

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California School Dashboard Update for 2025

RECOMMENDATION:

The Superintendent recommends the Board receive a report on the California School Dashboard Update for 2025. This is an informational report and will be followed by 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 updated 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 Indicators
- Chronic Absenteeism Indicator
- English Learner Progress Indicator
- Suspension Rate Indicator

FISCAL IMPACT: N/A

BOARD GOAL(S):

II. STUDENT SUPPORT

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment. **Reflected in LCAP GOAL 2**

Burriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology to ensure student success while in our District and beyond **Reflected in LCAP GOAL 1**

IV. COMMITMENT TO COMMUNITY

- A. Communication: Establish and maintain consistent and effective communication that is transparent and timely to foster meaningful engagement, share valuable information, and enhance the knowledge and involvement of our District community. **Reflected in LCAP GOAL 3**

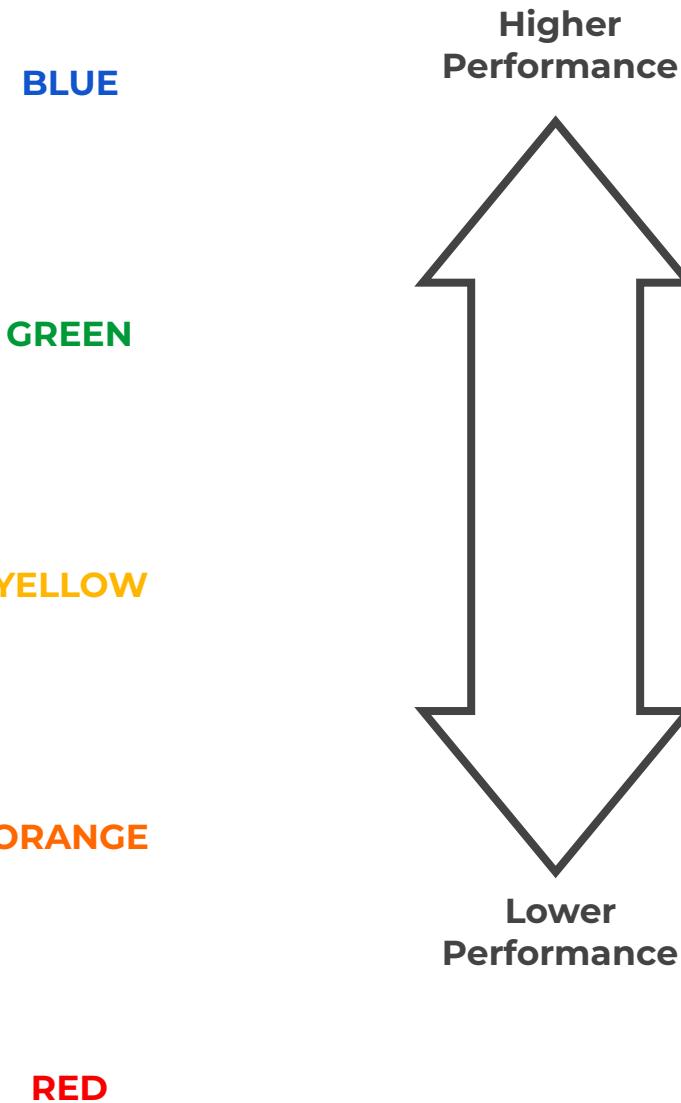
Rescue Union School District

2025 California School Dashboard Summary

January 27, 2026

About the CA School Dashboard

2





Why is the California School Dashboard important?

The Dashboard is California's main public report card for our schools, but instead of one number, it gives a fuller picture across multiple measures of student success and school climate because it:

- Communicates how schools and districts are doing
- Establishes common standards and expectations
- Identifies student groups, schools and districts that may need extra support
- Focuses attention on 8 State Priorities
- Informs annual budget and strategic planning processes

REPORT CARD

English

A

Career Tech

A

Math

B

Art

A

Science

B

History

A



Eleven Measures of School Performance

4

Eight State Measures

Performance levels are determined using current data and changes from previous year, scores are represented by a color ranging from Red to Blue.

- Academic Performance in English Language Arts and Math
- Chronic Absenteeism
- English Learner Progress (ELPI)
- HS Graduation Rate
- Suspension Rate
- College and Career Readiness
- Science

Five Local Indicators

Beyond test scores, we're required to publicly report on how we're doing with family engagement, school climate, and access to a full curriculum. That's part of our accountability, too.

STANDARD MET

- Basic Conditions
- Implementation of Academic Standards
- School Climate Surveys
- Parental Involvement and Family Engagement
- Access to Courses



14 Different Groups of Students are Monitored in California because Every Student Matters

Each district receives an overall rating, and a rating for each student group listed below, as long as there were at least 30 students in that group for the indicator. A student could be a member of multiple groups, including their ethnicity/race as well as one of the other groups.

African-American

American Indian/Native Alaskan

Asian

Filipino

Hispanic/Latino

Native Hawaiian/Pacific Islander

Two or More Races

White

English Learners

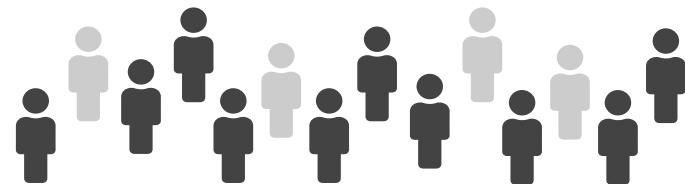
Long-term English Learners*

Socioeconomically Disadvantaged

Foster Youth**

Students Experiencing Homelessness**

Students with Disabilities



The system is designed to ensure that we look at all groups, not just our overall performance. If a group receives a red rating, that's front and center. Among 14 student groups that the California School Dashboard monitors, our District has scores for 10 student groups.

* Long-term English Learners were added as the 14th student group in 2025.

** For foster and homeless students the minimum threshold to be counted is 15 students, not 30 students.



State Indicator Scores Understanding

How Colors are Determined

Each district and school receives a color based on current results and the change from the previous year using a five-by-five matrix.

The **Purple** school has a lower chronic absentee rate but it got worse and their rating is **Yellow**.

The **Pink** school has a higher rate but since it improved, their rating is **Green**.

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

There are different five-by-five matrices for each indicator and some for different types of LEAs.

Our 2025 Results on the State Indicators

Our district has **2 BLUE**, **1 GREEN**, **1 YELLOW**, **1 ORANGE** and **1 RED** indicator on the 2025 Dashboard.

These indicators and results for student groups will be explored on the following pages.

English Language Arts



Math



Science



Chronic Absentee Rate



Suspension Rate



English Learner Progress



English Language Arts

**45.2 points
above
standard**
Increased 4.3 points

CA
8.1 Below

Our performance is
already at the highest
level.

2023

2024

2025



ORANGE

- English Learners
- Students Experiencing Homelessness
- Students with Disabilities



GREEN

- Hispanic
- Socioeconomically Disadvantaged



BLUE

- Asian
- Filipino
- Two or More Races
- White

Mathematics

**23.0 points
above
standard**
Increased 3.1 points

CA
42.4 Below

If our Distance from Standard were 11.9 points higher, our Indicator would have been BLUE.

2023

2024

2025



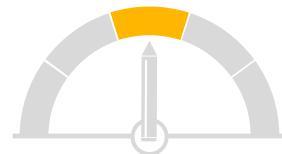
RED

- Students Experiencing Homelessness



ORANGE

- Students with Disabilities



YELLOW

- Hispanic
- Socioeconomically Disadvantaged



GREEN

- English Learners
- White



BLUE

- Asian
- Filipino
- Two or More Races



**66.8 points
above
standard**
Increased 4.8 points

CA
52.6 points

Our performance is
already at the highest
level.

