

Rescue Union School District

1.19.17

| | GREEN VALLEY | JACKSON | LAKE FOREST | LAKEVIEW | RESCUE | MARINA VILLAGE | PLEASANT GROVE | Tot. |
|--------------|--------------|------------|-------------|------------|------------|----------------|----------------|-------------|
| TR. KDG | 23 | 22 | 16 | 35 | 28 | 0 | 0 | 124 |
| KDG.* | 65 | 68 | 61 | 71 | 59 | 0 | 0 | 324 |
| FIRST | 67 | 64 | 56 | 81 | 75 | 0 | 0 | 343 |
| SECOND | 77 | 76 | 70 | 78 | 72 | 0 | 0 | 373 |
| THIRD | 70 | 73 | 66 | 102 | 67 | 0 | 0 | 378 |
| FOURTH | 70 | 69 | 97 | 106 | 73 | 0 | 0 | 415 |
| FIFTH | 84 | 78 | 96 | 100 | 84 | 0 | 0 | 442 |
| SIXTH | 0 | 0 | 0 | 0 | 0 | 236 | 149 | 385 |
| SEVENTH | 0 | 0 | 0 | 0 | 0 | 264 | 200 | 464 |
| EIGHTH | 0 | 0 | 0 | 0 | 0 | 277 | 194 | 471 |
| SDC | | 17 | | | | | 23 | |
| *COOL School | | | 0 | | | 11 | | 11 |
| TOTAL | 456 | 467 | 462 | 573 | 458 | 777 | 566 | 3774 |
| Ending 15-16 | 446 | 453 | 437 | 538 | 435 | 795 | 609 | 3733 |
| Difference | 10 | 14 | 25 | 35 | 23 | -18 | -43 | 41 |

| **Low Housing Projection 2016-17 | Variance |
|----------------------------------|------------|
| 100 | 24 |
| 329 | -5 |
| 336 | 7 |
| 344 | 29 |
| 366 | 12 |
| 391 | 24 |
| 395 | 47 |
| 359 | 26 |
| 427 | 37 |
| 447 | 24 |
| 0 | 40 |
| 0 | 11 |
| 3494 | 280 |

*COOL School numbers are not counted in individual school counts only in district total

**Projected enrollment is from Table 10 of the Demographic Study

NPS 4

ENROLLMENT HISTORY

| | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|------|------|------|------|------|
| 2016/2017 | 3723 | 3709 | 3723 | 3731 | 3734 | 3774 | | | | | |
| 2015/2016 | 3666 | 3658 | 3673 | 3673 | 3676 | 3686 | 3707 | 3717 | 3734 | 3740 | 3733 |
| 2014/2015 | 3690 | 3697 | 3699 | 3702 | 3712 | 3735 | 3753 | 3771 | 3772 | 3775 | N/A |
| 2013/2014 | 3797 | 3775 | 3770 | 3776 | 3774 | 3797 | 3804 | 3821 | 3823 | 3825 | N/A |
| 2012/2013 | 3889 | 3902 | 3895 | 3900 | 3893 | 3885 | 3912 | 3919 | 3920 | 3929 | N/A |
| 2011/2012 | 3984 | 3984 | 3989 | 3995 | 3995 | 4002 | 4019 | 4024 | 4032 | 4038 | N/A |
| 2010/2011 | 4124 | 4088 | 4070 | 4071 | 4074 | 4083 | 4092 | 4099 | 4097 | 4095 | N/A |
| 2009/2010 | 4173 | 4123 | 4115 | 4116 | 4113 | 4119 | 4122 | 4121 | 4112 | 4115 | 4110 |
| 2008/2009 | 4176 | 4105 | 4104 | 4106 | 4115 | 4110 | 4095 | 4091 | 4097 | 4099 | 4117 |
| 2007/2008 | 4093 | 4079 | 4090 | 4094 | 4091 | 4097 | 4110 | 4096 | 4101 | 4085 | 4082 |
| 2006/2007 | 3916 | 3905 | 3918 | 3927 | 3934 | 3933 | 3952 | 3967 | 3964 | 3972 | 3973 |
| 2005/2006 | 3777 | 3771 | 3788 | 3776 | 3768 | 3784 | 3780 | 3783 | 3786 | 3785 | 3785 |
| 2004/2005 | 3670 | 3658 | 3653 | 3661 | 3661 | 3698 | 3703 | 3712 | 3717 | 3707 | N/A |
| Diff 2015-16 2016-17 | 57 | 51 | 50 | 58 | 58 | 88 | | | | | |
| Avg Diff | | 54 | 52 | 54 | 55 | 60 | | | | | |

ITEM #: 5

DATE: January 24, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Board Policy – Update/Revision

BACKGROUND:

Periodically the Board reviews, revises and/or adopts Board Policy. We currently have contracted with CSBA to put all our policies on Gamut On-Line. We use the CSBA policy update service for identification of policy changes necessitated by changes in law.

STATUS:

Policies identified for review and/or changes are submitted to the Board for possible consideration of approval. A table providing a listing of revised policies and summary of changes is included.

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

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

RECOMMENDATION:

District Administration recommends the Board of Trustees receive board policies for first reading and possible consideration for action.

RUSD Board Policy, Administrative Regulations and Board Bylaws
January 24, 2017

| POLICY | TITLE | REQUIREMENT |
|-----------------------------|--|---|
| <i>First Reading</i> | | |
| BP/AR 0450 | Comprehensive Safety Plan <i>REVISE</i> | Policy updated to clarify the district's responsibility to annually review comprehensive school safety plans. Regulation updated to delete the requirement to include hate crime reporting procedures in the safety plan, as they are no longer required by law. List of optional plan components expanded to include (1) policy related to firearms possession on campus; (2) measures to minimize gang influence; (3) guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses; (4) strategies for suicide prevention; (5) procedures to handle disruptions; and (6) concepts related to environmental safety. |
| BP/AR 5116.1 | Intradistrict Open Enrollment <i>BP REVISE</i> <i>AR ADOPT</i> | Policy and regulation updated to delete priority for intradistrict open enrollment for students transferring out of a school identified for program improvement (PI), as the Every Student Succeeds Act (ESSA) (P.L. 114-95) eliminated requirements to offer such transfers. Policy also clarifies that Open Enrollment Act transfers for the 2016-17 school year are to be based on the CDE's 2015-16 list of open enrollment schools since the Academic Performance Index is currently suspended. Regulation also reflects ESSA requirement that students who were previously granted intradistrict transfers out of a PI school must be allowed to remain in the school to which they transferred until the highest grade offered by the school. |

Rescue Union ESD

Board Policy

Comprehensive Safety Plan

BP 0450

Philosophy, Goals, Objectives and Comprehensive Plans

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. -The Board is fully committed to maximizing school safety and to creating a positive learning environment that ~~include~~teaches strategies for violence prevention and ~~emphasizes~~ high expectations for student conduct, responsible behavior, and respect for others.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 3515 - Campus Security)

(cf. 3515.2 - Disruptions)

(cf. 3515.3 - District Police/Security Department)

(cf. 3515.7 - Firearms on School Grounds)

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.4 - Student Disturbances)

(cf. 5131.7 - Weapons and Dangerous Instruments)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

Note: Pursuant to Education Code 32281 and 32286, each school is required to adopt a comprehensive school safety plan (Option 1 below). However, districts with an average daily attendance (ADA) of 2,500 or less are authorized by Education Code 32281 to develop a districtwide safety plan in lieu of developing school plans; thus, those districts may select either Option 1 or 2 to reflect district practice. Any district may choose to develop both district and school plans.

OPTION 1: (Districts with more than 2,500 ADA that choose to develop school site plans)

The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

~~Each principal or designee shall ensure the development of a comprehensive site-level safety plan, in accordance with law, tailored to the specific concerns of each school. The plan shall take into account the school's staff, available resources and building design, as well as other factors unique to the site.~~

~~*(cf. 0420 - School Plans/Site Councils)*~~

~~(cf. 1220 - Citizen Advisory Committees)~~

~~Each school shall review and update its safety plan by March 1 of each year. New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)~~

~~(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)~~

~~(cf. The 0510 - School Accountability Report Card)~~

~~Each school shall forward the safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site. Board for approval. (Education Code 32288)~~

OPTION 2: (Districts with 2,500 or less ADA that choose to develop a districtwide plan)

~~The Superintendent or designee Board shall oversee improve the development plan at a regularly-scheduled meeting of the Board and the adoption of the plan shall not be a districtwide comprehensive consent item. At a minimum, the Board shall discuss both of the following: (Education Code 32288, 352941.21, 35294.2)~~

~~1. How the safety plan that is applicable to each addresses the needs of the school site. (Education Code 32281) and student within that school~~

~~2. How or safety planning committee considered the "three essential components" when writing the plan, including assuring each student a safe physical environment; assuring each student a safe, respectful, accepting and emotionally nurturing environment; and providing each student resiliency skills.~~

~~(cf. 9322 - Agenda/Meeting Materials)~~

Note: The following two paragraphs apply to all districts. Education Code 32286 requires that the school site council review and update the comprehensive safety plan by March 1 of each year. In districts with ADA of 2,500 or less that choose to develop a districtwide plan in accordance with Option 2 above, the Superintendent or designee may conduct the annual review.

Pursuant to Education Code 32288, the updated plan(s) must be submitted to the district for approval. The Board may choose to delegate to the Superintendent or designee the responsibility to review and approve the updated plans, but the Board remains responsible for ensuring compliance with the law.

The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year and forwarded to the Board for approval. (Education Code 32286, 32288)

The Board shall review the comprehensive/~~or school~~ safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

(cf. 0500 - Accountability)

(cf. 9320 - Meetings and Notices)

Note: Education Code 32288 requires that districts notify the California Department of Education if a school has not complied with the safety plan requirements. In the event that the Superintendent of Public Instruction determines that there has been a willful failure by a district to make any report required by Education Code 32280-32289, Education Code 32287 provides that the district may be fined up to \$2,000.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

Tactical Response Plan

Note: The following section is optional. Pursuant to Education Code 32281, the Governing Board may, after consulting with law enforcement officials, elect to have the district, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury.

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

(cf. 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information)

(cf. 9011 - Disclosure of Confidential/Privileged Information)

(cf. 9321 - Closed Session Purposes and Agendas)

(cf. 9321.1 - Closed Session Actions and Reports)

Public Access to Safety Plan(s)

The Superintendent~~The principal~~ or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)

(cf. 1340 - Access to District Records)

Note: The following paragraph is optional. Pursuant to Education Code 32281, the Board may choose to prohibit disclosure of those portions of the comprehensive safety plan that include tactical responses to criminal incidents.

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of ~~sex~~ discrimination
32260-32262 Interagency School Safety Demonstration Act of 1985
32270 School safety cadre
32280-32289 School safety plans
32290 Safety devices
35147 School site councils and advisory committees
35183 School dress code; uniforms
35291 Rules
35291.5 School-adopted discipline rules
35294.10-35294.15 School Safety and Violence Prevention Act

~~41510-41514 School Safety Consolidated Competitive Grant Program~~

48900-48927 Suspension and expulsion
48950 Speech and other communication
49079 Notification to teacher; student act ~~who has committed acts~~ constituting grounds for suspension or expulsion
67381 Violent crime

PENAL CODE

422.55 Definition of hate crime

626.8 Disruptions

11164-11174.3 Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article I, ~~Section 28(c) Right to Safe Schools~~

CODE OF REGULATIONS, TITLE 5

~~11992-11993 Definition, persistently dangerous schools~~

11987-11987.7 School Community Violence Prevention Program requirements

11992-11993 Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20

7111-7122 Student Support and Academic Enrichment Grants

~~7101-7165 Safe and Drug-Free Schools and Communities, especially:~~

~~7114 Application for local educational agencies~~

7912 Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CSBA PUBLICATIONS

~~Updated Legal Guidance: 911!—A Manual for Schools and the Media During a Campus Crisis, 2001~~

Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Safe Our Schools:—Governing Board Strategies for Governing Boards to Ensure Student Success, October 2011

Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010
Providing a Safe, Nondiscriminatory ~~Combat~~ School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
Violence, 1999
CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Safe Schools: A Planning Guide for Action, 2002
FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS
Uniform Crime Reporting Handbook, 2004

Management Resources: (continued)

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007
U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Threat Assessment in Schools ~~Early Warning, Timely Response:~~ A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2004
~~Schools, August 1998~~
WEB SITES
CSBA: <http://www.csba.org>
California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>
California Governor's Office of Emergency Services:~~Management Agency:~~
<http://www.caloes.ca.gov>
California Healthy Kids Survey:~~Seismic Safety Commission:~~
<http://chks.wested.org>~~www.seismic.ca.gov~~
Centers ~~Center~~ for Disease Control Effective Collaboration and Prevention Practice:
<http://www.cdc.gov/ViolencePrevention>~~www.eep.air.org~~
Federal Bureau of Investigation: <http://www.fbi.gov>
National Center ~~Alliance~~ for Crisis Management: Safe Schools:
~~<http://www.schoolcrisisresponse.com>~~~~safeschools.org~~
National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education, Office of Safe and Drug-Free Schools:
<http://www.ed.gov/about/offices/list/osdfs/index.html>
U.S. Secret Service, National Threat Assessment Center: <http://www.secretservice.gov/protection/ntac>

Policy
adopted: September 2004
considered: November 15, 2016

RESCUE UNION SCHOOL DISTRICT
Rescue, California

Rescue Union ESD

Administrative Regulation

Comprehensive Safety Plan

AR 0450

Philosophy, Goals, Objectives and Comprehensive Plans

Note: The following **optional** administrative regulation should be revised to reflect district practice.

