

Green Valley Elementary School

2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Green Valley Elementary School
Street	2380 Bass Lake Rd.
City, State, Zip	Rescue, CA 95672
Phone Number	530.677.3686
Principal	Michelle Winberg
Email Address	Mwinberg@rescueusd.org
School Website	
County-District-School (CDS) Code	09619786098693

2021-22 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website Address	www.rescueusd.org

2021-22 School Overview

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 357 students in Transitional Kindergarten through 5th grade. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention. We offer a full day kindergarten program. Green Valley was recognized as a Gold Ribbon School in 2016.

We employ 17 classroom teachers, one full time Special Education teacher, one part time ELD teacher, one full time Academic Recovery Teacher and one part time Writing Prep Teacher. We offer music to students in grades 4 and band to students in Grade 5. Our teachers are highly qualified and dedicated to holding both our students and themselves to high standards. Our support staff includes our principal, two secretaries, a school counselor, librarian, Health Aide, two full time custodians, one part time custodian, 12 paras and six yard supervisors. We receive district staffing support for the following positions: Music Teacher, School Nurse and District Psychologist. Our teacher to student ratio averages 21:1 in our classrooms. A speech and language specialist is provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Reading Counts, core literature, guided reading and Soliday. Math instruction is supplemented with ST Math, Reflex Math, and IXL in 3rd-5th grade. Science instruction is supplemented with Stemsopes and Mystery Science. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Intervention Program, which runs 27 weeks out of the school year. During Intervention time, the Learning Center is also used to support students with intervention needs. Teachers continue to receive staff development and collaboration time to work on Content Standards. 15 of our 17 teachers have been certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Due to Green Valley School's population of socio-economically disadvantaged students, we are a Title I school. As a Title I school, we receive additional funding from the Federal Government. During non covid time, our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students (2-5). Dance

2021-22 School Overview

(TK-5) is offered in the spring, and the Arts Attack program is offered in every class at Green Valley School. Students have the opportunity to audition and perform in a school-wide talent show. Students can also participate in Student Council/IMPACT (4-5). We also participate in the County wide Spelling Bee. Students in grades 4 and 5 also have the opportunity to participate in Oral Interpretation and Nature Bowl. All grade levels attend field trips, which offer rich opportunities for hands-on, standards-based learning. We look forward to offering these opportunities again once the pandemic is over.

Students in grade levels (2-5) have been provided a device (chromebook) by the District. First grade classrooms share a cart of chromebooks and Kindergarten uses ipads. All classrooms have projectors and document cameras. Nine classrooms have Smart Boards and our library is equipped with a big screen TV. Internet based instructional programs, such as Read Live, IXL, ST Math, Reflex Math and Star Fall More, provide a balance for supplemental instructional support.

The SST (Student Success Team) approach is utilized at Green Valley to provide assistance for students who are needing academic, emotional or behavioral assistance. The team consists of the parents, classroom teacher, resource specialist, school psychologist, school counselor and school administrator. When needed, the school nurse and speech teacher are available to join in the meetings. Green Valley School values the input of our parents and community and the SST process is just one example of how we work together for the mutual benefit of the child. We work together with our parent community to provide outstanding educational opportunities for our students. Students are also recognized for accomplishments at awards assemblies throughout the school year.

At Green Valley, we have a positive, proactive philosophy. We continue to implement PBIS (Positive Behavior Interventions and Supports) at Green Valley. PBIS is an evidence-based approach for developing positive behavior in students and a positive climate for learning. Students are taught and practice "The Gator Way" which is to Be Respectful, Be Responsible and Be Safe. We have student videos that demonstrate "The Gator Way" in all areas of our school (ie: lunchroom, library, office, field etc.) Students are explicitly taught the expectations for all areas of the school. Students earn Gator Way Tickets for positive behavior. Tickets are used to purchase rewards from their classroom store as well as to be entered into drawings for additional rewards. Teaching behavior expectations and rewarding students for following them is a more positive approach than waiting for misbehavior to occur before responding. PBIS establishes a climate in which appropriate behavior is the norm. We also implement restorative practices as part of our PBIS program. Staff is being trained on restorative chats and classroom teachers use restorative circles in their classrooms. Our school counselor teaches weekly guidance lessons to all classes using the Second Step curriculum. Lessons are grade level specific and focus on body language, social skills and cues, communication skills, building friendships and self esteem. Our counselor also works with groups of students on specific strategies or areas of need (ie: friendship groups, divorce groups, grief etc.) Character traits are featured each month and students from each grade level are honored during awards assemblies for demonstrating strong citizenship.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	142
Grade 1	114
Grade 2	133
Grade 3	47
Grade 4	37
Grade 5	49
Total Enrollment	522