2025



- Students with Disabilities



- Asian
- English Learners
- Hispanic
- Socioeconomically Disadvantaged
- White

English Learner Progress Indicator

**44.3% made
progress**

CA
46.4%

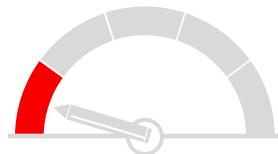
Decreased 10.1%

If 1 more student had
made progress, our
Indicator would have
been **ORANGE**.

2025

2023

2024



RED

- English Learners

The ELPI measures progress for two student groups, but
our district only has a score for one group.

Chronic Absenteeism

8.4%
**chronically
absent**
Decreased 0.2%

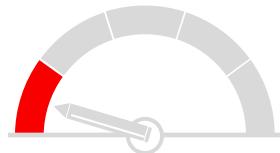
2023

2024

2025

CA
17.1%

If 11 fewer students had been chronically absent, our Indicator would have been **GREEN**.



RED

- Students Experiencing Homelessness



ORANGE

- Asian
- Filipino
- Hispanic



YELLOW

- English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities
- Two or More Races



GREEN

- African American
- White



Suspension Rate

2.1%
suspended

Increased 0.5%

2023

2024

2025

CA
2.9%

If 11 fewer students had been suspended, our Indicator would have been **YELLOW**.



ORANGE

- English Learners
- Filipino
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities
- Two or More Races
- White



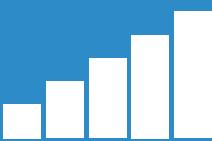
GREEN

- African American
- Asian
- Students Experiencing Homelessness

How well did each of our Student Groups perform on the 2025 CA School Dashboard?

14

	ELA	Math	Sci	ELPI	Chro	Susp
All Students	5	4	5		3	2
African-American					4	4
Asian	5	5	5		2	4
English Learners	2	4	5	1	3	2
Filipino	5	5			2	2
Hispanic/Latino	4	3	5		2	2
Socioeconomically Disadvantaged	4	3	5		3	2
Students Experiencing Homelessness	2	1			1	4
Students with Disabilities	2	2	3		3	2
Two or more Races	5	5			3	2
White	5	4	5		4	2



How did we do in comparison to similar school districts in California?

There are 512 Elementary School Districts in California; 18 are similar to our district because they have an enrollment between 2,000 and 5,000 and an unduplicated rate between 10% and 40%.

18

Similar districts



The number next to each indicator shows where we rank in comparison to the similar districts

A rank of 1st means no other district had higher performance, a rank of 5th means 4 other districts had a higher performance but it's also possible that other districts shared the 5th place rank with ours.

English Language Arts		1st
Math		11th
Science		1st
Chronic Absentee Rate		14th
Suspension Rate		16th
English Learner Progress		17th

[Click here to see a list of the similar districts](#)

Our District is eligible for Differentiated Assistance

Differentiated Assistance (DA) is a type of targeted support provided to School Districts and Charter Schools that need extra help.

If at least one student group is rated red on two or more indicators, a district could be eligible for Differentiated Assistance. [Learn more, about DA on the CDE website.](#)

ELA or Math Achievement



Students Experiencing Homelessness

Chronic Absenteeism



Students Experiencing Homelessness

Our District is eligible to receive Differentiated Assistance Year 1 because this student group has not met state standards on these indicators and we are still working to improve their success.

LCAP MID-YEAR UPDATE

Every School District is required to provide an update to the Board before the end of February to:

- provide the public with an update on the implementation of the current LCAP;
- plan for changes that may need to be made based on revised estimates of revenue, budgeted expenditures and/or student performance; and
- share available mid-year outcome, expenditure and implementation data in the current year's LCAP.

Questions?

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: 2025-2026 District Library Plan

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the Library Plan.

BACKGROUND:

The Rescue Union School District recognizes the importance of strong school library programs and will continue to promote the importance of research, literacy and the love of reading in our schools. Research from the California School Library Association cites numerous studies showing significant correlations between student achievement and strong library media programs.

STATUS:

The District Library Committee continues to meet annually to update and revise the District Library Plan, with the overall goal of providing students with experiences that will enable them to be successful and to prepare them to be career and college ready as per the Local Control Accountability Plan (LCAP).

LCAP Goal 1: The District will provide excellent educational services to maximize academic achievement for each individual student and all student groups.

FISCAL IMPACT:

Funding sources for school libraries located in the Rescue Union School District include the Library Media Program budget, the school site budget, site fundraisers, donations, and grants. Fiscal impact is dependent on the ability of the district or site to implement the suggested library plan goals and on approved funding from these sources.

BOARD GOALS:

Board Focus Goal II: STUDENT SUPPORT

- 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 content standards, research-based instructional methodology, effective materials, staff development and technology that will ensure student success while in our district and beyond.
- C. Environment: Foster an engaging learning environment which will motivate students to take ownership of their learning and personal academic growth.

Board Focus Goal III: STAFF SUPPORT

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

Board Focus Goal IV: COMMITMENT TO COMMUNITY

- A. Communication: Establish and maintain consistent and effective communication that is transparent and timely to foster meaningful engagement, share valuable information, and enhance the knowledge and involvement of our District.
- B. Connectedness: Foster a strong sense of community connectedness by building partnerships with local organizations, creating opportunities for family involvement, and encouraging community participation in school events to support student success and well-being.

LIBRARY PLAN



Rescue Union School District

Board of Trustees

Michael Gordon

Kim White

Michelle Bebout

Jamie Hunter

Michael Flaherty

Superintendent

Jim Shoemake

District Library Staff

Asst. Superintendent of Curriculum & Instruction:
Dustin Haley

Library /Media Coordinators:
Kelly Ashurst
Carrie Cash
Aimee Hepler
Victoria Kinney
Erin Sargent
Debbie Shedd
Kimberly Valdez

Library/Media Clerk: Rhonda Picard

**Library Services provided through Memorandum
of Understanding (MOU) with El Dorado County
Office of Education**

INTRODUCTION

The objective of the Rescue Union School District's Library Media Centers is to develop the research, literacy and critical thinking abilities of our Transitional Kindergarten through 8th grade students. Developing the ability to think clearly, critically, and creatively depends on a steady flow of information through print and non-print media. The school library program provides an abundance of appropriate learning resources in many formats. Critical thinking skills are also fostered when students are instructed in information literacy strategies and provided with opportunities to learn how to locate, analyze, evaluate, interpret and communicate information and ideas.

Our responsibility is to equip students with skills to make them globally competitive as well as help them to apply responsible research practices, act with respect for others when utilizing digital devices and continue to grow as life-long learners.

The adoption of the California State Standards has presented a transformational opportunity and a call to action for school libraries. This opportunity challenges school libraries to revise programs and focus on the critical role the library can play in engaging and supporting student learning through:

1. Reading comprehension
2. Classroom and library collaborative planning for instruction
3. Inquiry-based research
 - a. Increasing text complexity
 - b. Writing from sources
 - c. Reading in the content areas
 - d. Balancing fiction and nonfiction
 - e. Answering with evidence
 - f. Building vocabulary
 - g. Reading comprehension, inquiry

In late 2010, the California State Board of Education adopted the Model School Library Standards for California Public Schools found at <https://www.cde.ca.gov/be/st/ss/documents/librarystandards.pdf>.

