- Increase all counselors at each site to full-time
- Prep for grades 1-3
- Special Education Supports
- Garden / Site-Based Outdoor Education Coordinator

June 2022 Superintendent Recommendations and Board Decisions - LCAP Goal 3

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

- Facility Capital Projects Fund
- Structural Deficit
- Grade 3-8 Computer Replacement Program
 - 20% (500 units) per year
- Grade K-2 Computer / Ipad Replacement Program
 - 20% (220 units) per year
- Health Office Nurse Staffing
- Staff Computer Replacement Program
 - 20% (50 units) per year

June 2022 Superintendent Recommendations and Board Decisions - One-Time Income

One Time Income

\$4,450,000

Proposed one time expenses:

— Facility Capital Projects Fund	\$2,200,000
- Structural Deficit (2022-2023 payment)	\$ 750,000
- Special Education Supports (2022-2025)	\$ 600,000
— Deferred Maintenance Commitment	\$ 350,000
- Prep for grades 1-3 (2022-2023 pilot)	\$ 154,000
- Garden / Outdoor Education (2022-2025)	\$ 125,000
— Student Support Secretary to replace DO Clerk (2022-2025)	\$ 106,000
- Staff Computer Replacement Program	\$ 50,000
- Maintaining our Health Office Nurses at 6 hours per day (2022-2023)	\$ 27,000

Balance

+ \$ 88,000

June 2022 Superintendent Recommendations and Board Decisions - Ongoing Income

	2022-2023	2023-2024
<u>Ongoing Additional Income</u>	\$1,125,000	\$2,444,000
Proposed ongoing expenses:		
- Raise (to be bargained)	\$ TBD	\$ TBD
- Structural Deficit	\$ 0	\$ 750,000
- Grade 3-8 Computer Replacement Program	\$ 0	\$ 170,000
- Increase all counselors at each site to full-time	\$ 140,000	\$ 140,000
- Prep for grades 1-3	\$ 0	\$ 154,000
- Facility Capital Projects Fund	\$ 0	\$ 100,000
- Deferred Maintenance Commitment	\$ 0	\$ 100,000
- Grade K-2 Computer / Ipad Replacement Program	\$ 0	\$ 75,000
- Staff Computer Replacement Program	\$ 0	\$ 50,000
- Instructional Focus Leads (K-2, 3-5, 6-8)	\$ 0	\$ 9,000
Balance	+ \$ 985,000	+ \$ 896,000



***Looking ahead to our 2024-2027 LCAP
Development and Plan
through the lens of:***

**Bu_id_ing a Culture of Excellence in Education.
Where do “i” fit in?
A Partnership with Studer Education**

Huron Studer Education

We work with education organizations to build evidence-based practices that improve outcomes for students, teachers, employees and leaders.

Expertise

- Continuous Improvement
- Cultural Transformation
- Effective Teaching and Learning
- Leadership Development
- Organizational Excellence
- Strategy and Innovation
- Systems Alignment



Best Firms to Work For
2011-2021
Consulting Magazine

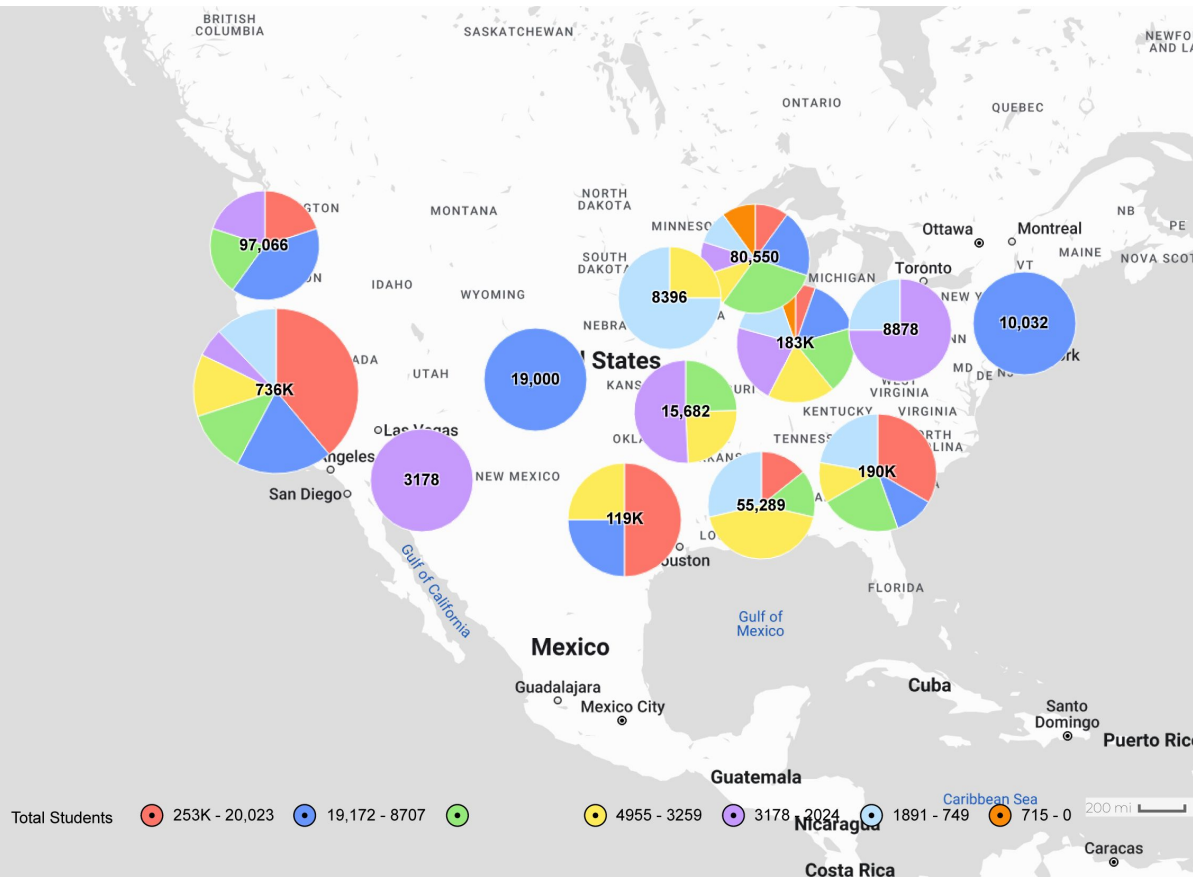


Malcolm Baldrige National Award
Recipient (Studer Group)
2010

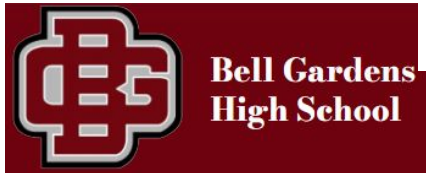


Highlights

- Formed in 2010
- **20** experienced education leaders and organizational culture experts (and growing)
- Work with **130+** school district partners, serving over **1.5M** students
- Certified over **3,000** teachers