Pursuant to Education Code 234.5, the California Department of Education has posted on its web site a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

Development and Review of Comprehensive School ~~Site~~ Safety Plan

Note: The following section reflects requirements for the development of site-level comprehensive safety plans pursuant to Education Code 32280-32289 and is for use by districts that selected Option 1 in the accompanying Board policy. Districts with an average daily attendance (ADA) of 2,500 or less that selected Option 2 in the accompanying Board policy (i.e., that have developed a districtwide comprehensive safety plan applicable to all school sites in lieu of individual site plans, as authorized by Education Code 32281) should omit this section.

Pursuant to Education Code 32281, the Governing Board may elect to have district administrators, rather than the school site council, develop those portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury; see the accompanying Board policy.

~~The school site council shall write and develop a comprehensive safety plan relevant to the needs and resources of that particular school.~~ The school site council shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the school site council also shall consult with, as well as other school site councils and safety committees, ~~when practical~~. (Education Code 32281, 32282)

(cf. 0420 - School Plans/Site Councils)

~~In addition, the school site council may consult with other local agencies as appropriate, including health care and emergency service providers.~~

~~*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*~~

The school site council may delegate the responsibility for ~~writing and~~ developing a comprehensiveschool safety plan to a school safety planning committee. ~~This committee shall be~~ composed of the following members: (Education Code 32281)

1. The principal or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school

4. One classified employee who is a representative of the recognized classified employee organization

Note: Item #5 below may be modified to specify other groups or individuals who will be represented on the committee. For example, the committee might include representatives of social service agencies, other city or county agencies, health care and emergency service providers, community-based organizations, and/or students.

5. Other members, if desired

~~(cf. 1220 - Citizen Advisory Committees)~~

~~(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)~~

Before adopting ~~theits~~ comprehensive-~~school~~ safety plan, the school site council or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the ~~school-safety~~ plan. (Education Code 32288)

The school site council or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. The local mayor

2. A representative of the local school employee ~~organization~~organizations

3. A representative of each parent organization at the school-~~site~~, including the parent teacher association and parent teacher clubs

~~(cf. 1230 - School-Connected Organizations)~~

4. A representative of each teacher organization at the school-~~site~~

~~(cf. 4140/4240/4340 - Bargaining Units)~~

5. A representative of the school's student body government

6. All persons who have indicated that they want to be notified

In addition, the school site council or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. ~~Representatives~~A representative of ~~the~~-local ~~religious organizations~~churches

2. Local civic leaders

3. Local business organizations

~~(cf. 1220 - Citizen Advisory Committees)~~

~~(cf. 1700 - Relations ~~Between~~between Private Industry and the Schools)~~

~~The school site council or safety planning committee may consider incorporating into the plan the following "three essential components" and/or the strategies recommended in Education Code 35294.21:-~~

- ~~1. _____ Assuring each student a safe physical environment~~
- ~~2. Assuring each student a safe, respectful, accepting and emotionally nurturing environment~~
- ~~3. _____ Providing each student resiliency skills~~

Content of the Safety Plan

~~Each comprehensive~~The districtwide and/or school site safety plan shall include an, ~~but not be limited to:~~ (Education Code 32282)

~~1.~~An assessment of the current status of any~~school~~ crime committed on campuse~~campuses~~ and at school-related functions. (Education Code 32282)

Note: The following **optional** paragraph may be revised to reflect district practice. In assessing the current status of school crime as required by Education Code 32282, districts may contract with a consultant, work with local law enforcement, develop their own local assessment, and/or use available instruments such as the California Healthy Kids Survey or the Centers for Disease Control and Prevention's Youth Risk Behavior Survey.

~~The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety.~~

~~(cf. 0500 - Accountability)~~

~~2. _____ Appropriate~~

~~(cf. 0510 - School Accountability Report Card)~~

Note: Education Code 32282 requires that the following components be included in the districtwide and/or school site safety plan. The district may expand this list to require other components at its discretion.

~~The plan also shall identify appropriate~~ strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including ~~which shall include the development of~~ all of the following: (Education Code 32282)

~~1a.~~ Child abuse reporting procedures consistent with Penal Code 11164

~~(cf. 5141.4 -- Child Abuse Prevention and Reporting Procedures)~~

~~2b.~~ Routine and emergency disaster procedures including, but not limited to:

- a. Adaptations, adaptations for students with disabilities in accordance with the Americans with Disabilities Act

(cf. 6159 - Individualized Education Program)

Note: Education Code 32282 requires districts to incorporate earthquake emergency procedures and disaster policies into the comprehensive school safety plan, as specified in items #2b and #2c below. See BP/AR 3516 - Emergencies and Disaster Preparedness Plan and AR 3516.3 - Earthquake Emergency Procedure System for further details about required components of these procedures.

- b. An earthquake emergency procedure system in accordance with Education Code 32282

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 3516 - Emergencies and Disaster Preparedness Plan)~~

~~(cf. 3516.3 - Earthquake Emergency Procedure System)~~

- c. A procedure to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare

~~(cf. 1330 - Use of School Facilities)~~

~~(cf. 3516.1 - Fire Drills and Fires)~~

~~(cf. 3516.2 - Bomb Threats)~~

~~(cf. 3516.3 - Earthquake Emergency Procedure System)~~

~~(cf. 3516.5 - Emergency Schedules)~~

~~(cf. 3543 - Transportation Safety and Emergencies)~~

~~(cf. 6159 - Individualized Education Program)~~

- 3e. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

~~(cf. 5131.7 - Weapons and Dangerous Instruments)~~

~~(cf. 5144.1 - Suspension and Expulsion/Due Process)~~

~~(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))~~

- 4d. Procedures to notify teachers of dangerous students pursuant to Education Code 49079

~~(cf. 4158/4258/4358 - Employee Security)~~

Note: Education Code 234.1 requires the Board to adopt policy prohibiting discrimination, harassment, intimidation, and bullying based on specified characteristics and requires school personnel who witness such acts to take immediate steps to intervene when safe to do so; see BP 0410 - Nondiscrimination in District Programs and Activities and BP 5145.3 - Nondiscrimination/Harassment. In addition, the district's complaint process must include a timeline for investigating and resolving complaints and an appeals process; see BP/AR 1312.3 - Uniform Complaint Procedures.

5. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4

~~(cf. 0410 - Nondiscrimination in District Programs and Activities)~~

~~(cf. 1312.3 - Uniform Complaint Procedures)~~

~~(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)~~

~~(cf. 5131.2 - Bullying)~~

~~(cf. 5145.3 - Nondiscrimination/Harassment)~~

~~(cf. 5145.7 - Sexual Harassment)~~

~~(cf. 5145.9 - Hate-Motivated Behavior)~~

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f. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

~~(cf. 5132 - Dress and Grooming)~~

7g. Procedures for safe ingress and egress of students, parents/guardians, and employees to and from school

~~(cf. 5142 - Safety)~~

8

h. A safe and orderly school environment conducive to learning ~~at the school~~

~~(cf. 5131 - Conduct)~~

~~(cf. 5137 - Positive School Climate)~~

9i. The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5

~~(cf. 5144 - Discipline)~~

~~j. Hate-crime reporting procedures pursuant to Penal Code 628-628.6-~~

~~(cf. 5145.9 - Hate-Motivated Behavior)~~

Note: The following components are **optional** and should be revised to reflect district practice.

Among the strategies for providing a safe environment, the school safety plan may also include:—

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution

~~(cf. 5138 - Conflict Resolution/Peer Mediation)~~

~~(cf. 6141.2 - Recognition of Religious Beliefs and Customs)~~

Note: Education Code 32282 and 32261 encourage, but do not require, all comprehensive safety plans to include policies and procedures aimed at the prevention of bullying, as defined in Education Code 48900(r).

2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, ~~and~~ hazing, and cyberbullying, as well as behavioral expectations and consequences for violations

~~(cf. 4118 - Suspension/Disciplinary Action)~~

~~(cf. 4218 - Dismissal/Suspension/Disciplinary Action)~~

~~(cf. 5113 - Absences and Excuses)~~

~~(cf. 5113.1 - Chronic Absence and Truancy)~~

~~(cf. 5136 - Gangs)~~

~~(cf. 5131 - Conduct)~~

~~(cf. 5145.12 - Search and Seizure)~~

3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, ~~and~~ community service learning, and education related to the prevention of dating violence

~~(cf. 6142.3 - Civic~~ ~~6141.6 - Multicultural Education)~~

~~(cf. 6142.4 - Service Learning/through Community Service Classes)~~

~~(cf. 6142.8 - Comprehensive Health Education)~~

4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus

~~(cf. 1240 - Volunteer Assistance)~~

~~(cf. 5020 - Parent Rights and Responsibilities)~~

~~(cf. 6020 - Parent Involvement)~~

5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students

~~(cf. 5131.6 - Alcohol and Other Drugs)~~

~~(cf. 5131.61 - Drug Testing)~~

~~(cf. 5131.62 - Tobacco)~~

~~(cf. 5131.63 - Steroids)~~

6. Collaborative relationships among the city, county, community agencies, local law enforcement, the judicial system, and the schools that lead to the development of a set of common goals and community strategies for violence prevention instruction

~~(cf. 1020 - Youth Services)~~

7. District policy related~~Procedures for responding to possession~~the release of firearms and ammunition on school grounds

(cf. 3515.7 - Firearms on School Grounds)

8. Measures to prevent a pesticide or minimize the influence of gangs on campus

(cf. 5136 - Gangs)

Note: Education Code 32281 authorizes the principal, upon receiving verification from law enforcement, to notify parents/guardians and employees in writing that a violent crime has occurred on the school site. A "violent crime" is any act for which a student could be expelled or crimes listed in Education Code 67381, including homicide, rape, robbery, and aggravated assault, as defined in the Federal Bureau of Investigation's Uniform Crime Reporting Handbook. Education Code 32281 encourages that the notice be sent no later than the second work day after receiving verification from law enforcement.

20 USC 7912 requires that all students attending a "persistently dangerous" school be provided notice of the designation and an option to transfer to a different school within the district. See BP/AR 5116.1 - Intradistrict Open Enrollment.

~~(cf. 3514.1 - Hazardous Substances)~~

~~(cf. 3514.2 - Integrated Pest Management)~~

98. Procedures for receiving verification from law enforcement ~~when~~that a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime-

(cf. 5116.1 - Intradistrict Open Enrollment)

109. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for ~~the~~-closing of campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism, and providing for a law enforcement presence on campus

~~(cf. 1250 - Visitors/Outsiders)~~

~~(cf. 3515 - Campus Security)~~

~~(cf. 3515.3 - District Police/Security Department)~~

~~(cf. 3530 - Risk Management/Insurance)~~

~~(cf. 5112.5 - Open/Closed Campus)~~

~~(cf. 5131.5 - Vandalism, ~~Theft~~ and Graffiti)~~

Note: Education Code 32282.1 does not require, but encourages, that comprehensive safety plans include the strategies described in item #11 below, to the extent the district uses the listed professionals.

11. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses. Guidelines may include, but are not limited to, the following:

- a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement

- b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support
- c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity

12. Strategies for suicide prevention and intervention

(cf. 5141.52 - Suicide Prevention)

Note: Penal Code 626.8 provides that a person may be guilty of a misdemeanor if he/she interferes with or disrupts a school activity, remains on campus after having been asked to leave, or willfully or knowingly creating a disruption with the intent to threaten the immediate physical safety of a student in preschool or grades K-8 who is arriving at, attending, or leaving school.; see BP/AR 3515.2 - Disruptions.

13. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff

(cf. 3515.2 - Disruptions)

1410. Crisis prevention and intervention strategies, which may include the following:

- a. Identification of possible crises that may occur, determination of necessary tasks that need to be addressed, and development of procedures relative to each crisis, including the involvement of law enforcement and other public safety agencies as appropriate

(cf. ~~3515.2~~ - Disruptions)

(~~cf.~~ 3515.5 - Sex Offender Notification)

(cf. 5131.4 - ~~Student~~Campus Disturbances)

b. Threat assessment strategies to determine the credibility and seriousness of a threat and provide appropriate interventions for the potential offender(s)

~~cb.~~ Assignment of staff members responsible for each identified task and procedure

~~de.~~ Development of an evacuation plan based on an assessment of buildings and grounds and opportunities for ~~students~~student and staff to practice the evacuation plan

~~ed.~~ Coordination of communication to schools, Governing Board members, parents/guardians, and the media

(cf. 1112 - Media Relations)

(cf. 9010 - Public Statements)

- fe.** Development of a method for the reporting of violent incidents
- gf.** Development of follow-up procedures that may be required after ~~at~~the crisis has occurred, such as counseling

1544. Staff ~~development~~**training** in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan—

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Note: Pursuant to Education Code 32284, the comprehensive safety plan may, at the discretion of the Board, include procedures for release of a pesticide or other toxic substance on properties located within one-quarter mile of a school. No state funds may be used for this purpose.

16. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

Regulation
approved: September 2004
considered: November 15, 2016

RESCUE UNION SCHOOL DISTRICT
Rescue, California

Rescue Union ESD

Board Policy

Intradistrict Open Enrollment

BP 5116.1

Note: Education Code 35160.5 mandates that governing boards establish an open enrollment policy within the district for residents of the district. This requirement does not apply to districts with only one school or with schools that do not serve any of the same grade levels.

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5117 - Interdistrict Attendance)

Note: Education Code 35160.5 mandates that the district's intradistrict open enrollment policy contain the following provision.

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

~~*(cf. 5111.12 - Residency Based on Parent/Guardian Employment)*~~
~~*(cf. 5111.13 - Residency for Homeless Children)*~~

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

Note: The following list of intradistrict enrollment priorities should be modified to reflect district practice. Districts must establish priority for circumstances under which the district is required by state or federal law to offer intradistrict enrollment opportunities (items #1-3 below). Anticipated need for these transfers should be considered in determining capacity of district schools for other intradistrict transfers allowed by the district pursuant to items #4-6 below.

~~Priority for attendance outside a student's attendance area shall be given as follows:~~

The Every Student Succeeds Act (ESSA) (P.L. 114-95) repealed 20 USC 6316 which had required districts to offer intradistrict transfers to all students in Title I schools identified for program improvement in the first year or beyond. The district may, but is not required to, offer such transfers beginning in the 2016-17 school year. Districts that choose to offer such transfers may expand the following list accordingly.

~~1. If a district school receiving Title I funds is identified for program improvement, corrective action or restructuring, all students enrolled in that school shall be provided an option to transfer to another district school or charter school. (20 USC 6316)~~

~~The Superintendent or designee shall grant priority be provided an option to transfer to any district student to attend another district school, including a or charter school, outside of his/her attendance area as follows: (20 USC 6316)~~

~~(cf. 0420.4 - Charter Schools)~~

~~(cf. 0520.2 - Title I Program Improvement Schools)~~

~~(cf. 6171 - Title I Programs)~~

Note: Education Code 48350-48361 allow a student attending an "open enrollment" school, as identified by the Superintendent of Public Instruction, to transfer to another school that has a higher Academic Performance Index (API), either within the district or in another district. For details regarding such transfers, see BP/AR 5118 - Open Enrollment Act Transfers. However, the California Department of Education (CDE) did not produce an Open Enrollment Act list for the 2016-17 school year due to the suspension of the API. The CDE has posted the 2015-16 Open Enrollment Act list on its web site for use in the 2016-17 school year, but cautions that the list is based on the results of 2013 state assessments developed under prior state content standards and that the assessment results of schools on that list may have improved.

~~1. Any student enrolled in a district school that has been identified on the state's Open Enrollment Act list (Education Code 48354)~~

~~(cf. 5118 - Open Enrollment Act Transfers)~~

~~2. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous" (20 USC 7912; 5 CCR 11992)~~

~~(cf. 0450 - Comprehensive Safety Plan)~~

~~3. Any student who is a victim of a violent crime while on school grounds (20 USC 7912)~~

Note: Education Code 35160.5 permits, but does not require, the district's policy to include any or all of the following priorities. Items #4-6 below are **optional** and should be deleted or modified to reflect enrollment priorities in the district.

Education Code 35160.5 makes no provision related to the duration of any transfer granted pursuant to items #4-6. See the accompanying administrative regulation.

~~4. Upon. The Superintendent or designee may approve a student's transfer to a district school that is at capacity and otherwise closed to transfers upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances include, but are, including, but not limited to, threats of bodily~~

harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers.

To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)

- a.- A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, ~~or~~ social worker, or a properly licensed or registered professional such as, including, but not limited to, a psychiatrist, psychologist, or marriage and family therapist
 - b.- A court order, including a temporary restraining order and injunction
5. ~~Any sibling~~ Priority may be given to siblings of a student~~students~~ already in attendance in that school.
6. ~~Any student~~ Priority shall be given to students whose parent/guardian is assigned to that school as his/her primary place of employment.

Application and Selection Process

Note: Education Code 48354 requires the district to give priority for enrollment to students residing in the district before admitting students seeking to transfer from an open enrollment school outside of the district. In order to accurately determine the number of slots available for interdistrict transfers, the district should set an application window for parents/guardians to apply for intradistrict open enrollment that precedes the district's application window under the Open Enrollment Act. For language regarding the application window under the Open Enrollment Act, see BP/AR 5118 - Open Enrollment Act Transfers.

The district should specify the intradistrict open enrollment application window, if any, in the blank provided in the following paragraph.

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted between February 6, and March 31, of the school year preceding the school year for which the transfer is requested.

Note: Education Code 35160.5 mandates that the district's intradistrict open enrollment policy contain all the elements listed in the remainder of this section.

Education Code 35160.5 requires districts to calculate capacity in a nonarbitrary manner using student enrollment and available space. The law does not provide a specific formula for the calculation, but the district may want to include unique factors specific to the school to calculate available space, such as class size reduction requirements and space needs for specialized programs. The district may modify the following paragraph to include the specific formula for calculating school capacity for schools within the district.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Note: Pursuant to Education Code 35160.5, the district must use a random, unbiased process (e.g., a lottery) to select students for intradistrict open enrollment when requests for admission exceed the capacity of the school.

The California Attorney General (85 Ops.Cal.Atty.Gen. 95 (2002)) has opined that a "first come, first served" selection policy does not constitute a random, unbiased process.

An exception in Education Code 35160.5 gives districts the authority to maintain appropriate racial and ethnic balances across district schools. However, in Crawford v. Huntington Beach Union High School District, a California appellate court held that a district's intradistrict enrollment policy which contained a racial and ethnic balance component as authorized by Education Code 35160.5 was unconstitutional. According to the court, the constitutional provisions added by Proposition 209 prohibit a district from adopting a policy containing different admission criteria on the basis of race. Because of the legal uncertainty surrounding this issue, the following paragraph does not reflect the provisions of Education Code 35160.5 relative to racial and ethnic balance. The district should consult legal counsel regarding any policy or regulation dealing with maintenance of racial or ethnic balance.

~~Except for priorities listed above~~For all other applications for enrollment outside a school's attendance area, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever thea school receives admission requests that are in excess of the school's capacity. ~~A school's capacity shall be calculated in a nonarbitrary manner using student enrollment and available space.~~ (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. (Education Code 35160.5)

~~No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)~~

~~(cf. 5116 School Attendance Boundaries)~~

Transportation

Note: The following section is optional and may be revised to reflect district practice. Districts that do not provide transportation should delete this section.

Pursuant to the CDE's Every Student Succeeds Act 2016-17 School Year Transition Plan (April 2016) and its Public School Choice FAQs, districts must continue to set aside Title I, Part A funds for transportation costs for students who transferred out of program improvement schools prior to the 2016-17 school year and for students who the district chooses to allow to transfer in the 2016-17 school year. In accordance with the CDE's transition plan and the U.S. Department of Education's Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions (May 2016), any student who transferred under this option prior to the 2016-17 school year must be allowed to remain in the school of enrollment until he/she completes the highest grade offered in the school; see the accompanying administrative regulation.

The district is not obligated to provide transportation for students who are transferring pursuant to the Open Enrollment Act. The district also is not obligated to provide transportation for students who are victims of violent criminal offenses or those who wish to transfer out of "persistently dangerous" schools pursuant to 20 USC 7912. If a district chooses to make transportation available to such students, it may use certain federal funds (e.g., Title IV, Part A, and Title V, Part A) to cover the costs. When a district chooses to provide transportation, U.S. Department of Education Guidance (Unsafe School Choice Option) clarifies that the district is not obligated to continue providing or paying for transportation after the school is no longer designated as "persistently dangerous."

~~Except as required for students who transferred out of a Title I program improvement school~~~~Except as required by 20 USC 6316, for transfers out of Title I program improvement schools,~~ the district shall not be obligated to provide transportation for students who attend school outside their attendance area. ~~However, upon request, the Superintendent or designee may authorize transportation contingent upon available space and funds. Priority for any such transportation shall be based on demonstrated financial need.~~

(cf. 3250 - Transportation Fees)
(cf. 3540 - Transportation)

Legal Reference:

EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

~~6311 State plans~~

~~6316 Transfers from program improvement schools~~

~~7912 Transfers from persistently dangerous schools~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~200.36 Dissemination of information~~

~~200.37 Notice of program improvement status, option to transfer~~

~~200.39 Program improvement, transfer option~~

~~200.42 Corrective action, transfer option~~

~~200.43 Restructuring, transfer option~~

~~200.44 Public school choice, program improvement schools~~

~~200.48 Transportation funding for public school choice~~

COURT DECISIONS

Crawford v. Huntington Beach Union High School District, (2002) 98 Cal.App.4th 1275

ATTORNEY GENERAL OPINIONS

85 Ops.Cal.Atty.Gen. 95 (2002)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice FAQs

Every Student Succeeds Act 2016-17 School Year Transition Plan, April 2016

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS NONREGULATORY GUIDANCE

Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions, rev. May 4, 2016

~~Public School Choice, January 2009~~

~~Unsafe School Choice Option, May 2004~~

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, ~~Unsafe School Choice Option:~~
<http://www.cde.ca.gov/As/ss/se/usco.asp>

U.S. Department of Education, ~~No Child Left Behind:~~ <http://www.edmelb.gov>

Policy

adopted: April 14, 2009

reviewed: November 8, 2011

considered: January 24, 2017

RESCUE UNION SCHOOL DISTRICT

Rescue, California

INTRADISTRICT OPEN ENROLLMENT

Note: The following administrative regulation addresses intradistrict transfers for victims of a violent criminal offense and students in a "persistently dangerous" school pursuant to 20 USC 7912 and other intradistrict open enrollment options authorized by Education Code 35160.5. For interdistrict transfers under the Open Enrollment Act pursuant to Education Code 48350-48361, see BP/AR 5118 - Open Enrollment Act Transfers.

Transfers for Victims of a Violent Criminal Offense

Note: 20 USC 7912 requires the state to establish and implement a policy requiring that any student who becomes a victim of a violent criminal offense while on school grounds be provided an option to transfer to another district school, including a charter school; see the accompanying Board policy. 20 USC 7912 does not specify which offenses constitute a "violent criminal offense" for purposes of the victim transfer option. According to the California Department of Education (CDE), districts should consider the specific circumstances of the incident on a case-by-case basis, as specified below. The following two paragraphs are consistent with the CDE's guidance.

U.S. Department of Education (USDOE) Guidance, Unsafe School Choice Option, suggests that districts should notify parents/guardians of the transfer option "generally within 14 days" after the determination that the student has been a victim of a violent offense. In making this offer, the Guidance encourages districts to take into account the needs and preferences of the affected student and parents/guardians. A sample parent/guardian notification letter is available on the CDE's web site.

Within a reasonable amount of time, not to exceed 14 days, after it has been determined that a student has been the victim of a violent criminal offense while on school grounds, the student's parents/guardians shall be offered an option to transfer their child to an eligible school identified by the Superintendent or designee. In making the determination that a student has been a victim of a violent criminal offense, the Superintendent or designee shall consider the specific circumstances of the incident and consult with local law enforcement as appropriate. Examples of violent criminal offenses include, but are not limited to, attempted murder, battery with serious bodily injury, assault with a deadly weapon, rape, sexual battery, robbery, extortion, or hate crimes.

The Superintendent or designee shall consider the needs and preferences of the affected student and his/her parent/guardian in making the offer. If the parent/guardian elects to transfer his/her child, the transfer shall be completed as soon as practicable.