These standards are consistent with the California State Standards and will continue to guide schools in teaching students how to access, evaluate and use information effectively so that they can become information literate. Students today need to become prepared for success in a hypercompetitive global economy that is powered by information and knowledge.

The standards are organized around four concepts followed by overarching standards that continue across all grade levels with detailed standards for each grade or grade span.

ORGANIZATION OF THE MODEL SCHOOL LIBRARY STANDARDS:

1. Students Access Information

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1 Recognize the need for information
- 1 Formulate appropriate questions
- 1 Identify and locate a variety of resources online and in other formats using effective research strategies
- 1 Retrieve information in a timely, safe, and responsible manner

2. Students Evaluate Information

The student will evaluate and analyze information to determine appropriateness in addressing the scope of inquiry.

- 2 Determine relevance of information
- 2 Assess comprehensiveness, currency, credibility, authority, and accuracy of resources
- 2 Consider the need for additional information

3. Students Use Information

The student will organize, synthesize, create, and communicate information.

- 3 Demonstrate ethical, legal, and safe use of information in print, media, and digital resources
- 3 Draw conclusions and make informed decisions
- 3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

4. Students Integrate Information Literacy Skills into All Areas of Learning

The student will independently pursue information to become a life-long learner.

- 4 Read broadly and use various media for information, personal interest, and life-long learning
- 4 Seek, produce, and share information
- 4 Appreciate and respond to creative expressions of information

STRONG SCHOOL LIBRARIES BUILD STRONG STUDENTS

Research supports the importance of school libraries and staff in academic achievement and confirms that quality school library programs impact student achievement. "School Library Media Impact Studies" provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania between 2000 and 2013 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at www.lrs.org/. **Factors in these quality school library programs are:**

- Up-to-date books, materials, and equipment
- Up-to-date technology tools including automated collections and availability of databases
- Increased usage of the school library services
- Collaboration between the classroom teacher and the library media specialist
- Integration of the library media center by the classroom teacher information literacy skills
- Increasing the print and electronic resources that are accessible to students at school and at home
- Supporting the development of digital literacy skills including digital citizenship and online safety
- For comprehensive lists of research related to the impact of school libraries, see below:
 1. Library Research Service at <https://www.lrs.org/>
 2. California Department of Education's, Research Related to School Libraries at <https://www.cde.ca.gov/ci/cr/lb/research.asp>

The Library/Media Center is responsible for providing and coordinating access to knowledge, information, and diversity of ideas. It serves as the hub for students, parents, and the community to access information. Here, users learn to manage technology resources. Students improve their productivity by having a "one-stop-shop" where they plan, create, and produce materials and projects.

Automation and online resources have revolutionized libraries and the publishing industry in ways not seen since the invention of the printing press. Combining computer and telecommunications technologies allows libraries to access networked electronic information through the electronic superhighway. Electronic information increasingly permeates every area of the library. Access to these resources is flexible, available for individuals, small teams, and large groups.

The Media Center facilitates information exploration, resource gathering, and reading through these resources:

- A library/media coordinator
- Readily available on-line resources
- Collections of instructional resources
- Support systems for curriculum activities

Rescue Union School District understands that the goals and objectives in this plan are not binding, are contingent on available funding and, as such, will adapt the plan as necessary to provide the best possible service to our students.

DEMOGRAPHICS

The Rescue Union School District educates approximately 3550 students in Transitional Kindergarten through eighth grade residing in northern portions of El Dorado Hills, Cameron Park, and Shingle Springs, the community of Rescue, and unincorporated areas in northwest El Dorado County. The district is located approximately 25 miles east of Sacramento and 10 miles west of Placerville, just north of the Highway 50 corridor.

The district is bordered by the Sacramento County line to the west, Black Oak Mine Unified School District to the north, Mother Lode Union School District to the east, Gold Trail Union School District to the northeast, and Buckeye Union School District to the south. High school age students attend schools operated by the El Dorado Union High School District.

The district presently has five elementary schools, two middle schools, and one online school program:

- Green Valley Elementary School (Grades Transitional K-5)
- Jackson Elementary School (Grades Transitional K-5)
- Lake Forest Elementary School (Grades Transitional K-5)
- Lakeview Elementary School (Grades Transitional K-5)
- Rescue Elementary School (Grades Transitional K-5)
- Marina Village Middle School (Grades 6-8)
- Pleasant Grove Middle School (Grades 6-8)

The Rescue Union School District is predominately made up of low-middle to upper income families who place a very high value on education. Because of our relatively homogenous community, our relatively high average income, and our low Aid for Dependent Children qualification, we do not qualify for many additional support programs (i.e., federal and state level grants) that would normally be used to support our efforts toward literacy advancement. Additionally, our district's enrollment has been declining for several years resulting in decreased State funding. All of this creates significant challenges for our district as we look for ways to fund our goals for students.

LIBRARY COMMITTEE MISSION STATEMENT

The mission of the Rescue Union School District library program is to support the education of all students to their highest potential by ensuring that students are effective users of ideas and information, appreciate and enjoy a variety of literature, become lifelong learners, and are career and college ready.

This mission is accomplished by: providing intellectual and physical access to technology, resources, and materials; providing instruction to foster competence, stimulate interest in reading, viewing, and using information, and ensuring students are digitally literate; and collaborating with other educators to design learning strategies that meet the needs of every student.

SCHOOL AND LIBRARY FUNDING

Funding sources for school libraries located in the Rescue Union School District include funds from the Library Media Program budget, site fundraisers, donations, and grants.

The Library Media Program Budget provides funding support to the school libraries in the following manner:

- Annual maintenance agreement for Follett (library management software)
- Library supplies, materials, and equipment
- Magazine subscriptions
- Technology tools, equipment, replacement, and maintenance
- Staff development for library media coordinators
- Miscellaneous expenses

School sites, through the School Site Councils, also provide funding support to the site libraries through the purchase of new circulation materials. Fundraising and donations from parent organizations provide the majority of the funding for new books and library materials.

LIBRARY PLAN GOALS

1. The Rescue Union School District Library Plan will align with the Board of Trustees' Focus Goals and will be coordinated as a Transitional Kindergarten through 8th grade effort. All goals and objectives are dependent on available local, state and district funding on a year-to-year basis.
2. The RUSD Library Committee will meet at least one time annually to review and update the District Library Plan, maintain open communication and to discuss current needs of the library media program.
3. The RUSD Library Media Program will assist in the preparation of career and college ready students:
 - a. Through collaboration with colleagues.
 - b. By assisting students to access and evaluate information (print, media and digital resources).
 - c. By demonstrating to students the ethical use and integration of information that results in a creative and functional product.
 - d. Through an ongoing committee consisting of teachers, parents, district representatives, and library/media coordinators. The committee will meet annually in an effort to update this plan and to coordinate library media activities and program

GOAL ONE

THERE WILL BE ONGOING COMMUNICATION AND COLLABORATION BETWEEN ALL LIBRARY MEDIA CENTERS, SCHOOL SITES, THE DISTRICT, PARENTS, STAFF, STUDENTS, AND THE COMMUNITY.