Partners & Impact in California



Nine Principles for Organizational Excellence

NINE PRINCIPLES

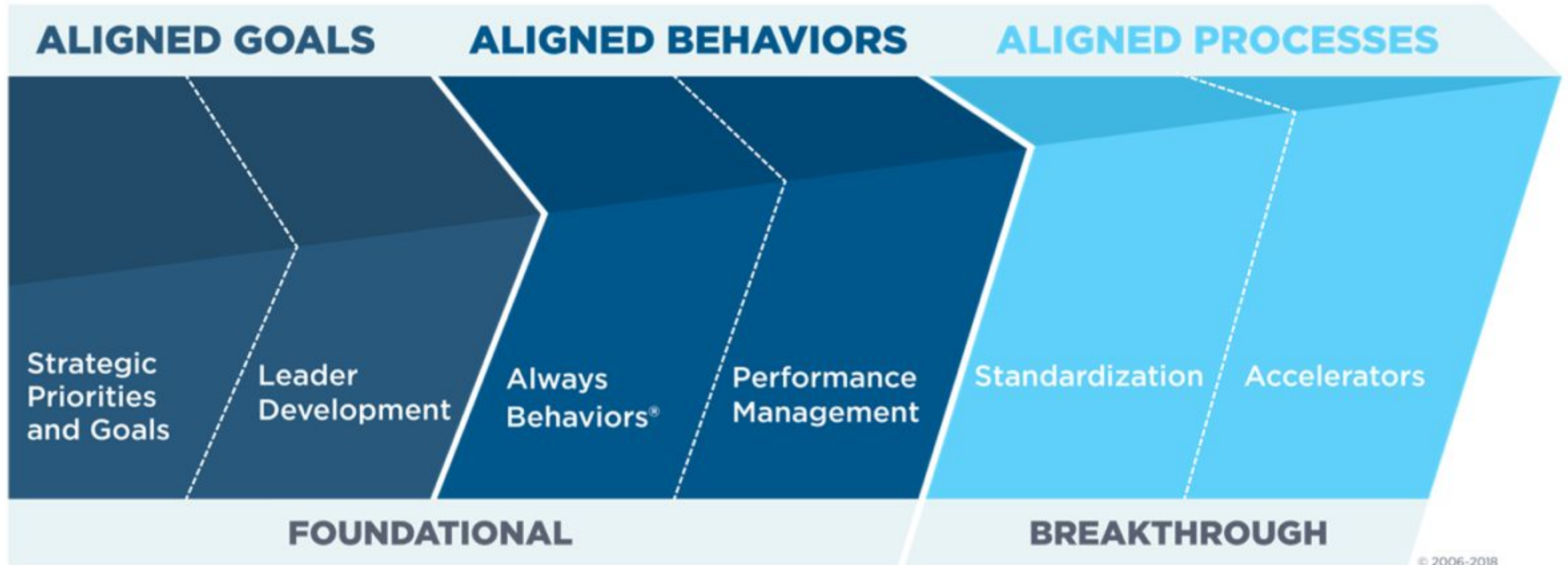
- 1 **Commit to Excellence**
- 2 **Measure the Important Things**
- 3 **Build a Culture Around Service**
- 4 **Develop Leaders to Develop People**
- 5 **Focus on Employee Engagement**
- 6 **Be Accountable**
- 7 **Align Behaviors with Goals & Values**
- 8 **Communicate at All Levels**
- 9 **Reward and Recognize Success**



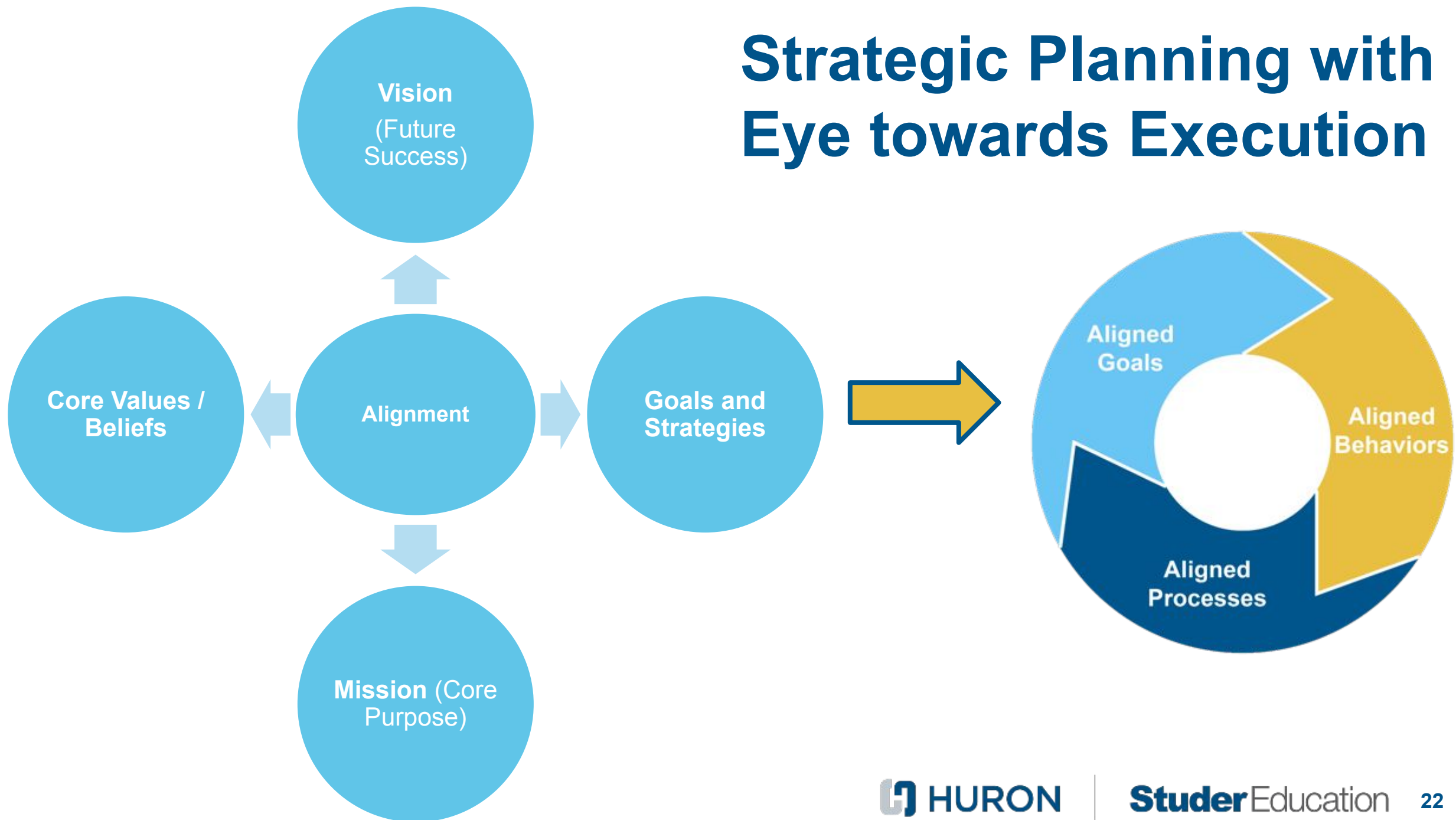
Impact of Leaders on Organizational Success