Transfers from a "Persistently Dangerous" School

Note: 20 USC 7912 requires the state to establish and implement a policy requiring that all students attending a "persistently dangerous" school be provided an option to transfer to a safe school within the district, including a charter school; see the accompanying Board policy. Pursuant to 5 CCR 11992 and 11993, a school is designated as "persistently dangerous" based on the number of nonstudent firearms violations and the number of student expulsions pursuant to specified Education Code sections over a period of three consecutive years. USDOE Guidance, Unsafe School Choice Option, provides that a district with one or more schools identified as "persistently dangerous" must, in a timely manner, notify parents/guardians about the school's

designation and offer the opportunity to transfer. The CDE suggests that transfers of students out of a "persistently dangerous" school generally be completed within 30 school days of notification of the school's designation. According to the CDE, "timely notification" to parents/guardians should be made within 10 school days and a timely offer of transfer within 20 school days from the time the district learns of the designation, although these two notifications may be combined. Timelines in the following two **optional** paragraphs may be revised to reflect district practice.

Upon receipt of notification from the California Department of Education (CDE) that a district school has been designated as "persistently dangerous," the Superintendent or designee shall provide parents/guardians of students attending the school with the following notifications:

1. Within 10 days of receipt of the notification from CDE, notice of the school's designation
2. Within 20 days of receipt of the notification from CDE, notice of the option to transfer their child

(cf. 0450 - Comprehensive Safety Plan)

Parents/guardians who desire to transfer their child out of a "persistently dangerous" school shall provide a written request to the Superintendent or designee and shall rank-order their preferences from among all schools identified by the Superintendent or designee as eligible to receive transfer students. The Superintendent or designee may establish a reasonable timeline, not to exceed seven school days, for the submission of parent/guardian requests.

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the parent/guardian's preference if the assignment is not feasible due to space constraints or other considerations. For students whose parents/guardians accept the offer, the transfer shall generally be made within 30 school days of receiving the notice of the school's designation from the CDE. If parents/guardians decline the assigned school, the student may remain in his/her current school.

Note: USDOE Guidance, Unsafe School Choice Option, advises that the district can determine whether transfers will be temporary or permanent, but transfers must remain in effect as long as the student's original school is identified as persistently dangerous. The following **optional** paragraph reflects USDOE suggestions as to factors that might be considered in determining whether the transfer should be permanent and may be revised to reflect district practice.

The transfer shall remain in effect as long as the student's school of origin is identified as "persistently dangerous." The Superintendent or designee may choose to make the transfer permanent based on the educational needs of the student, parent/guardian preferences, and other factors affecting the student's ability to succeed if returned to the school of origin.

INTRADISTRICT OPEN ENROLLMENT (continued)

Note: USDOE Guidance, Unsafe School Choice Option, encourages, but does not require, districts to develop a transfer program with a neighboring district. The following paragraph is **optional**.

The Superintendent or designee shall cooperate with neighboring districts to develop an interdistrict transfer program in the event that space is not available in a district school.

(cf. 5117 - Interdistrict Attendance)

Other Intradistrict Open Enrollment

Note: The following section provides **optional** procedures for intradistrict enrollment pursuant to Education Code 35160.5 and may be revised to reflect district practice.

Except for transfers for victims of a violent crime and from a "persistently dangerous school," the following procedures shall apply to intradistrict open enrollment:

1. The Superintendent or designee shall identify those schools which may have space available for additional students. A list of those schools and open enrollment applications shall be available at each school site, the district office, and on the district's web site.

Note: Because Education Code 35160.5 requires the use of a lottery process, openings which occur later during the year should be filled only by applicants whose names are drawn in the lottery. Late applicants should not be added to the waiting list, but should instead wait for a subsequent lottery.

2. After the enrollment priorities have been applied in accordance with Board policy, if there are more requests for a particular school than there are spaces available, a random drawing shall be held from the applicant pool. A waiting list shall be established to indicate the order in which applicants may be accepted if openings occur during the year. Late applicants shall not be added to the waiting list for the current year but shall instead wait for a subsequent lottery.
3. The Superintendent or designee shall provide written notification to applicants as to whether their applications have been approved, denied, or placed on a waiting list. If the application is denied, the reasons for denial shall be stated.
4. Approved applicants must confirm their enrollment within 10 school days.

Note: The Every Student Succeeds Act (P.L. 114-95) repealed 20 USC 6316 which had required districts to offer intradistrict transfers to all students in Title I schools identified for program improvement (PI). In accordance with the USDOE's Transitioning to the Every Student Succeeds Act (ESSA): Frequently Asked Questions (May 2016) and the CDE's Every Student Succeeds Act 2016-17 School Year Transition Plan (April 2016), any student who transferred under this option prior to the 2016-17 school year must be allowed to remain in the school of enrollment until he/she completes the highest grade offered in the school, as provided below.

The USDOE's [Frequently Asked Questions](#) and the CDE's transition plan provide that districts may, at their discretion, continue to offer intradistrict transfers to students in PI schools during the 2016-17 school year; see the accompanying Board policy. Districts that choose to offer such transfers may revise the following paragraph to reflect district practice. The USDOE and CDE resources do not expressly address whether students who transfer in such cases must be allowed to remain in the school of enrollment until the highest grade at the school. For consistency with previous years and with provisions in 20 USC 6311 pertaining to any transfers granted to students in schools identified for "comprehensive support and improvement" beginning in the 2017-18 school year, it is recommended that districts allow any student who transfers during the 2016-17 year with the opportunity to subsequently stay in the school of enrollment.

Any student who, prior to the 2016-17 school year, was granted a transfer out of a Title I school that had been identified for program improvement shall be allowed to remain in the school of enrollment until he/she completes the highest grade offered at that school.

(cf. 0520.2 - Title I Program Improvement Schools)

Note: The following paragraph is **optional**. Education Code 35160.5 makes no provision related to the duration of any transfer granted pursuant to Education Code 35160.5. Thus, it appears to be within the district's discretion to determine whether students who do not reside within a school's attendance area should be required to reapply for open enrollment each year. However, Education Code 35160.5 specifies that a student currently residing within a school's attendance area cannot be displaced by another student transferring from outside the attendance area.

A student granted intradistrict enrollment under other circumstances shall not be required to reapply for readmission but may be subject to displacement due to excessive enrollment.

Any complaints regarding the open enrollment process shall be submitted in accordance with the applicable complaint procedure.

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

Notifications shall be sent to parents/guardians at the beginning of each school year describing all current statutory attendance options and local attendance options available in the district. Such notification shall include: (Education Code 35160.5, 48980)

1. All options for meeting residency requirements for school attendance

(cf. 5111.1 - District Residency)

(cf. 5118 - Open Enrollment Act Transfers)

2. Program options offered within local attendance areas
3. A description of any special program options available on both an interdistrict and intradistrict basis

AR 5116.1(e)

INTRADISTRICT OPEN ENROLLMENT (continued)

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied
5. A district application form for requesting a change of attendance
6. The explanation of attendance options under California law as provided by the CDE

(cf. 5145.6 - Parental Notifications)

Regulation
approved:

CSBA MANUAL MAINTENANCE SERVICE
July 2016

Rescue Union School District

AGENDA ITEM: Public Hearing for Sunshine Items RUFT Negotiations for 16 -17

BACKGROUND:

At the December 13, 2016, School Board meeting, the Board of Trustees set January 24, 2017 to conduct the required public comment on negotiation re-openers with the RUFT bargaining unit. The following topics will be discussed during the upcoming bargaining sessions.

STATUS:

The Rescue Union Federation of Teachers (RUFT) bargaining unit has presented the District with the following topics to be discussed in the negotiations for 2016-2017.

| | |
|------------------|---|
| Article V | Dues Deduction |
| Article X | Class Size and Assignments |
| Article XIV | Sick Leave |
| Article XVI | Personal Necessity Leave and Personal Leave |
| Article XXXIV | Retirement |
| Job Descriptions | Nurses and Counselors |

The Administration has presented the following topics to be discussed in the negotiations for 2016-2017.

| | |
|-------------|---|
| Article XI | Duty Hours -Extend all kindergarten classes from half-day to full-day; Effects of full-day kindergarten classes |
| Article XIX | Part-time Teaching -Change date to request continuance in a part-time assignment to February 1 -When a part-time teacher desires to terminate part-time status the employees' return to 1.0 FTE is contingent on the available 1.0 FTE district-wide posted positions |
| Article XX | Shared Contract/Leave of Absence -When job share partners desire to terminate a shared contract the employees' return to 1.0 FTE is contingent on the available 1.0 FTE district-wide posted positions |

FISCAL IMPACT:

Unknown at this time

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

Attract, retain and support diverse staff of knowledgeable, skilled dedicated employees committed to providing and supporting quality education.

RECOMMENDATION:

Board president open the public hearing, receive comments from the public, and close the hearing.

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: RESOLUTION NO. 17-01 CLASSIFIED PERSONNEL -
REDUCTION OF HOURS/ELIMINATION OF POSITIONS**

BACKGROUND:

Periodically changes occur which result in the reduction of hours/elimination of positions for classified employees. The Board must formally approve a reduction of hours and/or elimination of positions.

STATUS:

Due to the lack of funds or lack of work it shall be necessary to reduce the total annual days/hours worked and/or elimination of the following positions:

Education Code 45117(a) and (b) requires notice to be given to affected employees a minimum of 60 days prior to the effective date of the lay-off. The District is proposing the elimination or reduction in days of the following positions for 2016-2017.

| <u>Position(s)</u> | <u>#Days/Hours Reduction/Elimination</u> |
|-------------------------------|---|
| I.A. Paraeducator | 90 days, 3 hours per day |
| Technology Support Specialist | 261 days, 8 hours per day |

FISCAL IMPACT:

This reduction will be reflected in the 2016-2017 budget.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

Recommendation to adopt Resolution No. 17-01 to eliminate/reduce classified positions, including transmittal of appropriate notices to affected employee(s), if any, pursuant to Education Code sections 45114, 45115, 45117, 45298 and 45308.

RESCUE UNION SCHOOL DISTRICT

Resolution of Intention to Eliminate/Reduce Classified Positions

Resolution #17-01

WHEREAS, due to the lack of work and/or lack of funds, the Governing Board hereby finds that it is in the best interest of the Rescue Union School District ("District"), to reduce or eliminate the following position(s):

| <u>Classification</u> | <u>Position(s)</u> | <u>Reduction</u> |
|-------------------------------------|--------------------|---------------------------|
| I.A. Paraeducator (Pos. #170025) | 1 | From .1749 FTE to 0.0 FTE |
| Technology Support Specialist | 1 | From 1.0 FTE to 0.0 FTE |

NOW, THEREFORE, BE IT RESOLVED by the Governing Board that:

1. As of the 24th day of January, 2017, or as soon thereafter as possible, the above-identified reductions shall be reduced or discontinued to the extent hereinabove set forth.
2. The Superintendent, or designee, of the Rescue Union School District be and hereby is authorized and directed to give notice of layoff to the affected classified employees, pursuant to District rules and regulations as well as the applicable provisions of the Education Code of the State of California, which shall include their re-employment and displacement rights, if any, no later than sixty (60) days prior to the effective date of layoff as set forth above.

PASSED AND ADOPTED at the regular meeting of the Governing Board held on January 24, 2017 by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

President, Board of Education

ITEM#: 8
DATE: January 24, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Budget Update

BACKGROUND:

The District's adopted budget was approved in June and became effective on July 1, 2016. The Assistant Superintendent of Business Services and his staff are regularly monitoring the budget to ensure the fiscal solvency of the District. The District experienced unexpected enrollment growth this school year in nearly every grade level, leading to an increase in certificated staffing in August to meet the demand. In addition, District employees received a 1% increase on the salary schedule retroactive to July 1, 2016 due to the passage of Proposition 55. The net effect has caused the current year projected deficit to increase from the adopted budget, while subsequent planned deficits in the District's multi-year projections should be less severe.

STATUS:

The Assistant Superintendent of Business Services will provide an update on the District's Fiscal Year 2016-17 Budget and other budget related topics including the Governor's 2017-18 January Budget proposal.