BOARD FOCUS GOAL IV: COMMITMENT TO COMMUNITY

- A. Communication: Establish and maintain consistent and effective communication that is transparent and timely to foster meaningful engagement, share valuable information, and enhance the knowledge and involvement of our District community. **Reflected in LCAP GOAL 3**
- B. Connectedness: Foster a strong sense of community connectedness by building partnerships with local organizations, creating opportunities for family involvement, and encouraging community participation in school events to support student success and well-being.
- C. **Reflected in LCAP GOAL 3**

OBJECTIVES:

Rescue Union School District will maintain a District Library Committee whose purpose will be to provide ongoing communication and to ensure program consistency throughout the district. This committee will be composed of the Assistant Superintendent of Curriculum & Instruction, the Library/Media Coordinators, and the Library/Media Clerk. Parents, teachers, administrators and other district representatives are encouraged to attend.

Current Conditions:

- 1. A Committee was formed in 1998 and meets regularly to develop and/or update the Library Plan.
- 2. Since its inception, the committee has been the leading force in coordinating District library activities, revising the District Library Plan, and working to achieve the goals of the District Library Plan.
- 3. All schools have a website with a dedicated Library webpage.

Committee Recommendations:

- 1. Collaborate with school site personnel and participate in decision making that addresses student access to additional technology resources in the library that are necessary for Information Literacy skills instruction.
- 2. Communicate needs for printed materials, electronic resources, technology, databases and other resources regularly to site and District leadership.
- 3. Continue to foster communication and collaboration with the local public libraries for a more integrated learning experience across library environments.
- 4. The District Library Committee will actively participate in the planning of the library in our new school located on Sienna Ridge Road. The projected opening date of this school is unknown at this time.
- 5. Committee members will be informed of upcoming library media events on a regular basis throughout the year.

GOAL TWO

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN SUFFICIENT STAFFING AT EACH SITE

I. BOARD FOCUS GOAL II: STUDENT SUPPORT

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment. **Reflected in LCAP GOAL 2**
- B. Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond. **Reflected in LCAP GOAL 1**
- C. Environment: Foster an engaging learning environment that motivates students to take ownership of their learning and personal academic growth. **Reflected in LCAP GOAL 2**

BOARD FOCUS GOAL III: STAFF SUPPORT

Attract and retain diverse, knowledgeable, dedicated individuals who are skilled and supported in their commitment to provide quality education for our students. **Reflected in LCAP GOAL(S) 1-2-3**

OBJECTIVES:

Library staffing will meet the needs of students and staff as necessary for each individual school site.

Current Conditions:

1. All school site libraries are open five days per week and are staffed by an eight-hour paraprofessional.
2. The library program is coordinated by the Assistant Superintendent of Curriculum & Instruction.
3. Library Services are provided through a Memorandum of Understanding with the El Dorado County Office of Education.
4. Library Media Coordinators perform a variety of services including maintaining the library, assisting staff, providing staff and students with instructional and curriculum materials, and providing students with opportunities to visit the school library in an effort to improve literacy, succeed academically, and develop a lifelong love of learning.

Committee Recommendations:

1. Evaluate staffing needs in the library media center on a regular basis. Additional staff may be added as necessary and in accordance with the CSEA contract.
2. Utilize the Model School Library Standards for California Public Schools and the Standards and the Guidelines for Strong School Libraries to assist in determining staffing levels and the types of staffing; i.e. certificated and classified.
3. Make every effort to budget for and provide library media coordinator substitutes as needed in order to keep the libraries open for student use.
4. Provide library coordinators with adequate time for staff development, collaboration and networking opportunities.
5. Provide assistance with the distribution of new curriculum adoptions and for other needs as necessary.

GOAL THREE

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN FACILITIES AND EQUIPMENT

BOARD FOCUS GOAL II: STUDENT SUPPORT

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment. **Reflected in LCAP GOAL 2**
- B. Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond. **Reflected in LCAP GOAL 1**
- C. Environment: Foster an engaging learning environment that motivates students to take ownership of their learning and personal academic growth. **Reflected in LCAP GOAL 2**

BOARD FOCUS GOAL VI: FACILITIES MANAGEMENT

Build, maintain, and improve facilities to provide safe school and work settings that also meet current and future educational needs. Reflected in LCAP GOAL 3

OBJECTIVES:

Provide physical and virtual spaces where complex learning can take place.

Current Conditions:

1. All sites have a library facility that will accommodate a class of 31 plus students and have sufficient space to house the site's library collection.
2. All elementary sites have computer stations and/or mobile devices for student use. Middle school sites have computer stations and/or mobile devices for student use. Each site has at least one computer station for library circulation and management.
3. Staff and students have access to Google Workspace, Follett Destiny, Microsoft Office, Accelerated Reader, Typing Agent, Teaching Books, Britannica School, and other resources.
4. All sites are currently connected to the District's Local Area Network (LAN) and Wide Area Network (WAN) allowing staff and student access to the network, email, and the Internet. Internet use is filtered throughout the district in compliance with the Children's Internet Protection Act (CIPA) to prevent students from accessing inappropriate sites or sites having no educational value.
5. All sites utilize Follett Destiny, a web-based library management solution with online access for students and teachers. Destiny centralizes and streamlines library management across all schools; provides circulation, cataloging, searching, reporting and management in one easy to use solution.
6. The middle schools utilize Follett Textbook Manager to distribute, manage and inventory textbook materials.
7. All library media coordinators are connected to the Aeries database to provide immediate access to student and classroom data.
8. The District Library Media budget is currently utilized to:
 - a. Update and maintain the Follett Destiny software subscription annually
 - b. Provide supplies and materials to the library media programs

- c. Update and maintain library equipment and software
 - d. Provide staff development to library media coordinators
 - e. Purchase new books and resources as budget allows
9. New library books and additional library resources are purchased with school funds, parent club donations, community donations, proceeds from book fairs, and site fundraisers.
 10. All schools have integrated Accelerated Reader into their Library Media Program resulting in an increased interest in reading and increased circulation.
 11. Secure wireless access is available in all school libraries.
 12. Library computer stations are connected to projection devices with speakers.

Committee Recommendations:

1. Create a plan to modernize our library media centers to incorporate more collaboration areas, flexibility, and technology tools.
2. Continue to create and maintain a comfortable and safe library setting that meets the diverse needs of all learners.
3. Provide adequate funding to assist with the replacement, upgrading and/or maintenance of outdated library furniture, shelving, equipment and software.
4. The District Library Committee will continue to pursue alternative funding sources to supplement the budget for purchasing books at the site level.

GOAL FOUR

THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN QUALITY PRINT AND DIGITAL RESOURCES THAT SUPPORT THE CALIFORNIA STATE STANDARDS

BOARD FOCUS GOAL II: Student Support

B. Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond.

Reflected in LCAP GOAL 1

OBJECTIVES:

Maintain the library collections to meet the needs of students and staff.

Current Conditions:

1. The collection at each site is varied and supports the district curriculum. Size of book collections vary due to age, support by parent groups, grants, choices made at the site level with available funding, and school improvement plans. The recommended State standard is 20 up-to-date, relevant, enticing books for each student.
2. All sites utilize Follett Destiny, a web-based, electronic catalog, for organizing and researching library materials.
3. A collection of eBooks is available for students and staff to use at school and at home.

Committee Recommendations:

1. Promote increased funding for the Media budget in an effort to provide and maintain adequate, quality, up-to-date library collections.
2. Educate and encourage school site councils of the need to utilize funding for the school library.
3. Weed and replace outdated and worn materials. An on-going weeding process will assure review of all collections. Library coordinators will provide the Assistant Superintendent of Curriculum and Instruction with a list of the books that are being weeded/removed from the library inventory which will be taken to the Board for surplus approval.
4. Continue to replace paperback format with more durable library editions. The District goal is no more than 15% of the collection in paperback format.
5. Continue to improve the average copyright date in all library collections.
6. Continue to strive towards our District-wide goal of 25 relevant, interesting, up-to-date books for each student at all sites.
7. Provide exceptional fiction and non-fiction titles to support the information needs and recreational reading interests of students and staff.