Evidence-Based Leadership Framework



Strategic Planning with Eye towards Execution



District Scorecard

**Student Experience
and Success**

People and Culture

**Family and
Community
Collaboration**

**Resources
and Service**

Annual Goals

What Does Success Look Like? (Annual Goals)

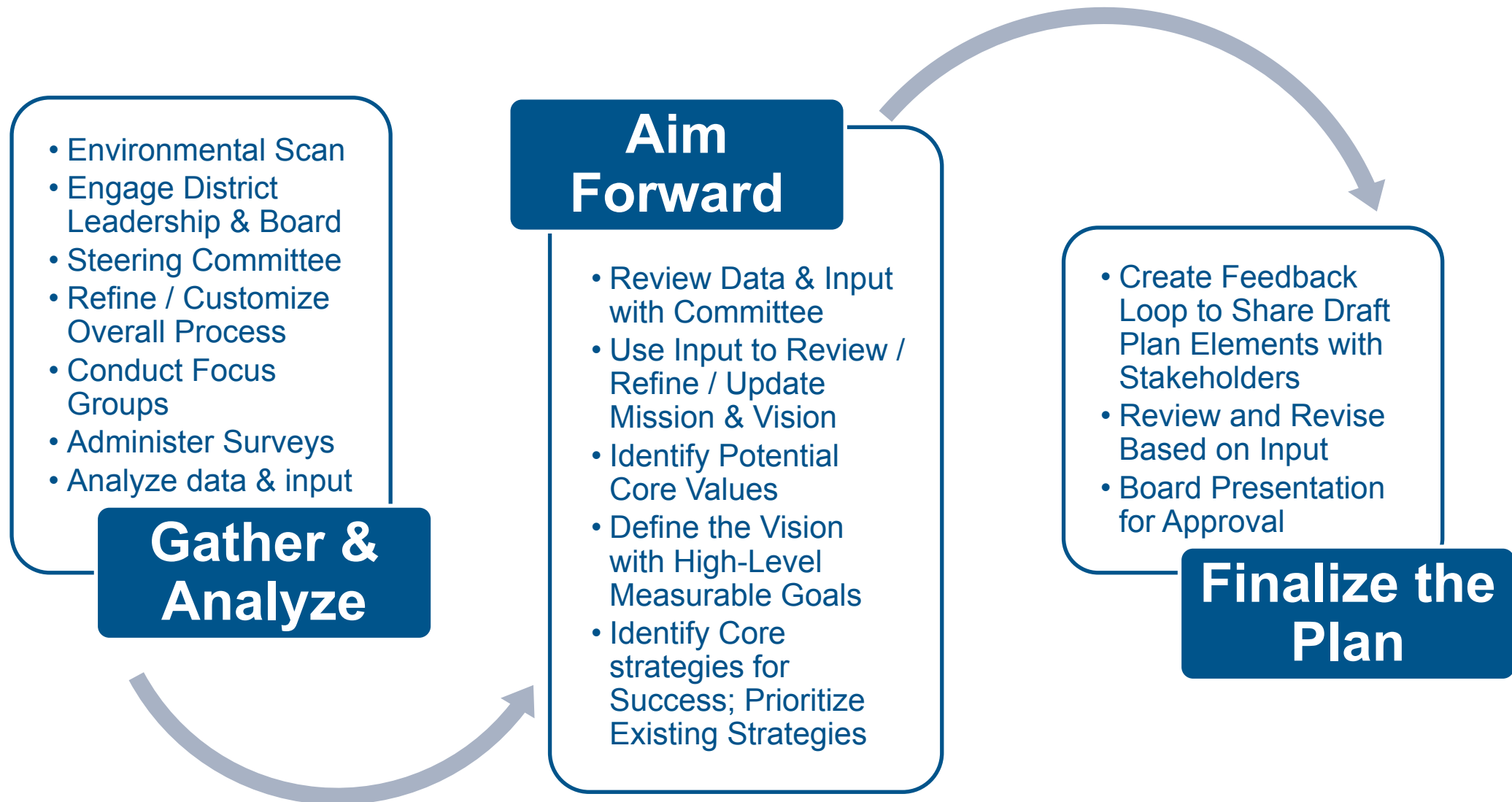
Progress Monitoring

How Will We Know How We Are Doing?

Strategic Actions

What will We DO to Achieve the Goals?

Strategic Planning Process Overview



Building on Your Successes

Visioning and Defining an Even Greater Future



Visioning & Defining

Future-Forward
Definition of
Excellence and
Success

Analyzing & Understanding

Synthesizing the Data
& Input Collected to
Collaboratively Set the
Future Vision

Environmental Scan, Engaged Input & Learning

Learning & Engaging
to Understand Past,
Current & Future
Priorities

Not New – Integrated



Current Practice

Strategic Plan Document(s)