FISCAL IMPACT:

This is an information item only.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

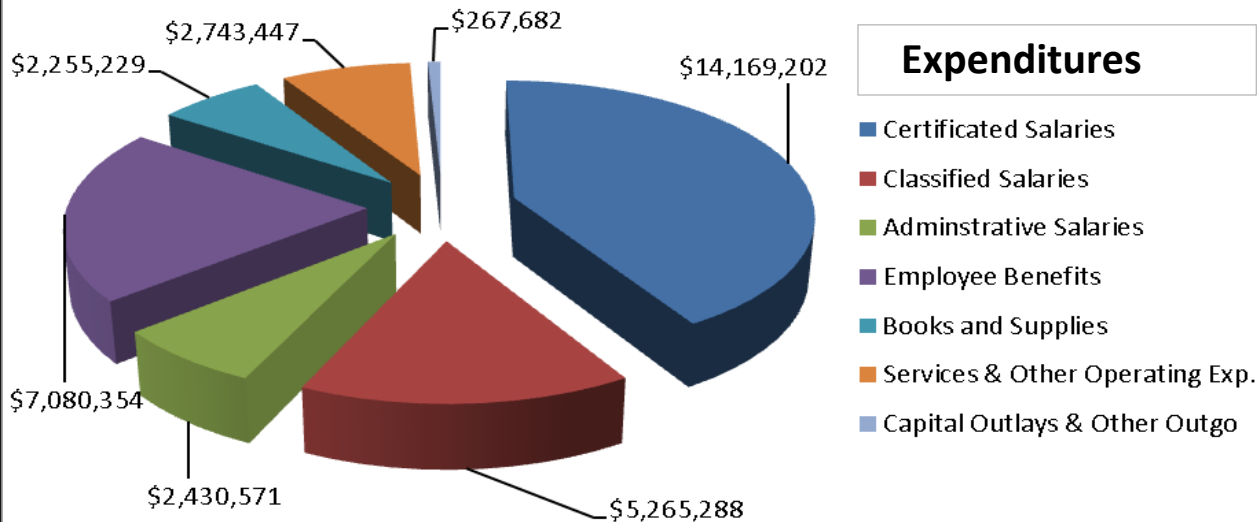
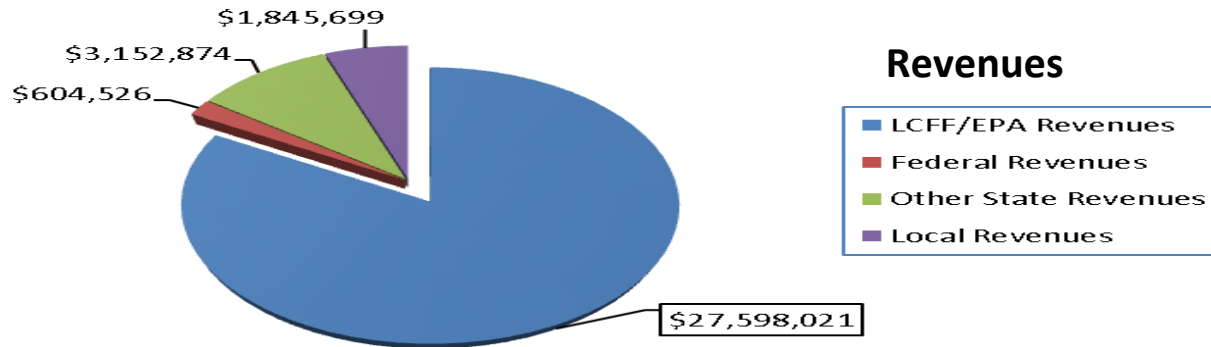
RECOMMENDATION:

N/A

Rescue Union School District Budget Update - January 24, 2017

| | <u>2016-17 Budget</u> | <u>2016-17 Revised Budget</u> |
|--|-----------------------|---------------------------------------|
| Beginning Fund Balance: | \$ 7,485,008 | \$ 7,485,008 |
| Revenue: | | |
| LCFF/EPA Revenues | \$ 27,208,982 | \$ 27,598,021 |
| Federal Revenues | \$ 568,163 | \$ 604,526 |
| Other State Revenues | \$ 3,102,121 | \$ 3,152,874 |
| Local Revenues | \$ 1,301,813 | \$ 1,845,699 |
| Total Revenue: | <u>\$ 32,181,079</u> | <u>\$ 33,201,120</u> |
| Expenditures: | | |
| Certificated Salaries | \$ 13,784,745 | \$ 14,169,202 |
| Classified Salaries | \$ 5,220,524 | \$ 5,265,288 |
| Administrative Salaries | \$ 2,388,446 | \$ 2,430,571 |
| Employee Benefits | \$ 7,314,698 | \$ 7,080,354 |
| Books and Supplies | \$ 1,944,299 | \$ 2,255,229 |
| Services & Other Operating Exp. | \$ 2,235,457 | \$ 2,743,447 |
| Capital Outlays & Other Outgo | \$ 181,019 | \$ 267,682 |
| Total Expenditures: | <u>\$ 33,069,188</u> | <u>\$ 34,211,773</u> |
| Excess Revenue (Expenditures) | \$ (888,109) | \$ (1,010,653) |
| Projected Ending Fund Balance | \$ 6,596,899 | \$ 6,474,355 |
| <i>Fund Balance as a % of Expenditures</i> | 19.95% | 18.92% |

Rescue Union School District Budget Update - January 24, 2017



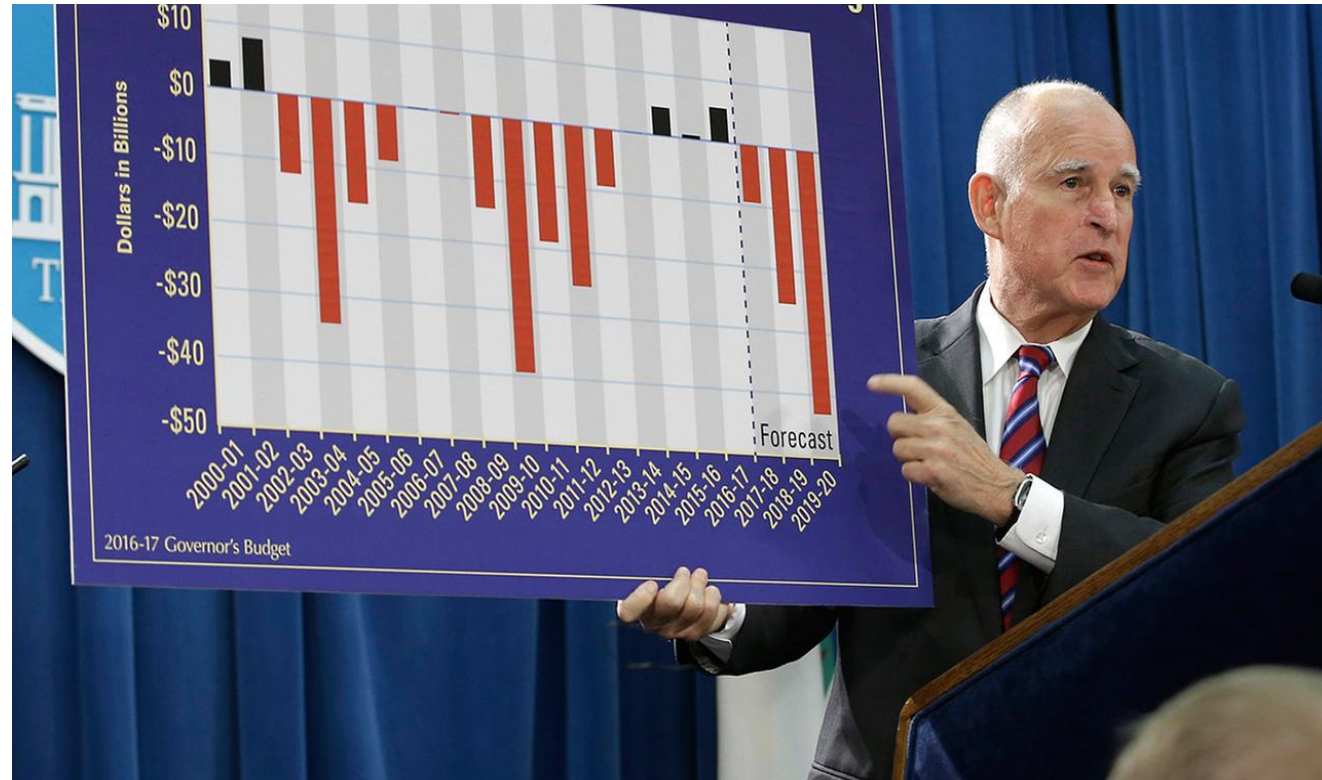


Budget Perspectives Workshop 2017-18 Governor's Budget

Political Backdrop

- Consequential election year for K-12 education
 - Proposition 55 extends high-income earner tax
 - Proposition 51 and local school bonds combined allow for nearly \$27 billion investment in school building and modernization
- Democrats capture two-thirds majority in both houses
 - Rise of the “Mods” blunts impact of control
 - Eye toward maintaining super-majorities may prevent the full exercise of new power
- Federal policies unpredictable
 - K-12 Funding?
 - Vouchers or Charters?
 - Will Friedrich’s Case Re-emerge?

For Sutter Brown
"Save some biscuits for a rainy day."



"This year's budget will be the most difficult that we have faced since 2012. The surging tide of revenues that we enjoyed the past few years appears to have turned."

- Governor Edmund G. Brown, Jr., January 10, 2017

Initial Thoughts

- No surprises from Governor Brown
 - Conservative revenue estimates
 - Cautious spending plan with no new programs
- Backdrop of general economic uncertainty
- K-12 budget is straightforward, but pension costs raising serious concerns
- Legislature may have other priorities, but all sides will have to wait for May revenue numbers
 - LAO believes Governor's 2017-18 revenue estimates are low and inconsistent with his economic outlook

Differing Views on Revenues and Volatility

- Governor projects revenues down by nearly \$5.8 billion compared to Budget Act over three-year period
 - Down \$1.5 billion in 2015-16
 - Down \$1.54 billion in 2016-17
 - Down \$2.73 billion in 2017-18
- LAO November projections show revenues down by total of only \$1.7 billion for 2015-16 and 2016-17 combined
- **And**, LAO continues to believe that 2017-18 PIT receipts will exceed the Governor's estimates, making it likely that additional revenue will be available by the May Revision
 - Notes that PIT growth typically exceeds 5%, and Governor's 3.3% estimate is inconsistent with the Administration's own economic outlook
- SCO optimistic after November receipts, less so after December

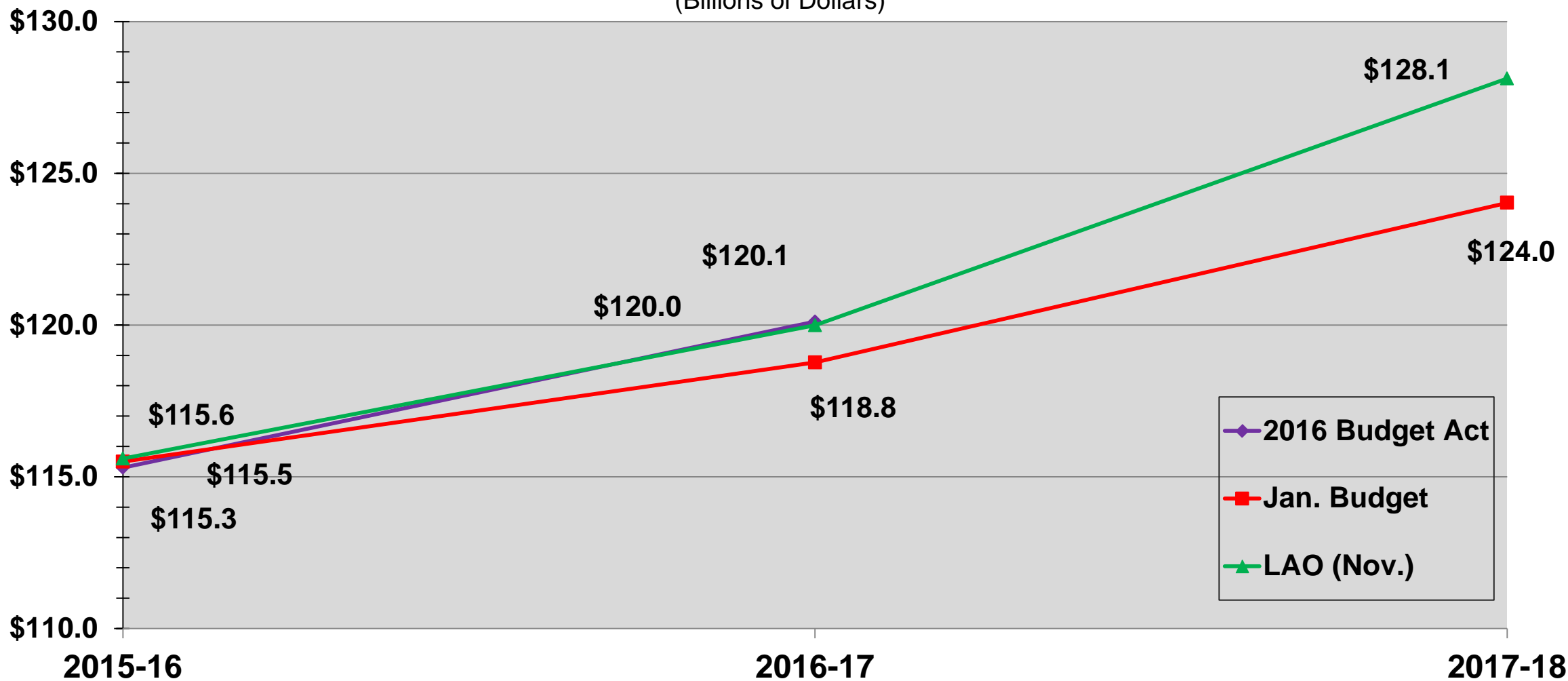
SCO Monthly Tax Receipts

| <u>FY 2016</u> | Actual Over or (Under) Estimates | |
|----------------------------|---|-------------------|
| | <u>Amount*</u> | <u>Percentage</u> |
| Total through July 31 | (\$591) | (9.8%) |
| Total through August 31 | (\$166) | (1.2%) |
| Total through September 30 | (\$14) | (0.1%) |
| Total through October 31 | (\$345) | (1.1%) |
| Total through November 30 | \$212 | 0.5% |
| Total through December 31 | (\$1,666) | (3.1%) |
| Total through June 30 | ?? | ?? |