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.3
Male	48.7
Asian	6.9
Black or African American	0.8
Filipino	2.1
Hispanic or Latino	24.9
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.1
White	58.8
English Learners	9
Foster Youth	0.4
Homeless	1.5
Socioeconomically Disadvantaged	31.4
Students with Disabilities	14.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.1	99.0	159.0	96.0	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	2.2	1.4	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.2	1.0	1.8	1.1	12115.8	4.4
Unknown	0.0	0.0	2.6	1.6	18854.3	6.9
Total Teaching Positions	25.4	100.0	165.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.2
Total Out-of-Field Teachers	0.2

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All materials are current, high quality and available to all students.

Year and month in which the data were collected

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0

School Facility Conditions and Planned Improvements

School buildings and grounds at Green Valley provide a clean, positive environment that is conducive to teaching, instruction and learning. Staff and student restrooms are clean but in need of new flooring. Floors, walls, roofs, and plumbing are maintained on a regular schedule. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

At Green Valley Elementary School we are continually committed to the improvement of the school's facilities. We strive to make the facility as great as it can be. Over the last few years we have improved our facility in many different and important ways. The covering over the large play structured has been repaired. Our parent teacher organization has completed a seating area around our outdoor stage area. We have an ADA handicapped accessible outdoor lunch table. We were recently able to update our sound system in the Plumb Center. We are currently reviving our school garden. We are proud of our school facilities at Green Valley, and it is our desire to continue to improve the campus for our students. We look forward to our upper field being resurfaced and replanted sometime in the near future. The lower campus E wing portables are in very poor condition and need to be replaced or removed including the E wing restroom.

Year and month of the most recent FIT report

1/5/22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	E wing portables are dilapidated, bringing the score of the site down
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
			X

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	130	94.89	5.11	53.85
Female	74	68	91.89	8.11	51.47
Male	63	62	98.41	1.59	56.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	38	95	5	36.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	84	80	95.24	4.76	62.5
English Learners	17	16	94.12	5.88	18.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	51	94.44	5.56	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	22.73

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	137	131	95.62	4.38	48.85
Female	74	69	93.24	6.76	37.68
Male	63	62	98.41	1.59	61.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	40	38	95.00	5.00	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	84	81	96.43	3.57	59.26
English Learners	17	16	94.12	5.88	25.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	54	51	94.44	5.56	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	22	95.65	4.35	27.27

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	51	NT	NT	NT	NT
Female	28	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	32	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	22	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Green Valley Elementary School has an active parent community. Parents are actively involved and interested in every aspect of their children's education, from classroom assistance to participation in parent organizations. Parents are an integral part of School Site Council, English Language Advisory Committee and Safety Committee. The members of these organizations are committed to making informed decisions that effect student learning. The school participates in the Intel volunteer program. Our Intel parents volunteer numerous hours at the school site, working in classrooms, attending field trips and participating in the PC Pals program. Their volunteerism not only provides them an opportunity to work with children; it also generates a monetary donation from Intel to Green Valley. Green Valley Elementary School's Parent Teacher Organization sponsors a variety of activities throughout the school year and they are well attended. PTO is an integral part of our school, sponsoring a variety of activities throughout the year. Membership is open to all who are interested in Green Valley School. Additional PTO information may be obtained by calling the school at (530) 677-3686.

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	617	552	69	12.5
Female	318	285	30	10.5
Male	299	267	39	14.6
American Indian or Alaska Native	0	0	0	0.0
Asian	42	39	0	0.0
Black or African American	5	4	3	75.0
Filipino	11	11	0	0.0
Hispanic or Latino	155	141	35	24.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	40	34	7	20.6
White	362	321	23	7.2
English Learners	61	53	18	34.0
Foster Youth	4	4	2	50.0
Homeless	9	9	4	44.4
Socioeconomically Disadvantaged	205	182	53	29.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	109	102	16	15.7

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.17	0.16	1.21	0.57	3.47	0.20
Expulsions	0.00	0.00	0.05	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.49	1.30	2.45
Expulsions	0.00	0.11	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.31	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.28	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

A positive learning environment is fundamental to an effective school. All students are encouraged to be respectful, be responsible and to be safe. Gator Manners are modeled and promoted by all staff. Staff members work to teach our students how to "fill buckets," by treating others with kindness. Measures to deal with discipline, tardiness and truancy are an important part of our program. There are many encouraging and motivating activities taking place in the school. School-wide positive incentives include awards assemblies and honor roll. Gator Way Tickets are given to students who demonstrate the Gator Way (Respectful, Responsible, Safe) both in and out of the classroom. Gator Way Tickets are used by students to "purchase" rewards of their choice such as reading a story to another class, games with the principal etc. Recess activities are provided (ex. Drawing Club, Game Day, Music Mania, Mileage Club and School Community Service) to allow our students more choices for free time and peer interaction. IMPACT, our student leadership organization, offers leadership skill building and opportunities to provide service.