Stakeholder Surveys

Employee Retention & Engagement

Standing School / Department Meetings

Employee Evaluation Conversations

Employee Reward & Recognition

Staff Policy

Communication

Leadership Training

Leader Evaluation

Effective Approach

Strategic Planning to Scorecard / Deployment

Survey Roll Out & Action Planning Process

30/90 Day Interviews and Rounding

Meeting Structures Aligned to Priorities

Coaching Conversations

Recognize to Harvest Wins and Bright Spots

Standards of Practice

Key Words at Key Times & Cascading

Data-Driven & Integrated Development

Individual Accountability



**PEOPLE
FIRST**



**SERVICE IS
EVERYTHING**



**STRATEGY=
EXECUTION**



**RESULTS
MATTER**

Appendix A

Rescue USD LCAP Goal 1, 2 and 3 June 2022 Metrics

LCAP Goal 1 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
Parent Survey Results	Improvement by students related to educational services as measured by the Parent Survey Results	To be administered	Spring 2022
Student Listening Circle Feedback	Improvement by students related to educational services as measured by Student Listening Circle Feedback	The following sites have been completed: <ul style="list-style-type: none">- Jackson- MVMS- Green Valley- Rescue	Spring 2022: <ul style="list-style-type: none">- Lakeview- Lake Forest- PGMS



LCAP Goal 1 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
Grade Span Adjustment (K-3)	24.0 or below	21.1 students/class	Implemented
Lexile Proficiency	Improvement as measured by the SRI Lexile Assessment	Unavailable	Spring 2022
Smarter Balanced Interim Assessment (Mathematics)	Improvement as measured by the Smarter Balanced Interim Assessment (Mathematics)	Grade level Smarter Balanced assessment blocks have been administered	In Progress




LCAP Goal 1 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
Academic Indicator on the California School Dashboard for ELA	Improvement by students as measured by the Academic Indicator on the California School Dashboard for ELA	Unavailable <ul style="list-style-type: none"> - We are utilizing Smarter Balanced Summative and Interim Assessment data. 	Available 2023-2024 to allow for three years of data
Academic Indicator on the California School Dashboard for Math	Improvement by students as measured by the Academic Indicator on the California School Dashboard for Math	Unavailable <ul style="list-style-type: none"> - We are utilizing Smarter Balanced Summative and Interim Assessment data. 	Available 2023-2024 to allow for three years of data



LCAP Goal 1 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
Smarter Balanced Interim Assessment (Reading Informational Text IAB)	Improvement as measured by the Smarter Balanced Interim Assessment (Reading Informational Text IAB)	Grade level Smarter Balanced assessment blocks have been administered	In Progress
English Learner Indicator on the California School Dashboard	Improvement as measured by the English Learner Indicator on the California School Dashboard	Unavailable <ul style="list-style-type: none"> - We are utilizing ELPAC scoring data to monitor English Learner progress. 	ELPAC testing will be given in the Spring. 

LCAP Goal 2 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
California Healthy Kids Survey (CHKS) Results	Improvement by students as measured by the California Healthy Kids Survey (CHKS) Results	Fall 2021	Presented to the Board on February 8, 2022
California Parent School Survey	Improvement by students as measured by the California Parent School Survey	In Progress (February 2022)	Board presentation on Spring 2022



LCAP Goal 2 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
California School Dashboard Chronic Absenteeism Indicator	Improvement by students so that “All Students” will remain in the green or blue category	Unavailable - We are utilizing Aeries data in the meantime	Available 2023-2024 to allow for three years of data
California School Dashboard Chronic Suspension Indicator	Improvement by students so that “All Students” will remain in the green or blue category	Unavailable - We are utilizing CalPads data in the meantime	Available 2023-2024 to allow for three years of data



LCAP Goal 2 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
Facilities Inspection Tool	Improvement by students as measured by the Facilities Inspection Tool so that all are rated fair or good	SARC's data: <ul style="list-style-type: none">- Green Valley = Poor- Jackson = Good- Lake Forest = Good- Lakeview = Good- Rescue = Good- MVMS = Fair- PGMS = Fair	Inspection has been updated for the 2020-2021 school year. <ul style="list-style-type: none">- 86% of our sites are rated fair or good



LCAP Goal 3 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
Student Listening Circle Feedback	Improvement in attitude and perceptions regarding infrastructure and district support programs	The following sites have been completed: <ul style="list-style-type: none">- Jackson- MVMS- Green Valley- Rescue	Spring 2022: <ul style="list-style-type: none">- Lakeview- Lake Forest- PGMS
Parent Survey Results	Improvement in attitude and perceptions regarding infrastructure and district support programs	To be administered	Spring 2022



LCAP Goal 3 - Metrics

Metric	Desired Outcome for 2023-2024	Mid-Year (2021-2022) Update	Status
Ridership Report from Transportation	Ridership on school district busses will increase	846 Riders	This is a 7% increase from last year.
HelpDesk Response Rate	HelpDesk tickets will be resolved in a timely manner (ideally 5 days or less)	<p>As of 1/25/22 we have a total of 934 closed tickets.</p> <ul style="list-style-type: none"> - 508 tickets were closed in less than two days. - 209 tickets were closed between 3-5 days. - 77% ticket resolution within the districts 5 day goal. 	The Technology Department was not fully staffed until February 2022



Appendix B

Sample Strategic Planning Outcomes from North Clackamas Schools



www.nclack.k12.or.us



Our Mission

Inspiring graduates who are empowered to act with courage in life and to strengthen local and global communities



Our Vision

We build relationships with students to honor their cultural heritage, foster their physical, social, and emotional well-being, cultivate joy in learning, and engage each student to reach their full potential. We create environments where students are inspired to be creative and critical thinkers as they prepare for success in life, college, and career.

Strategic Plan

2022-2027



NCS D Strategic Points



NCS D Strategic Points



Strengthen and improve instructional and assessment practices that lead to meaningful academic and experiential learning for each student.

Ensure that modes and delivery of teaching and learning are varied and responsive to students' learning needs.

Provide frequent actionable feedback to students that leads to growth and proficiency.

Strengthen and continue to provide opportunities for student learning through academics, arts, and extracurricular activities.

Support the mental health and well-being of each student.

Develop a district-wide system in which all students graduate with a post-secondary plan and pathway for success.

Provide safe and flexible learning environments to encourage collaboration and innovation.



People
& Culture

Recruit, hire, and retain exceptional employees with a strong sense of commitment to the school district's mission, vision, and core values.

Strengthen practices that lead to a workforce that reflects the diversity of the North Clackamas community.

Foster professional growth and leadership across all levels of the organization.

Cultivate a collaborative environment that empowers employees and provides job satisfaction.

Embrace technology and effectively use emerging tools in curriculum, programs, and department functions.

Strengthen relationships and interdependence among schools and departments.



Family & Community
Collaboration

Build trusting relationships with students, families, and community.

Ensure that schools and district provide accessible two-way communication avenues.

Improve family engagement through a variety of relevant, accessible and meaningful opportunities.

Foster inclusive spaces that build community with families and students through culturally relevant practices.