*Cumulative Dollars in Millions

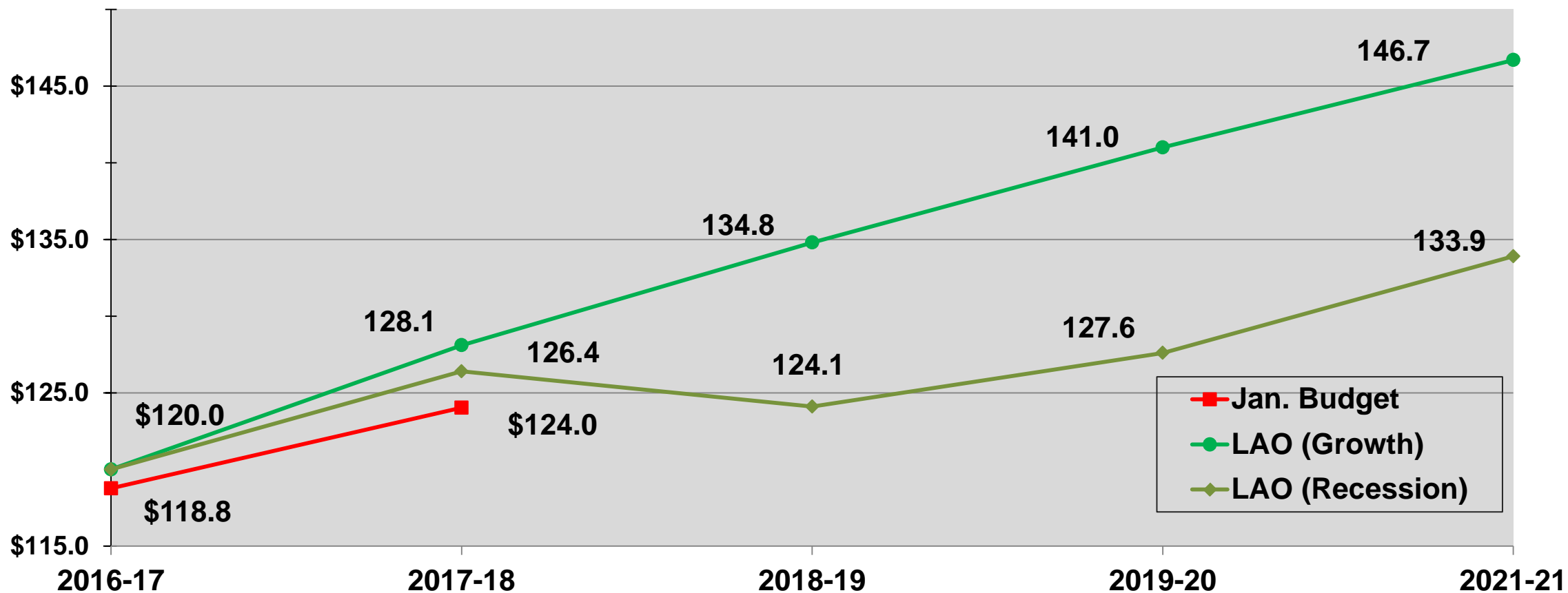
State General Fund Revenues (3 Fiscal Years)

(Billions of Dollars)



State General Fund Revenues Projected

(Billions of dollars)



Proposition 55 Revenues

- Extends temporary tax rate increases for high-income earners from end of 2018 through end of 2030
- No changes in rates or rate brackets
- Sales tax increase not extended – expired at end of 2016
- Revenues continue to count as GF revenues for calculation of Prop 98 Guarantee
- Allocates up to \$2 billion per year for healthcare if GF revenues from all sources are sufficient to (1) meet the Prop 98 Guarantee and (2) cover the non-98 “workload budget”

General Fund Spending and Reserves

- \$122.5 billion GF spending (including transfers)
- \$2.3 billion Prop 2 “Rainy Day” transfer, half to Budget Stabilization Account (BSA) and half to pay down state debts and liabilities
- BSA projected to reach \$7.9 billion by end of 2017-18
- Total general fund reserve is almost \$9.5 billion, including the \$1.6 billion discretionary general fund reserve

“Budget Solutions”

- The Governor identifies a potential \$1.6 billion budget deficit by end of 2017-18, but includes about \$3.2 billion in actions to reduce spending growth
 - \$1.7 billion from adjustments to Prop 98 guarantee
 - \$400 million – eliminate affordable housing funding
 - \$300 million – cancel transfer for state office buildings
 - \$104 million – delay child care rate augmentations
 - \$657 million in other actions

Governor's Budget 2017-18

K-12 EDUCATION BUDGET

K-12 Proposal – Overview

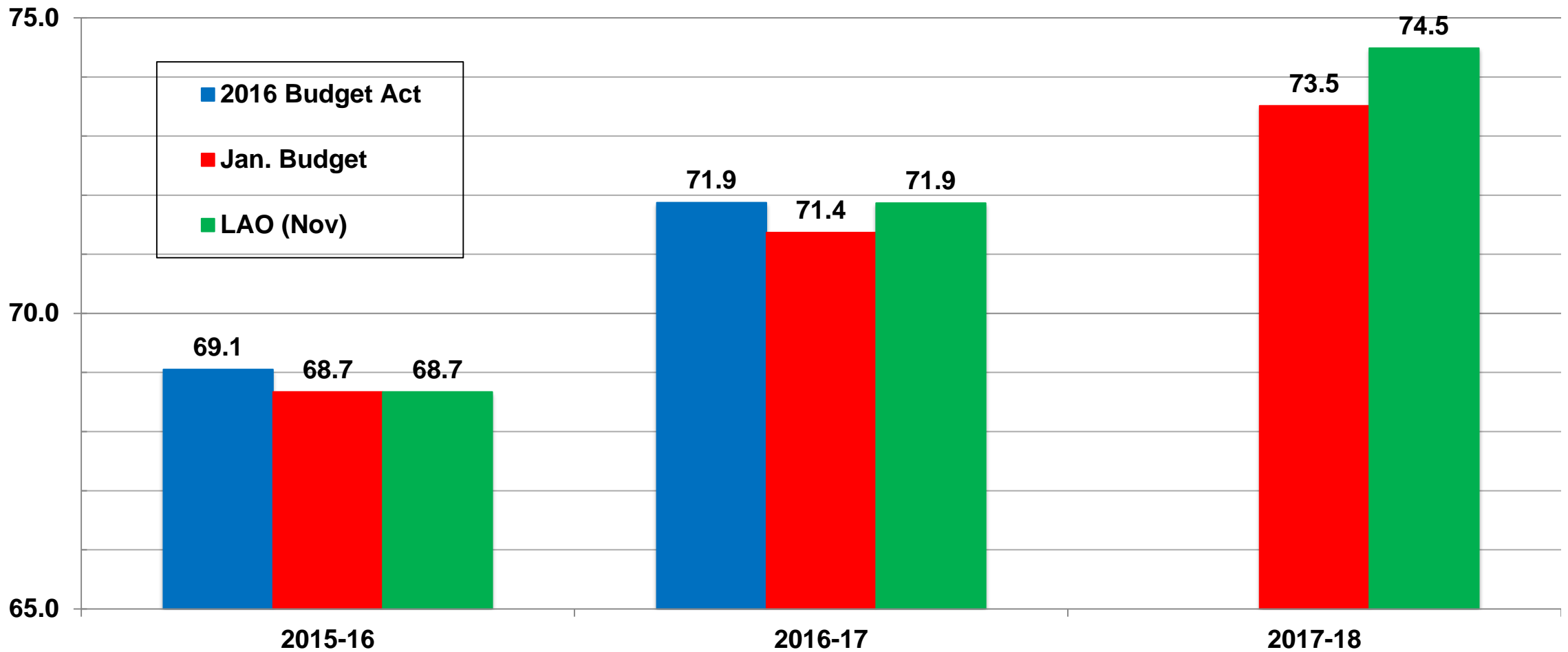
- \$73.5 billion for Prop 98 (\$64 billion for K-12)
- \$744 million increase for LCFF (funding 23.67% of remaining implementation gap)
- \$287 million one-time discretionary funding (mandate claims offset)
- \$423 million for Prop 39 energy efficiency grants
- \$200 million (one-time) for CTE incentive grants (per 2015 Budget Act)
- \$93 million for charter school ADA growth
- \$58 million to provide COLAs to categorical programs outside of the LCFF
- \$30 million for tobacco/nicotine prevention programs (Prop 56)
- \$10 million for reducing truancy and drop out rates and supporting victims of crime (Prop 47)
- \$2.4 million for county office COLA and ADA adjustments
- -\$4.9 million for Special Education ADA decrease

Proposition 98

- \$1.5 billion 2017-18 projected guarantee increase over 2016 Budget Act (\$2.1 billion over adjusted 2016-17 guarantee)
- Governor's lower estimate for 2017-18 and prior-year adjustments lead to virtually "flat" statewide funding
- Test 3 projected for 2017-18 (prior year guarantee plus adjustment for growth in per capita general fund revenue)
- Includes \$400 million settle up payment
- Additional \$264 million maintenance factor (MF) obligation created in 2017-18, bringing total outstanding MF obligation to \$1.63 billion

Prop 98 Changes Over Time

(Billions of Dollars)



How Does the Governor Reduce Prop 98 Expenditures to the Lower Guarantee in 2015-16 and 2016-17?

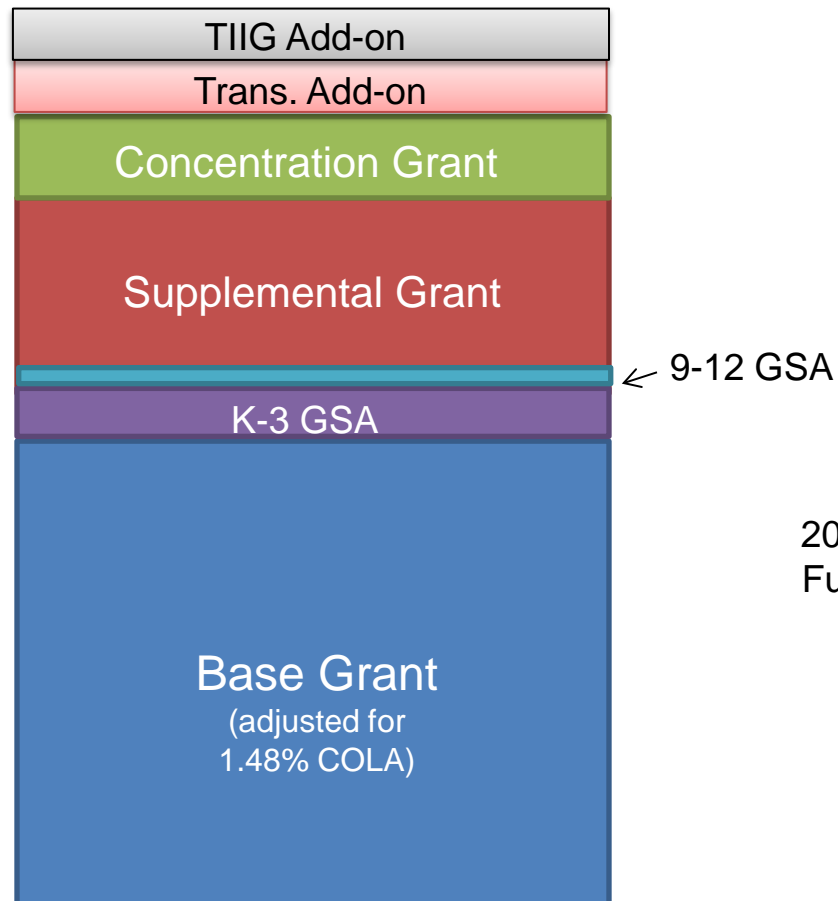
- Step 1: Cut \$379 million in funding from 2015-16 by “rescoring” funding to 2016-17, including \$310 million in one-time discretionary funds and \$14 million for the CCEE
- Step 2: Cut \$506+\$379 million in funding from 2016-17, in large part by deferring \$859 million in LCFF payments from June 2017 to July 2017
- End result: \$859 million of the 2017-18 guarantee is spent on the 2016-17 deferral rather than for increases to programs and services