8. Continue to purchase books that have Accelerated Reader quizzes associated with them.
9. Promote the availability of eBooks to students and staff in the classroom and from home.
10. Continue to purchase recommended titles to support the current district adopted curriculums, Accelerated Reader and the California State Standards.
11. Seek out funding sources to improve the average copyright date of the collections.
12. Research and implement quality online resources for students and staff such as:
 - a. Streaming video
 - b. Online databases such as GALE
 - c. Safe, age appropriate, web-based research resources
13. Support Makerspaces for students to engage in planning, design, and engineering activities.

GOAL FIVE

THE RESCUE UNION SCHOOL DISTRICT WILL SUPPORT INSTRUCTION

BOARD FOCUS GOAL II: Student Support

B. Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond.

Reflected in LCAP GOAL 1

OBJECTIVES:

Utilize digital and print resources to support instructional goals for literacy and technology implementation.

Current Conditions:

Library Media Coordinators currently support students and staff in the following areas:

1. Training students and staff on the use of Follett Destiny, a web-based, electronic catalog for organizing and researching library materials.
2. Promoting the use of information literacy skills, including the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information.
3. Integrating library and Internet resources with adopted District curriculum.
4. Promoting safe and ethical use of the Internet: (AB 307)
 - a. Appropriate and ethical use of information technology
 - b. Internet safety
 - c. The avoidance of plagiarism
 - d. The concept, purpose, and significance of a copyright so that pupils can distinguish between lawful and unlawful online downloading
 - e. Knowledge regarding the implications of illegal peer-to-peer network file sharing.
5. Providing staff with resources and materials as necessary to support instruction and the California State Standards.

Committee Recommendations:

1. Increase collaboration with classroom teachers in support of California State Standards.
2. Explore district level subscriptions to database services providing students with resources necessary to be successful with the California State Standards.
3. Continue to develop school library websites that provide information and off campus access to databases, eBooks, research resources and links to other credible sources necessary for 21st Century learning.
4. Evaluate and seek the addition of current and relevant print and electronic resources for fiction and literary nonfiction in support of California State Standards. Provide students and staff with curriculum and resources necessary to instruct students on the use of online resources such as electronic encyclopedias, video streaming, and online research databases.

GOAL SIX

THE RESCUE UNION SCHOOL DISTRICT WILL CREATE LIBRARIES FOR THE GLOBALLY COMPETITIVE STUDENT

BOARD FOCUS GOAL II: Student Support

Curriculum and Instruction: Provide a meaningful, innovative learning experience using content standards, research-based instructional methodology, effective instructional materials, staff development and technology that will ensure student success while in our District and beyond.

Reflected in LCAP GOAL 1

BOARD FOCUS GOAL IV: COMMITMENT TO COMMUNITY

- A. Communication: Establish and maintain consistent and effective communication that is transparent and timely to foster meaningful engagement, share valuable information, and enhance the knowledge and involvement of our District community. **Reflected in LCAP GOAL 3**
- B. Connectedness: Foster a strong sense of community connectedness by building partnerships with local organizations, creating opportunities for family involvement, and encouraging community participation in school events to support student success and wellbeing **Reflected in LCAP GOAL 3**

BOARD FOCUS GOAL III: STAFF SUPPORT

Attract and retain diverse, knowledgeable, dedicated individuals who are skilled and supported in their commitment to provide quality education for our students. **Reflected in LCAP GOAL(S) 1-2-3**

BOARD FOCUS GOAL VI: FACILITIES MANAGEMENT

Build, maintain, and improve facilities to provide safe school and work settings that also meet current and future educational needs. **Reflected in LCAP GOAL 3**

OBJECTIVES:

Strive to provide an exceptional learning environment in the Rescue Union School District library media centers for ALL students.

Committee Recommendations:

1. Continue to research and strive to be the “library media center of the future”.
2. Transform the school library media center into a physical and virtual learning center for global competitiveness by providing:
 - a. Emphasis on information handling skills that are critical to the processes of critical thinking and problem solving.
 - b. Inviting and flexible room accommodations for reading, research and collaboration.
 - c. Projection offering the Library Media Specialist and classroom teachers the ability to provide instruction in the Library Media Center.
 - d. Mobile devices such as tablets, Chromebooks, and/or iPads for collaboration and research.
 - e. S.T.E.A.M. Ahead with support for Makerspaces

COLLECTION HISTORY AND STATISTICS

*NOTE: 2019/2020 –schools were closed 3/13/20 through the end of the school year due to COVID-19.
 2020/2021- libraries were closed due to COVID-19. Librarians served their students in various ways.

Green Valley School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Circulation Avg. Per Student	% of Books in Paperback	Copyright Avg. Date	# of Student Computers / Chromebooks
2025/2026	335	14,772	44.1	n/a yet	n/a yet	12.9%	2003	6/1
2024/2025	335	14,864	44.4	14,787	44.1	12.1%	2002	6/2
2023/2024	346	14,455	41.8	14,129	40.8	12.6%	2001	6/2
2022/2023	350	14,318	40.9	14,976	42.8	12.1%	2000	6/0
2021/2022	349	14,395	41.2	21,082	60.4	12.5%	2000	6/4
2020/2021*	276 / 487* *inc Frontier	14,650	38.5	13,772	49.9	12.7%	2000	6/4
2019/2020	389	14,905	38.6	15,891	40.9	12.8%	1999	6/4
2018/2019	403	14,982	37.2	19,425	48.2	13.2%	1998	6/4
2017/2018	418	14,570	34.9	19,398	46.4	13.5%	1997	6/4
2016/2017	445	14,642	32.9	22,156	49.8	13.2%	1997	6/4
2015/2016	433	14,220	32.8	22,563	52.1	13.3%	1996	6/4
2014/2015	511	13,942	27.3	27,116	53.1	13.3%	1996	6
2013/2014	551	14,406	26.1	21,287	38.6	14.5%	1996	6
2012/2013	600	14,507	24.2	26,267	43.8	15.7%	1995	6
2011/2012	659	14,662	22.2	25,104	38.1	16.4%	1995	6
2010/2011	687	14,304	20.8	23,273	33.9	17.2%	1994	6
2009/2010	711	13,586	19.1	22,374	31.5	18.1%	1994	6
2008/2009	687	13,394	19.5	19,403	28.2	19.1%	1993	6
2007/2008	662	13,080	19.8	16,434	24.8	19.0%	1992	4
2006/2007	643	12,596	19.6	16,709	26.0	19.1%	1991	5
2005/2006	643	12,173	18.9	16,171	25.2	17.6%	1991	5
2004/2005	688	11,480	16.6			17.9%	1991	4
2003/2004	673	11,177	16.3			17.0%	1990	3
2002/2003	612	10,706	17.5			16.8%	1990	5
2001/2002	586	10,430	17.8			19.5%	1988	1