Create new and nurture existing community partnerships that advance the school district mission and vision.

Build a reputation for NCS D as an award-winning, premier school district in the state of Oregon.



Resources
& Service

Strengthen and develop partnerships that remove barriers to learning and advance the school district's vision and goals.

Build clear systems and methods of communication among schools, departments, and families.

Create impactful and sustainable systems that are adaptable to changing needs.

Improve processes and systems to enhance accessibility while using culturally responsive practices.

Invest in long term facilities planning, maintenance, and capital construction that provide safe, healthy, and flexible learning and work environments.

Continue effective decision-making that ensures financial stewardship and transparency.

Scan to learn more



RESCUE UNION SCHOOL DISTRICT

AGENDA: RESOLUTION # 23-01 Declaration of Need for Fully Qualified Educators

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve Resolution #23-01: Declaration of Need for Fully Qualified Educators for the 2023-2024 school year.

BACKGROUND:

Each year our District endeavors to find the most qualified teachers to fill vacancies. At times, we may find it necessary to hire someone who has not fully completed the coursework for a specific credential, but he/she qualifies for an emergency permit.

STATUS:

Due to legislative changes in the process for hiring teachers with Emergency Teaching Permits and Credentials, a Declaration of Need for Fully Qualified Educators must be authorized at a public meeting by the Governing Board and submitted to the Commission on Teacher Credentialing. The Declaration of Need for Fully Qualified Educators represents a statement of anticipated needs for the 2023-2024 school year. This Declaration shall remain in force until June 30, 2024.

FISCAL IMPACT:

Not applicable

BOARD GOALS:

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.



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2023-2024

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Rescue Union School District District CDS Code: 61978

Name of County: El Dorado County CDS Code: 09

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on ____/____/____ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► Enclose a copy of the board agenda item

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Jim Shoemaker</u>	<u></u>	<u>Superintendent</u>
Name	Signature	Title
<u>530-677-0719</u>	<u>530-672-4810</u>	<u>4/12/2023</u>
Fax Number	Telephone Number	Date
<u>2390 Bass Lake Rd. Rescue, CA 95672</u>		
Mailing Address		
<u>jshoemaker@rescueusd.org</u>		
Email Address		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____ Name	_____ Signature	_____ Title
_____ Fax Number	_____ Telephone Number	_____ Date
_____ Mailing Address		
_____ EMail Address		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit

Estimated Number Needed

CLAD/English Learner Authorization (applicant already holds teaching credential)

5

Bilingual Authorization (applicant already holds teaching credential)

3

List target language(s) for bilingual authorization:

Resource Specialist

3

Teacher Librarian Services

1

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	10
Single Subject	5
Special Education	5
TOTAL	20

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Mathematics	2
Science: Biological Sciences	1
Foundational Level General Science	1
Industrial and Technology Education	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program?

☐ Yes ☒ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program?

☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 4

If yes, list each college or university with which you participate in an internship program.

WGU, National University, UMass, Cal State Sacramento

If no, explain why you do not participate in an internship program.

**RESCUE UNION SCHOOL DISTRICT
RESOLUTION NO. 23-01**

**RESOLUTION TO APPROVE:
DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS
EFFECTIVE JULY 1, 2023 THROUGH JUNE 30, 2024**

WHEREAS, the Governing Board of the Rescue Union School District has determined that based on the needs and projections of enrollment for 2023-2024 school year, it may be necessary to hire teachers without full credentials. In that event, the Declaration of Need for Fully Qualified Educators will be used.

THEREFORE, BE IT RESOLVED that Pursuant to Education Code 44225.7, it will be necessary to approve the Declaration of Need for the 2023-2024 school year. The Superintendent or his designated representative is directed to take all appropriate action needed.

ADOPTED by the Governing Board of Rescue Union School District on May 9, 2023, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

President of the Board

Clerk of the Board

ITEM#: 4a
DATE: May 9, 2023

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Classified Job Descriptions, Salary Schedule**

RECOMMENDATION:

The Superintendent recommends the Board approve the updated job descriptions and salary schedule for the classified positions of Instructional Assistant - Specialized Health Care Services, Yard Supervisor, and Health Office Aides.

BACKGROUND:

We have a need for updated job requirements including First Aid and CPR for the classified positions of Instructional Assistant - Specialized Health Care Services and Yard Supervisors at each of the seven school sites in Rescue USD to provide improved support and services to staff and students. Additionally, Health Office Aides currently work 5 days less than the Health Office Nurses but have similar responsibilities before school starts.

STATUS:

Attached are two job descriptions, one for the Instructional Assistant - Specialized Health Care Services and the other for the Yard Supervisors. The revised job descriptions include the additional job requirements of First Aid and CPR. Also attached is the Classified Salary schedule that includes a change from 193 total days for Health Office Aides increased to 198 days.

FISCAL IMPACT:

The annual cost is less than \$500.

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.

Board Focus Goal IV - STAFF NEEDS

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

Board Focus Goal VI – CULTURE OF EXCELLENCE

Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

Memorandum Of Understanding (MOU)
Between
Rescue Union School District (District)
and the
California School Employees Association and its Rescue Chapter #737 (CSEA)

April 21, 2023

The California School Employees Association and Its Rescue Chapter #737 and the Rescue Union School District (together "the Parties") hereby enter into this Memorandum of Understanding as follows:

The Parties mutually agree to the following changes:

- Add "First Aid/CPR" as a job requirement for Yard Supervisor
- Add "First Aid/CPR" as a job requirement for Instructional Assistant – Specialized Health Care Services
- Increase Health Office Aide to 185 contracted days to match the number of contracted days for Health Office Nurse.

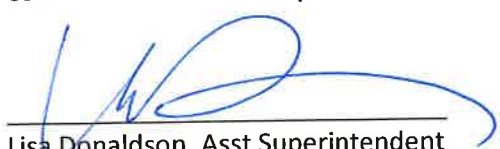
This MOUs is subject to ratification by CSEA and the District.

Natalie Hadden
Rescue #737 President

Date:

CSEA Labor Relations Representative

Date



Lisa Donaldson, Asst Superintendent
Rescue Union School District



Date:

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: Instructional Assistant – Specialized Health Care Services

SUPERVISOR: Under the direction of credentialed teacher/school nurse supervised by Site Administrator

BASIC FUNCTION: The Instructional Assistant, Specialized Health Care Services, will work in an assigned program designed for a student with specialized health care needs and/or Individual Education Plan (IEP).