LCFF Entitlement Target

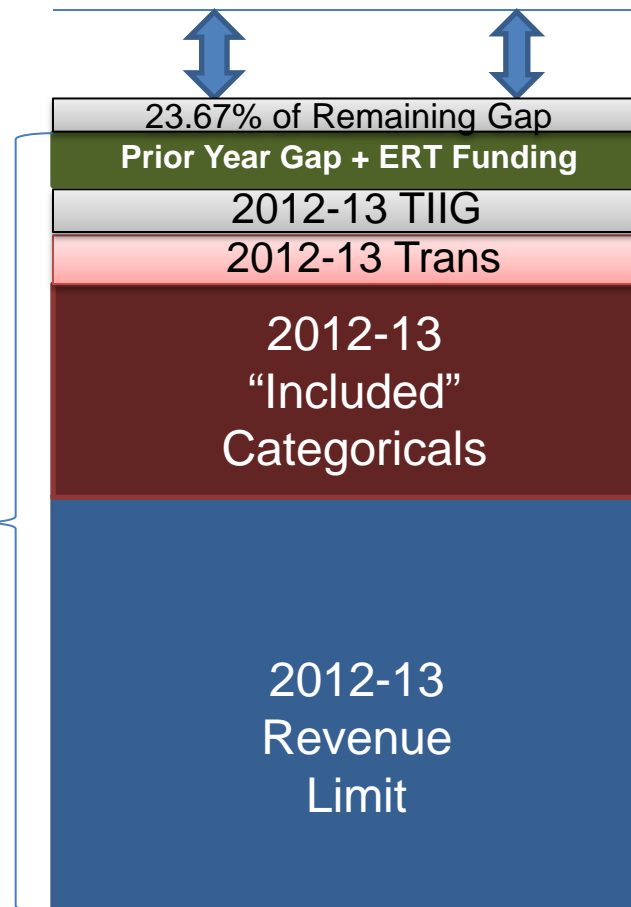
- Entitlement Target = Base Grant + GSAs + Supplemental Grant + Concentration Grant + Add-ons
- Base Grant per ADA (with 1.48% COLA)
 - K-3 = \$7,188 (up \$105) 7-8 = \$7,513 (up \$110)
 - 4-6 = \$7,295 (up \$106) 9-12 = \$8,705 (up \$127)
- GSAs – 10.4% (\$748; up \$11) per K-3 ADA; 2.6% (\$226; up \$3) per 9-12 ADA

LCFF in One Chart

Entitlement Target



2017-18 Funding



2016-17
Funding

LCFF Gap Closure Estimates

(Billions of dollars)

| | <u>2013-14</u> | <u>2014-15</u> | <u>2015-16</u> | <u>2016-17</u> | <u>2017-18</u> | <u>2018-19</u> | <u>2019-20</u> | <u>2020-21</u> |
|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Transition Funding | \$2.087 | \$4.722 | \$5.994 | \$2.942 | \$0.744 | \$1.904 | \$2.022 | \$2.294 |
| Gap Closure | 12.02% | 29.99% | 51.97% | 55.28% | 23.67% | 53.85% | 68.94% | 100% |
| COLA | 1.57% | 0.85% | 1.02% | 0.00% | 1.48% | 2.40% | 2.53% | 2.66% |
| Percent of Target Funded | 72% | 80% | 90% | 96% | 96% | 97%* | 98%* | 100% |

*estimated

Stand-Alone Categorical Programs

Proposed for Ongoing Funding (no COLA)

- Adult Education (\$500 million)
- Adults in Correctional Facilities (\$15.1 million)
- After School Education and Safety Program (\$547 million)
- Agricultural Education Incentive Program (\$4.1 million)
- California Partnership Academies (\$21.4 million)
- California School Information Services (\$5.8 million)
- Child Nutrition – Breakfast Startup (\$1 million)
- College and Career Planning Website (\$2.5 million)
- County Office Fiscal Oversight (\$5.3 million)
- K-12 Internet Access (\$8 million)
- Specialized Secondary Programs (\$4.89 million)
- State Testing Program (\$110.4 million)
- Teacher Dismissal (\$40,000)
- Safe Neighborhoods and Schools Fund (\$10.6)

Proposed for Ongoing Funding (1.48% COLA)

- American Indian Early Childhood Education Program (\$558,000)
- American Indian Education Centers (\$4.138 million)
- Child Nutrition (\$161 million)
- Foster Youth Programs (\$25.75 million)
- Special Education (\$3.149 billion)

One-Time Funding

- CTE Incentive Grant (\$200 million)

One-Time Discretionary Funding

- \$287 million (total of more than \$5 billion over 4 years) fully discretionary one-time funding to school districts, county offices, and charter schools
- Considerably less than prior years – about \$48 per ADA
- Likely to change by final budget act based on negotiations and revised revenue estimates
- Funds received will directly offset any unreimbursed state mandate claims, but all LEAs receive funds regardless of mandate claims

County Offices of Education

- Governor proposes \$2.4 million to fund COLA and ADA changes for COEs
- COEs will receive their portion of the \$287 million fully discretionary mandate reimbursement funds - approximately \$48 per ADA
- No on-going funding for COE obligations related to LCAP review and support, and no changes to COE funding formula
- Continuing effort to engage Administration to recognize increased costs to all COEs, while most flat funded for many years

Governor's Budget 2017-18

OTHER KEY BUDGET ISSUES AND PROGRAMS

Rising Pension Costs: What has changed?

- Market conditions
 - Last year, both CalSTRS and CalPERS experienced investment returns of nearly 0%
 - Analysts predicting greater economic uncertainty and lower yields
 - The investment risks required to meet 7.5% return are either impractical or impossible
- Demographic changes
 - Longer life expectancy is increasing future benefit costs
- Fund sustainability
 - Increased risk of negative cash flow and inability to meet long-term obligations

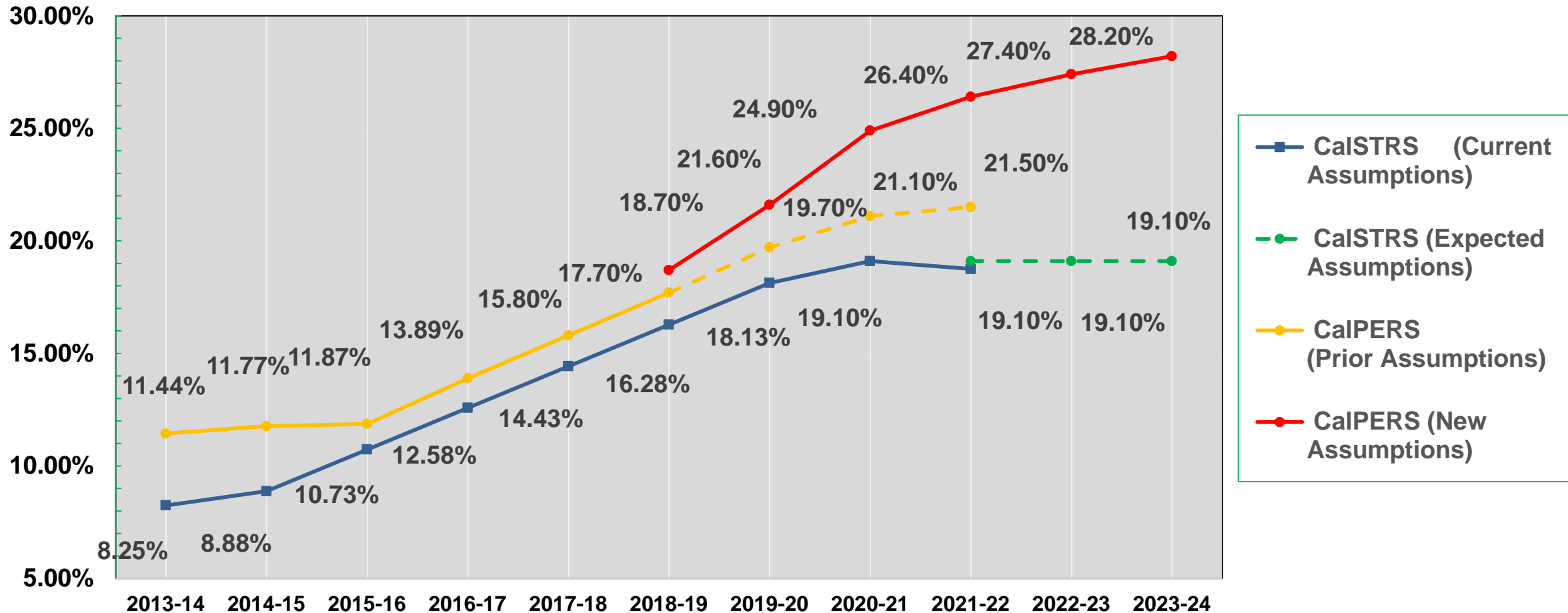
Rising Pension Costs: Key Actions

- In December 2016, the **CaIPERS** board voted to decrease the assumed rate of return (“discount rate”) from 7.5% to 7.0%, which will lower CalPERS’s funding level and cause contribution rates to increase
- In response to stakeholders, implementation of the new discount rate will be deferred by one year and, thereafter, phased-in:

| Fiscal Year | Discount Rate | Delayed Effect |
|-------------|---------------|----------------|
| Current FY | 7.50 | 7.50 |
| 2017–18 | 7.375 | 7.50 |
| 2018–19 | 7.25 | 7.375 |
| 2019–20 | 7.00 | 7.25 |
| 2020–21 | 7.00 | 7.00 |

- Change will impact employer contribution rate starting in 2018-19

CalSTRS and CalPERS Contribution Rates



Rising Pension Costs: 2017-18 Budget Act

- Contribution rate increases for 2017-18 will exceed our Prop. 98 increase

| | Employer Rate Change | Total Change |
|---------|-----------------------|-------------------|
| CalPERS | From 13.888% to 15.8% | \$231.3 million** |
| CalSTRS | From 12.58% to 13.43% | \$523.3 million* |
| Total | | \$754.6 million |

- Annual retirement contributions for school employers will increase by more than \$3.57 billion in the next seven years
- In November (before CalPERS changed its discount rate), the LAO forecasted the impact of rate increases, plus compensation growth:
 - “Compared with 2013–14 levels, total district contributions to CalSTRS and CalPERS are anticipated to be nearly \$6 billion higher annually by 2020–21. (Of this total cost increase, about 70 percent relates to CalSTRS.)”

* Assumes no change in compensation growth

** CalPERS projection includes K-12 and Community Colleges

Rising Pension Costs: Issues to watch in 2017

- Adoption of new CalSTRS assumptions (likely next month)
- CalPERS
 - Two more opportunities to impact contribution rates:
 - Risk Mitigation Strategy – Further lowers discount rate in good years
 - Asset Liability Management process – Quadrennial review of market forecast, fund status, and key assumptions.
- California Supreme Court
 - Will clarify whether pension benefits can be modified for active members
 - The facts of each case pertain to PEPRA rules (calculating pensionable compensation, purchase of “airtime,” post-retirement COLA adjustments, etc.)
 - Likely awaiting one more appellate decision before CA Supreme Court hears arguments

How will all of this impact collective bargaining?

- Have you addressed STRS/PERS employer contribution increases with your unions?
- Are you delaying the start of negotiations for 2017-2018 until after your LCAP is adopted?
- Even if you are “settled” for 2017-2018, LCAP adoption can trigger demand to bargain impacts of spending decisions in LCAP. Did you receive any such requests last year?
- LEAs with new costs in excess of new revenues may face the question of using supplemental and concentration dollars to “recruit and retain” qualified teachers

Using S/C Grant Dollars for Salary Increases to “Recruit and Retain Quality Teachers”

A district would need “to document in its LCAP that its salaries result in difficulties in recruiting, hiring, or retaining qualified staff which adversely affects the quality of the district’s educational program, particularly for unduplicated pupils.” (Torlakson Opinion June 2015)

The objective of achieving “a reduction of teacher turnover by increasing salaries could be supported even for districts with less than 55% targeted students, if LCAP determined this was the ‘most effective’ use of the funds, and provide the basis for this determination, including but not limited to any alternatives considered and any supporting research, experience, or educational theory.”

But there is a risk ...

LCAP Complaints:

- Any individual, public agency or organization has the right to file complaint which the District is required to process under its Uniform Complaint Procedure alleging that the District has violated the requirements for developing or updating its Local Control Accountability Plan (LCAP). (Ed. Code, § 52075; Cal. Code Regs., tit. 5, § 4630 et seq.).
- Under certain conditions, complaints may be made directly with the State Superintendent of Public Instruction. (Cal. Code Regs., tit. 5, §§ 4630, 4650.)
- A complainant may appeal the District's decision to the California Department of Education. (Cal. Code Regs., tit. 5, § 4632.)