Green Valley School's award assemblies program is used throughout the school to recognize children for a variety of achievements, including academic achievement and school involvement.

We currently have two full-time custodians and one part time custodian. Policies are in place regarding campus safety so that during recess and lunch periods adequate supervision is provided to protect the students. Fire drills are conducted monthly as part of our disaster preparedness plan; lockdown and duck and cover drills are also held at least twice each year. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Green Valley School Site Council has implemented a Site Safety Plan whose two major goals this year are to provide a positive school climate modeled by staff and students and provide a physically safe environment. The plan is reviewed annually and updated as needed.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	4		
1	20	2	1	
2	26		2	
3	24		3	
4	30		2	
5	28		3	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	2	2	
1	24	2		1
2	20	2	1	
3	26		2	
4	22		3	
5	25		3	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	4	
1	27		4	1
2	22	2	4	
3	24		2	
4	30		1	
5	29		1	
6				
Other	27		1	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	522

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.6
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,531	\$2,495	\$9,036	\$78,559
District	N/A	N/A	\$7,672	\$77,978
Percent Difference - School Site and District	N/A	N/A	16.3	0.7
State			\$8,444	\$82,431
Percent Difference - School Site and State	N/A	N/A	6.8	-4.8

2020-21 Types of Services Funded

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing supplemental instructional materials, supplies, and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students. Title III funds are budgeted for at the district level, but provide direct support to the school sites. Title III funds are used to employ bilingual instructional assistants and an EL Coordinator who provides professional development and instructional support as well as monitors the progress of our English learners.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,551	\$51,450
Mid-Range Teacher Salary	\$73,761	\$80,263
Highest Teacher Salary	\$96,159	\$101,012
Average Principal Salary (Elementary)	\$121,024	\$128,082
Average Principal Salary (Middle)	\$122,635	\$132,453
Average Principal Salary (High)	\$0	\$134,792
Superintendent Salary	\$185,454	\$197,968
Percent of Budget for Teacher Salaries	36%	34%
Percent of Budget for Administrative Salaries	7%	6%

Professional Development

Early Release days and District Days are used for professional development and teacher collaboration. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, CA State Standards, and other educationally related matters are provided for all teachers. Green Valley teachers have been trained and certified in Guided Language Acquisition Development (GLAD) strategies. Teachers work in grade level teams to build GLAD instructional units, EL strategies and analyze assessment data each trimester. At the elementary sites, five minimum days are scheduled for parent conferences and three days for report card preparation.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Rescue Union Elementary School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Jim Shoemake
Email Address	jshoemake@rescueusd.org
District Website Address	www.rescueusd.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2363	2088	88.36	11.64	69.28
Female	1174	1041	88.67	11.33	70.17
Male	1188	1046	88.05	11.95	68.46
American Indian or Alaska Native	--	--	--	--	--
Asian	139	124	89.21	10.79	83.87
Black or African American	24	19	79.17	20.83	57.89
Filipino	46	38	82.61	17.39	71.05
Hispanic or Latino	401	346	86.28	13.72	54.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	102	93	91.18	8.82	82.80
White	1637	1455	88.88	11.12	70.72
English Learners	97	80	82.47	17.53	28.75
Foster Youth	--	--	--	--	--
Homeless	18	18	100.00	0.00	11.11
Military	21	19	90.48	9.52	63.16
Socioeconomically Disadvantaged	378	321	84.92	15.08	45.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	338	285	84.32	15.68	32.51

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2363	2085	88.24	11.76	61.07
Female	1174	1040	88.59	11.41	57.14
Male	1188	1044	87.88	12.12	65.03
American Indian or Alaska Native	--	--	--	--	--
Asian	139	125	89.93	10.07	78.40
Black or African American	24	19	79.17	20.83	47.37
Filipino	46	38	82.61	17.39	68.42
Hispanic or Latino	401	346	86.28	13.72	46.96
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	102	93	91.18	8.82	65.59
White	1637	1451	88.64		62.63
English Learners	97	81	83.51	16.49	30.86
Foster Youth	--	--	--	--	--
Homeless	18	16	88.89	11.11	12.50
Military	21	19	90.48	9.52	73.68
Socioeconomically Disadvantaged	378	320	84.66	15.34	36.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	338	286	84.62	15.38	28.42