Jackson School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Circulation Avg. Per Student	% of Books in Paperback	Copyright Avg. Date	# of Student Chromebooks / iPads
2025/2026	526	13,095	24.9	n/a yet	n/a yet	13.2%	2008	10 / 2
2024/2025	522	14,309	27.4	20,891	40.0	12.8%	2006	10 / 2
2023/2024	496	15,020	30.3	20,695	41.7	13.5%	2004	10 / 2
2022/2023	459	15,830	34.5	17,644	38.4	13.6%	2002	5/4
2021/2022	479	15,629	32.6	15,806	33.0	14.1%	2002	5/4
2020/2021*	402	15,573	38.7	14,193	35.3	14.3%	2001	5/4
2019/2020*	459	15,516	34.4	13,294	29.0	14.4%	2001	5/4
2018/2019	483	15,191	31.5	17,251	35.7	14.6%	2000	5/4
2017/2018	461	15,051	32.7	16,454	35.7	14.4%	2000	5/9
2016/2017	463	15,131	32.7	16,411	35.4	16.7%	1999	5/4
2015/2016	434	14,816	34.1	16,460	37.9	17.2%	1998	5/4
2014/2015	420	15,029	35.8	15,337	36.5	17.9%	1998	5
2013/2014	410	14,840	36.2	11,678	28.5	18.1%	1997	5
2012/2013	452	14,558	32.2	15,571	34.4	18.8%	1996	5
2011/2012	424	14,422	34.0	14,130	31.3	19.3%	1996	5
2010/2011	411	14,082	34.3	12,569	30.6	19.3%	1995	5
2009/2010	417	14,449	34.7	10,438	25.0	19.3%	1994	5
2008/2009	420	14,269	34.0	10,628	25.3	18.5%	1994	5
2007/2008	460	14,035	30.5	11,248	24.5	18.0%	1993	5
2006/2007	437	14,150	32.4	11,272	25.8	19.3%	1993	5
2005/2006	427	13,758	32.2	10,742	25.2	17.1%	1993	5
2004/2005	590	13,271	22.5			17.2%	1992	6
2003/2004	574	12,844	22.3			17.1%	1992	5
2002/2003	698	12,124	17.4			16.9%	1991	5
2001/2002	700	11,200	16			15.7%	1989	2
2000/2001	670	11,390	17			18.5%	1988	2

Lake Forest School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Circulation Avg. Per Student	% of Books in Paperback	Copyright Avg. Date	# of Student Computers / Chromebooks
2025/2026	430	15,371	35.7	n/a yet	n/a yet	6.5%	2005	7 / 7 + 2 iPads
2024/2025	420	15,176	36.1	15,953	38.0	6.5%	2004	0 / 8 + 3 iPads
2023/2024	414	15,201	36.7	13,636	32.9	6.6%	2004	0 / 7 + 3 iPads
2022/2023	454	15,360	33.8	13,247	29.2	6.5%	2004	0 / 9 + 7 iPads
2021/2022	449	15,485	34.5	10,201	22.7	6.5%	2003	0 / 9 + 7 iPads
2020/2021*	359 / 574* *inc Frontier	15,426	33.1	12,289	34.2	6.6%	2002	0 / 9 + 7 iPads
2019/2020*	456	15,368	33.7	10,988	24.1	6.7%	2002	0 / 9 + 7 iPads
2018/2019	409	15,339	37.5	13,513	33.0	6.6%	2001	0 / 9 + 6 iPads
2017/2018	425	15,200	35.8	13,922	32.8	7.8%	2000	0 / 10 + 6 iPads
2016/2017	457	15,308	33.5	15,351	33.6	7.7%	1999	0 / 10 + 6 iPads
2015/2016	437	14,916	34.1	15,836	36.2	7.7%	1998	0 / 10
2014/2015	430	14,599	34.0	14,888	34.6	7.9%	1997	4
2013/2014	430	13,830	32.2	14,401	33.5	7.9%	1996	4
2012/2013	444	13,048	29.4	11,678	26.3	5.3%	1996	4
2011/2012	491	13,783	28.1	15,691	32.0	8.4%	1995	4
2010/2011	515	13,714	26.6	13,861	26.9	8.9%	1995	4
2009/2010	539	12,797	23.7	14,768	23.7	8.9%	1994	4
2008/2009	561	13,030	23.2	15,544	27.7	8.9%	1994	4
2007/2008	593	13,217	22.3	15,291	25.8	8.2%	1993	4
2006/2007	600	13,446	22.4	14,754	24.6	8.2%	1993	4
2005/2006	606	13,397	22.1	17,466	28.8	8.7%	1992	4
2004/2005	632	12,815	20.2			9.1%	1992	3
2003/2004	636	12,792	20.1			7.6%	1992	3
2002/2003	802	12,384	15.4			5.9%	1992	3
2001/2002	734	11,156	15.2			6.1%	1990	2

Lakeview School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Circulation Avg. Per Student	% of Books in Paperback	Copyright Avg. Date	# of Student Computers / Chromebooks
2025/2026	501	13,093	26.1	n/a yet	n/a yet	13.5%	2009	6/2
2024/2025	526	13,030	24.8	18,489	35.2	14.0%	2008	6/2
2023/2024	536	13,434	25.1	20,672	38.6	14.0%	2007	6/2
2022/2023	542	14,052	25.9	18,752	34.6	14.6%	2006	6/0
2021/2022	539	14,287	26.5	18,703	34.7	15.3%	2005	6/2
2020/2021*	413	14,613 or	35.4	18,935	45.8	16.0%	2004	6/2
2019/2020*	560	14,939	26.7	17,585	31.4	16.8%	2004	6/2
2018/2019	534	15,290	28.6	23,003	43.1	17.3%	2004	6/2
2017/2018	548	14,635	26.7	18,755	34.2	15.5%	2004	6/2
2016/2017	549	14,018	25.5	16,539	30.1	15.3%	2003	6/2
2015/2016	528	14,078	26.7	17,874	33.9	16.5%	2003	6/2
2014/2015	549	13,414	24.4	18,117	33.0	15.7%	2002	6
2013/2014	588	12,431	21.1	18,041	30.7	22.2%	2002	6
2012/2013	600	11,625	19.4	19,036	31.7	21.2%	2001	6
2011/2012	588	11,012	18.7	18,832	32.0	23.4%	2001	6
2010/2011	607	10,625	17.5	18,376	30.3	23.2%	2001	6
2009/2010	626	9,478	15.1	18,799	30.0	21.2%	2000	4
2008/2009	566	8,062	14.2	17,175	30.3	20.6%	2000	3
2007/2008	502	6,637	13.2	13,988	27.9	16.7%	2000	5
2006/2007	420	4,859	11.6	12,311	29.3	16.5%	2000	5
2005/2006	307	4,222	13.8	8,530	27.8	16.6%	2000	5