REPRESENTATIVE DUTIES: (Required Functions)

- All duties of Instructional Assistant Paraeducator and Independence Facilitator/Behavior Support Paraeducator
- Provides direct specialized physical health care services which include, but are not limited to, specialized feeding, dispensing medication, tracheostomy tube suctioning, catheterization, and other services that require medically related training per the assigned medical protocol and Individual Education or 504 Plan
- Participates in daily and long-range lesson and classroom activities in order that students may learn
- Alerts teachers of special needs of individual students
- Follows Individualized Emergency Plans
- Maintains individual records for each student as directed
- When necessary accompanies student in assigned school vehicle for home-to-school transportation or field trips
- Provides toileting and/or diapering as needed
- Performs other related duties as assigned

EDUCATION AND EXPERIENCE:

- Meets No Child Left Behind (NCLB) Highly Qualified Criteria.
- Previous experience working with school-age children desired
- Previous experience working with students with specialized health care needs desired
- Training and/or experience with physical/medical needs desired
- First aid and CPR certificates

KNOWLEDGE OF:

- Knowledge of universal precautions and blood borne pathogens
- Specialized health care procedures for individual needs

ABILITY TO:

- Take direction
- Work independently

- Monitor student's work and play
- Communicate effectively
- Work with student on a one-on-one basis
- Work with confidential information appropriately

ENVIRONMENT:

- Outdoor and indoor work in weather extremes, hot or cold climate
- Independent work environment required

PHYSICAL ABILITIES:

- Heavy physical exertion
- Position may require heavy physical labor including ability to lift, carry, push, pull and move heavy objects or materials
- Position requires the mobility to stand, stoop, reach and bend
- May sit for extended periods of time
- Frequent standing or walking

REQUIREMENTS:

- TB [Risk Assessment clearance](#) ~~test-clearance~~
- California Department of Justice fingerprint clearance
- Completion of proficiency testing
- NCLB Compliant
- [First aid and CPR certificates](#)

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: YARD SUPERVISOR

SUPERVISOR: Site Administrator

BASIC FUNCTION: Under the supervision of the Site Administrator, the Yard Supervisor is responsible for the maintenance of safety and conduct of students as assigned.

REPRESENTATIVE DUTIES:

- Monitor children's safety and behavior at different times during the day within a variety of school environments, e.g. restrooms, playgrounds, hallways, classrooms, library, bus stops, crosswalks and cafeteria for the purpose of ensuring the safety and welfare of students.
- Help pick up trash on playground and lunch areas.
- Handle minor first aid; follow emergency procedures for student accidents.
- Check and report any play area and structure damage; check in and out the playground equipment.
- Consult with administration and teachers regarding problems with students.
- Direct students and traffic at assigned intersections before and after school.
- Performs other related duties as assigned.

EDUCATION AND EXPERIENCE: Experience working with children. High school diploma or G.E.D.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF: Good communication skills and behavior modification techniques.

ABILITY TO: Communicate effectively; learn and enforce district/site discipline policy

WORKING CONDITIONS:

ENVIRONMENT: Outdoor work in weather extremes - hot or cold climate

PHYSICAL ABILITIES: Moderate physical exertion

REQUIRMENTS:

- A valid Class C California driver's license
- TB [Risk Assessment clearance](#) ~~assessment-clearance~~
- Department of Justice clearance
- First aid and CPR certificates ~~recommended.~~

Board Approved: _____



Rescue Union School District

Classified Salary Schedule

2023-2024

This schedule is based on hourly rates. A 1.0 FTE is 8 hours a day with duty days (including paid holidays) next to each position.