Rescue School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Circulation Avg. Per Student	% of Books in Paperback	Copyright Avg. Date	# of Student Chromebooks
2025/2026	512	11,173	21.8	n/a yet	n/a yet	7.8%	2006	5
2024/2025	519	11,315	21.8	19,632	37.8	8.3%	2005	9
2023/2024	502	12,619	25.1	20,373	40.6	13.8%	2004	10
2022/2023	495	12,905	26.1	17,406	35.2	14.0%	2003	5/4
2021/2022	503	12,468	24.8	16,757	33.3	14.4%	2003	6/4
2020/2021*	375	12,415	33.1	13,534	36.1	14.5%	2002	6/4
2019/2020*	465	12,361	26.6	13,626	29.3	14.5%	2001	6/4
2018/2019	479	12,359	25.8	17,678	36.9	14.4%	2001	6/2
2017/2018	447	12,175	27.2	18,570	41.5	14.6%	2000	6/4
2016/2017	446	12,132	27.2	18,494	41.4	14.3%	1999	6/4
2015/2016	430	12,167	28.3	17,979	41.8	13.6%	1998	6/4
2014/2015	398	12,341	31.0	16,577	41.7	13.6%	1997	6
2013/2014	391	12,055	30.8	15,108	38.6	13.4%	1996	6
2012/2013	390	11,952	30.7	14,364	36.8	13.6%	1996	6
2011/2012	398	11,927	30.0	14,043	35.3	13.2%	1995	6
2010/2011	415	11,911	28.7	15,234	36.7	12.6%	1995	6
2009/2010	425	11,922	28.0	13,761	32.4	13.0%	1994	6
2008/2009	462	12,603	27.3	15,797	34.2	13.1%	1993	5
2007/2008	508	12,204	24.0	10,872	21.0	13.3%	1992	10
2006/2007	504	11,757	23.3	16,096	32.0	16.2%	1992	10
2005/2006	503	11,151	22.2	14,526	28.9	16.3%	1991	10
2004/2005	485	10,361	21.4			11.5%	1991	12
2003/2004	419	9,684	23.1			11.2%	1990	12
2002/2003	589	9,539	16.2			10.6%	1990	8
2001/2002	557	9,023	16.2			11.4%	1989	2
2000/2001	525	8,662	16.5			11.5%	1989	2

Marina Village School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Copyright Avg. t Date	# of Student Computers/ Chromebooks
2025/2026	751	12,110	16.1	n/a yet	n/a yet	14.8%	2002	0 / 20
2024/2025	750	12,165	16.2	4,624	6.2	13.8%	2001	0 / 30
2023/2024	737	12,037	16.3	5,261	7.1	13.6%	2001	6 / 20
2022/2023	734	13,063	17.8	6,697	9.1	12.6%	1999	6 / 20
2021/2022	741	12,224	16.5	4,863	6.6	12.9%	1998	6 chromebox
2020/2021	583	12,156	20.5	1,585	2.7	13.0%	1997	6 chromebox
2019/2020*	829	12,088	14.6	3,110	3.8	13.0%	1997	0 / 15
2018/2019	809	11,884	14.7	3,934	4.9	13.0%	1997	13 / 15
2017/2018	768	11,947	15.6	2,844	3.7	13.4%	1997	15 / 14
2016/2017	782	12,153	15.5	2,649	3.4	13.8%	1996	15 / 0
2015/2016	776	12,186	15.7	3,070	4.0	13.6%	1996	15 / 4
2014/2015	808	12,151	15.0	2,637	3.3	13.4%	1995	15
2013/2014	798	12,044	15.1	2,701	3.4	14.1%	1995	16
2012/2013	780	11,645	15.0	2,155	2.8	15.0%	1994	17
2011/2012	785	11,776	15.0	2,178	2.8	13.9%	1994	6
2010/2011	793	11,507	14.5	2,571	3.2	12.9%	1994	6
2009/2010	729	12,581	17.0	3,377	4.6	12.1%	1991	8
2008/2009	748	12,067	16.1	3,671	4.9	12.7%	1989	8
2007/2008	709	12,290	17.3	3,168	4.5	12.2%	1989	8
2006/2007	660	11,959	18.1	4,106	6.2	12.3%	1989	10
2005/2006	649	11,791	18.2	2,788	4.3	12.4%	1989	10
2004/2005	639	11,444	17.9			12.5%	1988	10
2003/2004	691	11,026	16.0			12.3%	1987	9
2002/2003	812	10,750	13.2			11.6%	1987	16
2001/2002	772	9,264	12.0			13.9%	1984	16
2000/2001	709	9,217	13.0			14.6%	1983	14

Pleasant Grove School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Circulation Avg. Per Student	% of Books in Paperback	Copyright Avg. Date	# of Student Chromebox/ Chromebooks
2025/2026	481	11,239	23.4	n/a yet	n/a yet	17.5%	2005	12 / 10
2024/2025	470	10,948	23.3	5089	10.8	17.5%	2004	0 / 18
2023/2024	462	11,375	24.6	5,880	12.7	18.2%	2004	2 / 13
2022/2023	476	11,530	24.2	7,412	15.6	17.7%	2003	2 chromebox / 22
2021/2022	476	11,265	23.7	5,352	11.2	16.9%	2003	2 chromebox / 20
2020/2021*	394 / 653* *inc Frontier	11,054	21.1	3,899	9.9	16.6%	2002	2 chromebox / 20
2019/2020*	486	10,842	22.5	5,062	10.4	16.4%	2002	2 chromebox / 20
2018/2019	513	10,480	20.4	7,613	14.8	15.6%	2002	0 / 22
2017/2018	555	10,332	18.6	9,986	18.0	15.8%	2002	2 / 13
2016/2017	574	10,000	17.4	10,302	18.6	15.8%	2001	2 / 13
2015/2016	610	9,771	16.0	5,529	9.0	14.8%	2001	12 / 0
2014/2015	603	9,539	15.8	4,145	6.9	15.0%	2001	12
2013/2014	611	9,041	14.8	5,971	9.8	15.0%	2000	14
2012/2013	626	8,873	14.2	4,808	7.7	14.7%	2000	15
2011/2012	647	8,140	12.6	3,841	6.1	12.6%	2000	15
2010/2011	664	7,950	12.0	4,116	6.2	6.6%	2000	12
2009/2010	665	7699	11.5	3,289	4.9	7.0%	2000	12
2008/2009	682	7,129	10.5	4,083	6.0	5.6%	1999	15
2007/2008	667	6,864	10.3	3,846	5.8	5.2%	1999	18
2006/2007	658	5,965	9.1	3,115	4.7	5.0%	1998	9
2005/2006	636	5,465	8.6	2,645	4.2	4.9%	1998	4
2004/2005	624	4,641	7.4	3,149	5.0	3.2%	1997	4
2003/2004	655	3,346	5.1	1,904	2.9	1.0%	1999	4

***Middle school circulation statistics will traditionally be lower than elementary statistics due to a variety of factors.

BOARD FOCUS GOAL V: Fiscal Accountability

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

Community and School Site Funding Library Media Program Budget

2024-2025 (last year)

	Green Valley	Jackson	Lake Forest	Lakeview	Rescue	Marina Village	Pleasant Grove
Site Funds	misc	misc		\$300		\$1,000	* \$422
Book Fairs		\$3,600	\$8,326	\$2,357	\$3,000		
Parent Organizations	\$300	\$1,000			\$1,800	\$1,500	\$500
Celebration/Birthday Clubs		\$3,200	\$1,360	\$3,880	\$680		
Fundraiser / Donations	\$6,821					\$900	\$900
TOTAL FUNDS	\$7,121	\$7,800	\$9,686	\$6,537	\$5,480	\$3,400	\$1,822
Students Served	335	521	420	526	519	750	470
How funds were spent	New books, Battle of the Books, book bags, author visit, reading rewards, and updating reading plaque	New books, rewards, decorations, and supplies	New books, decorations, reading certificates, Thank You gifts, supplies, and International Women's Day	New books and prizes for reading awards	New books, bookmarks, award certificates, supplies, and AR Millionaire Goal reward parties	New books, Student store, Battle of the Books books, 3 Million Word pizza party, shirts, and lunch	New books, reading incentives and prizes, and supplies

RUSD District Funding Library Media Program Budget

<u>Description:</u>	<u>2024 - 2025</u>	<u>2025 - 2026</u>
Books other than Textbook:		
Lost/Damaged Book Replacement	\$3,500	\$3,500
Funds from parent reimbursements and books purchased for various reasons		
Supplies:		
Book repair materials, library enhancement materials, magazine subscriptions, and miscellaneous library supplies	\$3500	\$3,500
Non-Capitalized Equipment:		
Library equipment as needed	-0-	-0-
Travel & Conference:		
CSLA Conference Bureau of Education library workshops and prerecordings:	\$3505 (grant funds)	pending
ie. What's New in Children's Literature and in Young Adult Literature		

EVALUATION

The long-range plan of the library media program focuses on providing both physical and intellectual access to informational, recreational and instructional resources from within and beyond the school. To evaluate whether the additional resources have a substantial impact on staff and students, the following is recommended:

1. Satisfaction with library services to be included on LCAP surveys for staff, students and parents.
2. Circulation statistics will be monitored to see if circulation increases with additional materials.
3. Sign-up sheets and class schedules will be reviewed to determine the number of classes using the library.
4. Re-evaluate the books per student ratio at the end of each year.

RESOURCES FOR PLANNING

California Department of Education: Barbara Jeffus, School Library Consultant, 916-319-0445.

Implementing the Common Core State Standards: The Role of the School Librarian

<http://www.achieve.org/files/CCSSLibrariansBrief-FINAL.pdf>

California School Library Association Web site offers links to key library documents, staff development opportunities, and more. Particularly helpful on this site for planning teams is **Good Ideas**, published annually to spotlight quality school library programs. Planning team visits to these programs can be extremely helpful. www.schoollibrary.org

Information Power: Building Partnerships for Learning contains national standards for school library media centers, particularly as they pertain to student learning. Emphasis is placed on collaboration, leadership, and the use of technology. Call 800-545-2433, then press 7, or see www.ala.org/aasl/ip_products.html.

Literature for Science and Mathematics : Kindergarten Through Grade Twelve offers an annotated collection of recommended literature in the content areas of science and mathematics.

A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century is particularly helpful when the school library program is evaluated as part of the teaching and learning environment. Call 800-545-2433, then press 7, or see www.ala.org/aasl/ip_products.html .

School Library Media Impact Studies provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania in 2000 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at www.lrs.org/.

Standards and Guidelines for Strong School Libraries by the California School Library Association. This 2004 publication brings together in text, tables, and bibliographies topics such as facilities, resources, staffing, and information literacy. To view the table of contents, sample pages, and ordering information see www.schoollibrary.org

California Reading List located at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>. This list is filled from the 2000 Recommended Readings list. It has not been updated since then and does not include the titles from the Mathematics and Science list.

Recommended Literature: Kindergarten Through Grade Twelve is a collection of outstanding literature for children and adolescents. The recommended titles reflect the quality and the complexity of the types of material students should be reading at school and outside of class.

New NETS (Nat'l Educational Technology Standards) from ISTE (Int'l Society for Technology in Education) for teachers.
<http://www.iste.org/>

Model School Library Standards for California Public Schools were adopted by the State Board of Education in September 2010.

School Library Standards Supporting Common Core contain examples of Model School Library Standards supporting Common Cores State Standards (CCSS) in English Language Arts. <http://www.rescueusd.org/LibraryMedia>

The Library Standards on iTunes U now offers four narrated presentations: an overview, an analysis of the library standards and the Common Core State Standards, an introduction to the student standards, and an introduction to the program standards. Access the presentations through the Apple Store/iTunes U/K-12/California Department of Education.

Brokers of Expertise “the place where California educators go to get connected.” Best practices, strategies and resources are shared.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Auditor's Report on Financial Statements for 2024-2025

RECOMMENDATION:

The Superintendent recommends the Board of Trustees approve the Auditor's Report on Financial Statements for the year ended June 30, 2025.

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 2024-2025 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, 2025.

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

FISCAL IMPACT:

\$32,491 – This negative impact is already noted in the budget.

BOARD GOAL:

V. FISCAL ACCOUNTABILITY

Keep the district fiscally solvent and stable through prudent LCAP aligned budget processes in order to meet the needs of all of our students, staff and schools.

Reflected in LCAP GOAL(S) 1-2-3

RESCUE UNION SCHOOL DISTRICT
SUMMARY 2024-25 FISCAL YEAR AUDIT

PAGE # TOPIC

1	REPORT ON FINANCIAL STATEMENTS	ARE FINANCIAL STATEMENTS PRESENTED FAIRLY?	Yes
59	REPORT ON SUPPLEMENTARY INFORMATION	IS SUPPLEMENTARY FINANCIAL AND STATISTICAL INFORMATION, INCLUDING SCHEDULE OF STATE AND FEDERAL FINANCIAL ASSISTANCE, PRESENTED FAIRLY?	Yes
81	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
87	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
91	SUMMARY OF AUDITOR'S RESULTS	SUMMARY OF AUDIT REPORT DETERMINATIONS	
94	FINDINGS AND QUESTIONED COSTS SCHEDULE OF AUDIT	<p>2024-001 / 40000 EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP)</p> <p>Criteria</p> <ol style="list-style-type: none"> As a condition of receiving apportionments under Section 46120(b)(1)(B), a local educational agency shall offer at least 30 non-school days, no less than nine hours of in-person expanded learning opportunities per day. In accordance with Education Code Section 46120(b)(1)(B), if the ELO Program serves transitional kindergarten or kindergarten pupils, it must maintain a pupil-to-staff member ratio of no more than 10 to 1 for those pupils, and a pupil-to-staff member ratio of no more than 20 to 1 pupils in all other grades. In accordance with Education Code Section 8483.4(b), subdivision(c), when a local education agency contracts with a third party to operate the ELO program, the local education agency shall require the third party to notify the local educational agency by the next working day following, and to submit a written report within seven days of the occurrence of any health or safety related issues, including, but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c). <p>Conditions</p> <ol style="list-style-type: none"> The District only offered 23 non-school days during 2024-25. The documentation maintained by the District does not adequately substantiate compliance with the pupil-to-staff ratio requirements. The required language was not included in the agreement with the El Dorado County Office of Education. <p>Questioned Costs \$32,491 (\$966,986 x 7 days x .0048)</p> <p>Recommendation The District should review all of the requirements of Education Code Section 46120 to ensure compliance in future years.</p>	<p>District's Response</p> <ol style="list-style-type: none"> The District will continue to improve ensuring transportation is offered for all 30 additional required days. While EDCOE is meeting all of the required adult to student ratios, they are struggling to demonstrate it. We will continue to work with them for documentation. Adults are assigned to students daily based on the number of students attending each day. The District has correct the language for the 2025-26 school year contract.
97	SCHEDULE OF PRIOR YEAR FINDINGS	STATUS OF PRIOR YEAR RECOMMENDATIONS	

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 2026-2027.

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 2026-27 for Board discussion and action.

FISCAL IMPACT:

Maintaining sufficient reserves in the budget year of 2026-27 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:

V. FISCAL ACCOUNTABILITY

Keep the district fiscally solvent and stable through prudent LCAP aligned budget processes in order to meet the needs of all of our students, staff and schools.

Reflected in LCAP GOAL(S) 1-2-3

**RESCUE UNION SCHOOL DISTRICT
2026-27
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. 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 2026-27 Budget as well as the Multi-Year Projection for revenues in Fiscal Year 2027-28 and Fiscal Year 2028-29.
- 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 2026-27 and 2027-28.
- 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.
- 21) Savings due to the implementation of solar at all sites will be recognized and transferred to the Special Reserves-Capital Facilities fund 40 each year. This fund is designed to assist with meeting capital improvement needs and potentially matching funds for any future bond measure that may be passed.