Established Classification (With Duty Days inc. Holidays):	Step:									
	1	2	3	4	5	6-10	11-15	16-20	21-25	26+
Yard Supervisor (193)	\$15.50	\$16.27	\$17.08	\$17.93	\$18.83	\$19.77	\$20.76	\$21.80	\$22.89	\$24.03
Lead Garden Coordinator (193)	\$15.50	\$16.27	\$17.08	\$17.93	\$18.83	\$19.77	\$20.76	\$21.80	\$22.89	\$24.03
Food Service Worker (193)	\$16.08	\$16.88	\$17.72	\$18.61	\$19.54	\$20.52	\$21.55	\$22.63	\$23.76	\$24.95
Health Office Aide (193) (198)	\$16.37	\$17.19	\$18.05	\$18.95	\$19.90	\$20.90	\$21.95	\$23.05	\$24.20	\$25.41
Instructional Assistant Special Day Class (193)	\$17.03	\$17.88	\$18.77	\$19.71	\$20.70	\$21.74	\$22.83	\$23.97	\$25.17	\$26.43
Instructional Assistant General Ed (193)	\$17.03	\$17.88	\$18.77	\$19.71	\$20.70	\$21.74	\$22.83	\$23.97	\$25.17	\$26.43
Instructional Assistant Learning Center/RSP (193)	\$17.03	\$17.88	\$18.77	\$19.71	\$20.70	\$21.74	\$22.83	\$23.97	\$25.17	\$26.43
Itinerant Independence Facilitator (193)	\$17.43	\$18.30	\$19.22	\$20.18	\$21.19	\$22.25	\$23.36	\$24.53	\$25.76	\$27.05
Behavior Support Instructional Assistant (193)	\$17.43	\$18.30	\$19.22	\$20.18	\$21.19	\$22.25	\$23.36	\$24.53	\$25.76	\$27.05
PBIS Intervention Facilitator (193)	\$17.43	\$18.30	\$19.22	\$20.18	\$21.19	\$22.25	\$23.36	\$24.53	\$25.76	\$27.05
Instructional Assistant Special Health Care Services (193)	\$17.90	\$18.80	\$19.74	\$20.73	\$21.77	\$22.86	\$24.00	\$25.20	\$26.46	\$27.78
Office Clerk (260)	\$17.90	\$18.80	\$19.74	\$20.73	\$21.77	\$22.86	\$24.00	\$25.20	\$26.46	\$27.78
Food Service Worker II - Cook (198)	\$19.28	\$20.24	\$21.25	\$22.31	\$23.43	\$24.60	\$25.83	\$27.12	\$28.48	\$29.90
Office Clerk (260)	\$17.90	\$18.80	\$19.74	\$20.73	\$21.77	\$22.86	\$24.00	\$25.20	\$26.46	\$27.78
Custodian (260)	\$19.60	\$20.58	\$21.61	\$22.69	\$23.82	\$25.01	\$26.26	\$27.57	\$28.95	\$30.40
Community/School Liaison (193)	\$19.84	\$20.83	\$21.87	\$22.96	\$24.11	\$25.32	\$26.59	\$27.92	\$29.32	\$30.79
Instructional Assistant Bilingual (193)	\$19.84	\$20.83	\$21.87	\$22.96	\$24.11	\$25.32	\$26.59	\$27.92	\$29.32	\$30.79
Library/Media Coordinator (215)	\$19.84	\$20.83	\$21.87	\$22.96	\$24.11	\$25.32	\$26.59	\$27.92	\$29.32	\$30.79
Media Technology Services Clerk (193)	\$19.84	\$20.83	\$21.87	\$22.96	\$24.11	\$25.32	\$26.59	\$27.92	\$29.32	\$30.79
Student Services Secretary (215)	\$19.84	\$20.83	\$21.87	\$22.96	\$24.11	\$25.32	\$26.59	\$27.92	\$29.32	\$30.79
Utility/Maintenance Technician (260)	\$20.28	\$21.29	\$22.35	\$23.47	\$24.64	\$25.87	\$27.16	\$28.52	\$29.95	\$31.45
Bus Driver (192) (Additionally Work 3 8-Hour Days)	\$20.52	\$21.55	\$22.63	\$23.76	\$24.95	\$26.20	\$27.51	\$28.89	\$30.33	\$31.85
Dispatcher/Relief Bus Driver (240)	\$21.34	\$22.41	\$23.53	\$24.71	\$25.95	\$27.25	\$28.61	\$30.04	\$31.54	\$33.12
Lead Custodian (260)	\$21.34	\$22.41	\$23.53	\$24.71	\$25.95	\$27.25	\$28.61	\$30.04	\$31.54	\$33.12
Elementary School Secretary (220)	\$21.34	\$22.41	\$23.53	\$24.71	\$25.95	\$27.25	\$28.61	\$30.04	\$31.54	\$33.12
Middle School Secretary (225)	\$21.34	\$22.41	\$23.53	\$24.71	\$25.95	\$27.25	\$28.61	\$30.04	\$31.54	\$33.12
School Secretary (Pre 2020-21) (240) - CLOSED	\$21.34	\$22.41	\$23.53	\$24.71	\$25.95	\$27.25	\$28.61	\$30.04	\$31.54	\$33.12
Support Services Secretary (240)	\$21.34	\$22.41	\$23.53	\$24.71	\$25.95	\$27.25	\$28.61	\$30.04	\$31.54	\$33.12
Assistant Mechanic (240)	\$21.88	\$22.97	\$24.12	\$25.33	\$26.60	\$27.93	\$29.33	\$30.80	\$32.34	\$33.96
Bus Driver Trainer (240)	\$22.57	\$23.70	\$24.89	\$26.13	\$27.44	\$28.81	\$30.25	\$31.76	\$33.35	\$35.02
Account Technician (260)	\$23.03	\$24.18	\$25.39	\$26.66	\$27.99	\$29.39	\$30.86	\$32.40	\$34.02	\$35.72
Certified Occupational Therapist Aide (193)	\$24.74	\$25.98	\$27.28	\$28.64	\$30.07	\$31.57	\$33.15	\$34.81	\$36.55	\$38.38
Registered Behavior Technician (193)	\$24.74	\$25.98	\$27.28	\$28.64	\$30.07	\$31.57	\$33.15	\$34.81	\$36.55	\$38.38
Health Office Nurse (RN/LVN) (198)	\$24.74	\$25.98	\$27.28	\$28.64	\$30.07	\$31.57	\$33.15	\$34.81	\$36.55	\$38.38
Lead Maintenance Technician (260)	\$24.74	\$25.98	\$27.28	\$28.64	\$30.07	\$31.57	\$33.15	\$34.81	\$36.55	\$38.38
Nurse (RN/LVN) Instructional Assistant (198)	\$24.74	\$25.98	\$27.28	\$28.64	\$30.07	\$31.57	\$33.15	\$34.81	\$36.55	\$38.38
Lead Maintenance Technician- HVAC Emphasis (260)	\$28.92	\$30.37	\$31.89	\$33.48	\$35.15	\$36.91	\$38.76	\$40.70	\$42.74	\$44.88
Lead Mechanic (240)	\$30.08	\$31.58	\$33.16	\$34.82	\$36.56	\$38.39	\$40.31	\$42.33	\$44.45	\$46.67
Technology Support Specialist II (260)	\$30.08	\$31.58	\$33.16	\$34.82	\$36.56	\$38.39	\$40.31	\$42.33	\$44.45	\$46.67
Database Support Specialist (260)	\$31.55	\$33.13	\$34.79	\$36.53	\$38.36	\$40.28	\$42.29	\$44.40	\$46.62	\$48.95

ITEM#: 6a
DATE: May 9, 2023

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Art, Music, & Instructional Materials Discretionary Block Grant Plan

BACKGROUND:

With the passage of the 2022-23 State Budget Adoption, Governor Newsom approved AB 181. Among other things, the bill established the Arts, Music, and Instructional Materials Discretionary Block Grant (AMIMDBG). These one-time funds are available for encumbrance through the 2025-26 fiscal year.

STATUS:

On May 24, 2022, the Rescue USD Board had a study session that included a budget discussion regarding one-time funds that were anticipated to be approved with the 2022-23 State Budget. The State Budget was approved with two different “one-time” funding sources that include AMIMDBG and the Learning Recovery Emergency Block Grant (LREBG). The AMIMDBG requires a Board approved plan.

FISCAL IMPACT:

The Fiscal Year 2023-24 and 2024-25 years will utilize one-time funds with one-time expenditures to improve student outcomes.

The District will fully spend all one-time grants and has budgeted one-time funds as directed by approved plans and/or study session priorities within the appropriate timelines for each grant.

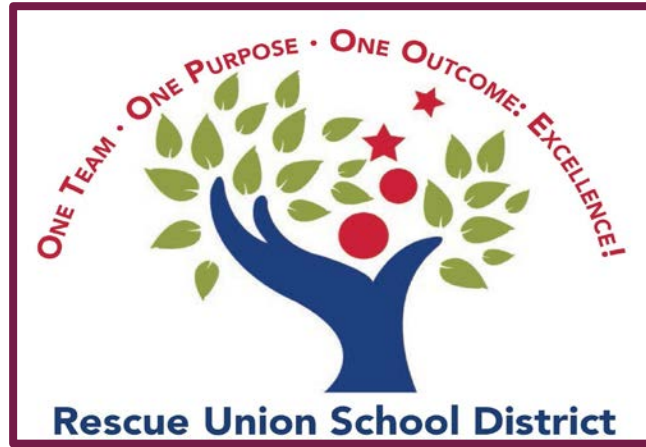
BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

The Assistant Superintendent recommends the Board of Trustees approve the AMIMDBG plan.



May 9, 2023

One-Time Block Grants 2022-23

Rescue Union School District Board of Education

Topics to be Covered

- May 24, 2022 Board Study Session discussion recap
- Learning Recovery Emergency Block Grant
- Arts, Music, and Instructional Materials Discretionary Block Grant
- Questions



May 24, Board Study Session discussion recap

- Governor's May 2022 Revise included the following:
 - 6.56% COLA
 - Increase to our base funding that would be on-going
 - \$4.4 million of one-time funds
 - Continue ELOP (Expanded Learning Opportunities Program)



Summary Slide from May 24, 2022 study session

One Time Income

\$4,450,000

Proposed one time expenses:

- Facility Capital Projects Fund \$2,200,000
- Structural Deficit (2022-2023 payment) \$ 750,000 *taken care of with ongoing funds*
- Special Education (SPED) Supports (2022-2025) \$ 600,000
- Deferred Maintenance Commitment \$ 350,000
- Prep for grades 1-3 (2022-2023 pilot) \$ ~~154,000~~ (202,000 actual)
- Garden / Outdoor Education (2022-2025) \$ 125,000
- Student Support Secretary to replace
DO Clerk (2022-2025) \$ ~~106,000~~ (150,000 actual)
- Staff Computer Replacement Program \$ 50,000
- Maintaining our Health Office Nurses (HON) at
6 hours per day (2022-2023) \$ 27,000



Learning Recovery Emergency Block Grant

- The LREBG provides one-time funds for learning recovery initiatives through the 2027–28 school year that, at a minimum, support academic learning recovery and staff and pupil social and emotional well-being.
- The LREBG was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being.



Learning Recovery Emergency Block Grant

- LREBG recipients are required to report interim expenditures of apportioned funds on or before the following deadlines:
 - December 1, 2024
 - December 1, 2027
 - December 1, 2029
- LEAs must make completed expenditure reports publicly available on their websites.



Learning Recovery Emergency Block Grant

Allowable Uses:

- (A) **Instructional learning time** for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.
- (B) Accelerating progress to close learning gaps through the implementation, expansion, or **enhancement of learning supports**, such as:
 - (i) **Tutoring** or other one-on-one or small group learning supports provided by certificated or classified staff.
 - (ii) Learning recovery programs and **materials** designed to accelerate pupil academic proficiency or English language proficiency, or both.
 - (iii) Providing **early intervention and literacy programs** for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.



Learning Recovery Emergency Block Grant

Allowable Uses continued:

- (iv) Supporting **expanded learning opportunity program services** pursuant to Section 46120.
- (v) Providing **instruction and services** consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.
- (C) Integrating **pupil supports** to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning, or referrals for support for family or pupil needs.
- (D) **Access to instruction** for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.
- (E) Additional **academic services** for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.



Learning Recovery Emergency Block Grant

Recommended expenditures due to limitation of allowable uses:

1) Facility Capital Projects Fund	\$2,200,000 * not allowed
2) Special Education Supports (2022-2025)	\$ 600,000
3) Deferred Maintenance Commitment	\$ 350,000 * not allowed
4) Prep for grades 1-3 (2022-2024) (one add'l year)	\$ 404,000
5) Garden / Outdoor Education (2022-2025)	\$ 125,000
6) Student Support Secretary (2022-2025)	\$ 106,000 * not allowed
7) Staff Computer Replacement Program (increase)	\$ 191,270
8) Health Office Nurses (HON) (2022-2024 add'l year)	\$ 54,000
9) Music Supplies (2022-23)	\$ 30,000
10) Music teacher - Kindergarten (2023-2024)	\$ 45,000



Planned Activities

Pursuant to EC Section 32526(c)(2)(A-E), funds received for the LREBG shall only be expended for the following purposes:

	District Use:	Total Budget	2022-23	2023-24	2024-25
(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address pupil trauma and social-emotional learning (SEL), or referrals for support for family or pupil needs.	Health Office Nurses (HON's)	110,490	55,245	55,245	
	Special Ed Services	600,000	118,682	236,318	245,000
	Garden Coordinator (SEL)	110,250	36,750	36,750	36,750
	PE Grades 1-3	404,000	202,000	202,000	
	Chromebooks	191,270	67,000	67,000	57,270
	Music Supplies	30,000	30,000		
	Music Kinder	45,000		45,000	
	Total	1,491,010	509,677	642,313	339,020

Art, Music, Instructional Materials Discretionary Block Grant (AMIMDBG)

- The AMIMDBG provides one-time funds for five purposes. These funds are available for encumbrance through 2025-26 fiscal year.
- The governing board or body of each school district receiving funds pursuant to AMIMDBG shall discuss and approve a plan for the expenditures of funds.
- AMIMDBG does not have any reporting requirements



Art, Music, Instructional Materials Discretionary Block Grant

Allowable Uses:

- (1) obtaining standards-aligned professional development and instructional materials for specified subject areas;
- (2) obtaining professional development and instructional materials for improving school climate;
- (3) developing diverse, culturally relevant and multilingual school library book collections;
- (4) operational costs, including retirement and health care cost increases; and
- (5) COVID-19-related costs necessary to keep pupils and staff safe and schools open for in-person instruction.



Art, Music, Instructional Materials Discretionary Block Grant

Recommended expenditures based on remaining study session direction and allowable uses:

1) Student Support Secretary (2022-2025)	\$ 150,000* not allowed
2) Next Gen Science Standards (NGSS)	\$ 460,000
3) Health Office Nurses (HON) (2022-2024 add'l year)	\$ 54,000
4) Music Supplies (2023-2025)	\$ 60,000
5) STRS/PERS Pension costs (2023-2025)	\$1,407,192
6) Facility Capital Projects Fund	\$2,200,000 * not allowed
7) Deferred Maintenance Commitment	\$350,000 * not allowed



Planned Activities

Pursuant to EC Section 32526(c)(2)(A-E), funds received for the LREBG shall only be expended for the following purposes:

	District Use:	Total Budget	2022-23	2023-24	2024-25
(1) obtaining standards-aligned instructional materials for specified subject areas	NGSS	460,000	460,000		
(4) operational costs, including retirement and health care cost increases	DO Secretary	300,000		150,000	150,000
	Music Supplies	60,000		30,000	30,000
	STRS/PERS	1,407,192		703,596	703,596
	Total	2,227,192	460,000	883,596	883,596

Questions?