Getting “Increased or Improved Services” in Exchange for Certificated Salary Increases

- Get language changes to contract in exchange for salary increases using S/C dollars.
- For example:
 - “Teachers shall use the District’s on-line grading program on a timely basis at least every 2 weeks to provide a detailed description of assignments and grades which parents and students are able to access remotely.”
 - May be tied to goal of parent engagement in LCAP.

Getting “Increased or Improved Services” in Exchange for Certificated Salary Increases

- “Professional duties” language requiring teachers to perform certain duties outside the contracted work day:
- Attend Back to School Night, Open House, and Graduation
- Be available for parent-teacher conferences and meeting with students to support academic achievement.
- Attend IEP, 504 and other legally-required meetings
- Chaperone student field trips
- “Adjunct duties” language requiring teachers to share in certain supervision duties outside the contracted work day (recess, bus duty, dances, etc.)

Classified Employees – “Increased or Improved Services” for Salary Increases

- Training hours added within regular work year (e.g. 8 hours). Focus of training determined annually (e.g. teamwork)
- Get a language change to the contract to support the training focus (e.g. employees may be required to work out of class for temporary periods of time)
- In return, use S/C dollars for on schedule salary increase
- In future years can change focus of training and get additional language changes and can provide additional salary increases
- Other potential areas of focus: (1) Customer service, (2) Student safety – CPR/AED certification, (3) Attendance improvement

School Facilities

November 2016 facilities bonds

- \$9 billion statewide bond (Prop 51)
 - \$ 2 billion Community Colleges
 - \$ 7 billion K-12
 - \$3 billion New Construction
 - \$3 billion Modernization
 - \$500 million Charters
 - \$500 million CTE
 - Continues current School Facilities Program (SFP) in place on January 1, 2015
- About \$20 billion in local school facility measures

School Facilities

- Demand currently over \$2.1 billion (as of October 2016)
 - \$1.4 billion New Construction
 - \$.74 billion Modernization
- This demand has averaged \$40 million per month, with the bond passage we expect this number to at least double
- In practice SAB has funded projects in the pipeline based upon the rules at the time of submittal
- We assume projects will be treated the same under Prop 51

School facilities

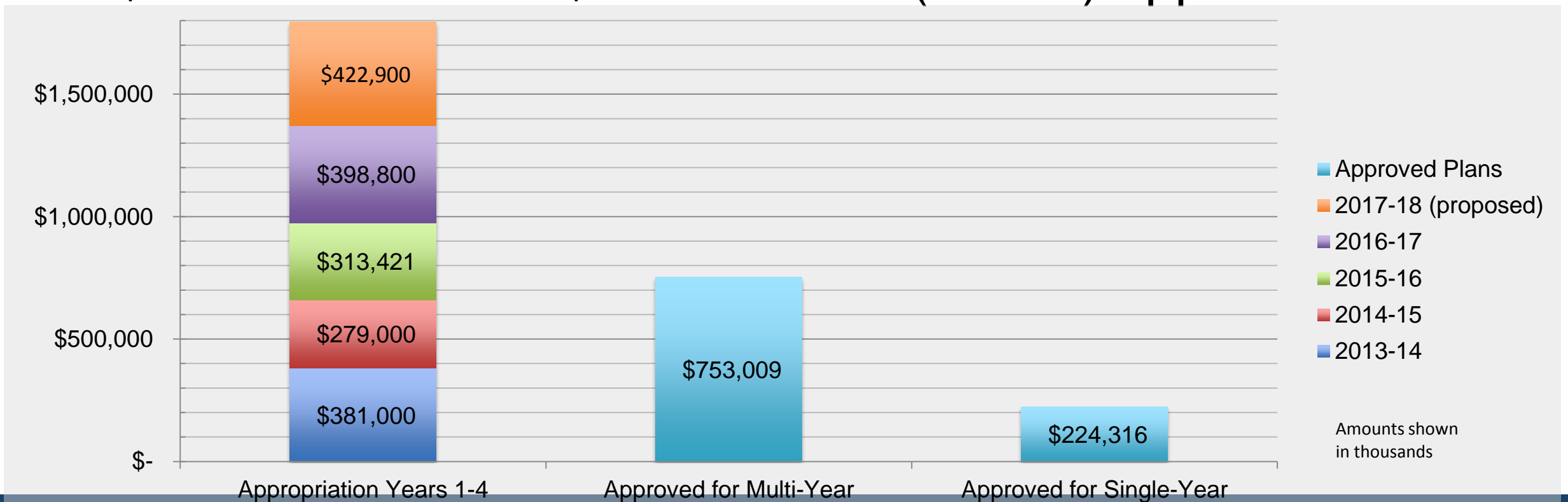
- Governor’s Budget includes proposals for additional accountability and audit measures on the SFP
 - Governor proposes working with the State Allocation Board and the Office of Public School Construction to revise policies and regulations to ensure “basic terms, conditions, and accountability measures” are clear for all participants in the program
 - Governor also intends to introduce legislation to add facility bond expenditures to the annual K-12 Audit Guide
- Once accountability and audit measures are in place, “the Administration will support the expenditure of Proposition 51 funds”

School Facilities

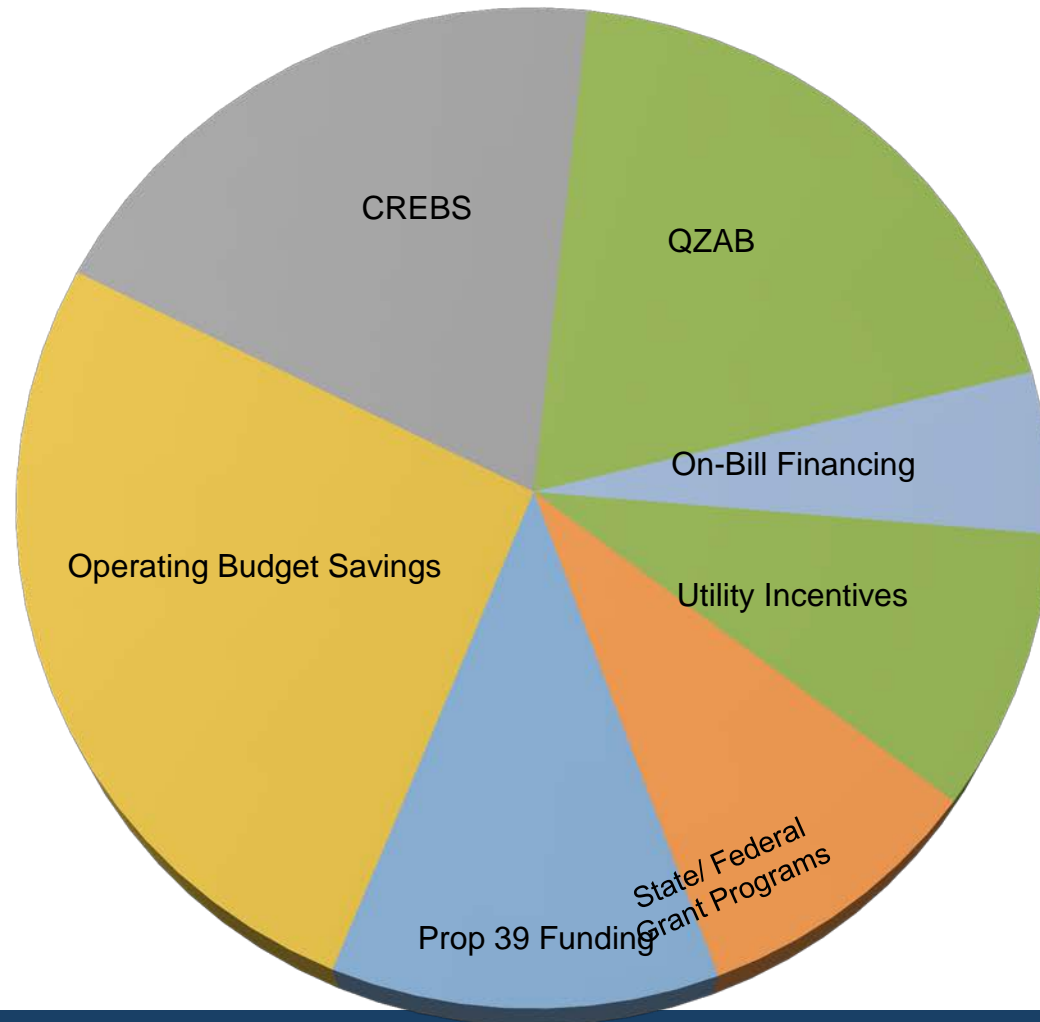
- OPSC staffing
 - When the program was at its height, OPSC was staffed at 130 with 50 project managers
 - Currently OPSC has 50 staff with three project managers
 - A drastic increase in staff is necessary to process the \$1.76 billion in projects on the Acknowledged List (projects not yet reviewed by OPSC, but approved by CDE and DSA)
- The name of the game is still first-come, first served
- If you haven't already done so, determine eligibility, obtain state agency approvals, and submit applications

Proposition 39

- \$422.9 million in funding for 2017-18 brings 5-year total to \$1.795 billion with \$977.3 million (54.5%) approved



Energy Infrastructure Funding Beyond Proposition 39



Special Education

- Governor's budget did not include any specific new special education proposals
- Governor calls for renewed discussion with stakeholders on redesigning the state's special education funding model
 - Governor has long favored a system that funds districts directly through LCFF, rather than through SELPAs
- According to the Governor, any special education reforms should mirror LCFF principles:
 - School funding mechanisms should be equitable, transparent, easy to understand, and focused on the needs of students
 - General purpose funding should cover the full range of costs to educate all students
 - School districts should be provided the flexibility to establish goals and design innovative ways of delivering services to all students
 - School districts are responsible for planning and implementing programs that lead to continuous improvement, measured by academic outcomes

Educator Shortage

- Does not include additional resources to address growing educator shortage (teachers and administrators)
- Proposal highlights investments contained in the 2016-17 State Budget and some of the on-going work at the Commission on Teacher Credentialing
- Expect a number of legislative proposals in 2017 to make further attempts at addressing this growing problem

Child Care & Early Learning

- 2016-17 Budget Act included a three-year \$100 million investment in 8,877 California State Preschool Program (CSPP) slots through 2019-20
 - Would add 2,959 slots on April 1st each year through 2020
- Governor proposes pausing the augmentation for 2017-18 for both CSPP slots and provider standard reimbursement rate increases
 - Essentially shifts implementation of the plan over four years, instead of three
 - Administration estimates this saves \$121.4 million in non-Prop. 98 GF and \$105.4 million in Prop. 98 GF
- Governor's proposal also includes a net increase of \$4.8 million in federal Child Care and Development funds and \$120.1 million in federal funds for Temporary Assistance for Needy Families, for a total of \$736.6 million in federal funding for these purposes
- Governor proposes a number of ideas to streamline and better align early education programs to transitional kindergarten

The Evolving State Accountability System

- State Priorities

1. Basics
2. Implementation of State Academic Standards
3. Parent Engagement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Access and (8.) Outcomes in Broad Course of Study
9. Coordination of Services for Expelled Pupils – COEs only
10. Coordination of Services for Foster Youth – COEs only

- Evaluation Rubrics

- State and local performance indicators with performance standards
- Used to determine eligibility for technical assistance and intervention under LCFF
- Statements of Model Practices and links to external resources at a future date

The Evolving State Accountability System

- State Indicators
 - Academic indicator based on test scores in ELA, Math and Science, including a measure of individual student growth
 - College and career indicator based on Grade 11 test scores in ELA and Math and other measures of college and career readiness
 - English learner indicator measuring progress of ELs toward English language proficiency and reclassification rates
 - Graduation rates, Chronic absence (when available) and Suspension rates
- Technical Assistance and Intensive Intervention
 - Assistance and intervention is based on student group performance under each LCFF priority
 - Eligible for assistance if any student group met the performance criteria for 2 or more priorities
 - Eligible for intervention if three or more student groups met the performance criteria for 2 or more LCFF priorities in three out of four consecutive years

The Evolving State Accountability System

- California School Dashboard - Web-based interface
 - District and school-site pages
 - Summary Data Display showing performance relative to priorities
 - District Overview
 - Equity Report
 - Statements of Model Practices
 - Links to External Resources
 - Communication Toolkit for LEAs in development
 - Timelines
 - Enrollment process for LEAs to designate access – before end of January
 - LEA data available to enrollees – end of January
 - Live to Public – Beginning of March

Mandate Block Grant

- Proposes \$226.5 million for the block grant, assumes 100 percent LEA participation
- Proposal reflects \$8.5 million increase to add Training for School Employee Mandated Reporters program into the block grant
- Rates:
 - COEs and School Districts – Approx. \$29 per K-8 ADA and \$57 per 9-12 ADA
 - COEs – additional \$1 per countywide ADA
 - Charter Schools – about \$15 per K-8 ADA and \$43 per 9-12 ADA
- Maintain MBG compliance records

Other Programs and Issues

- **Career Technical Education Incentive Grant Program** – proposes funding final year of the three-year program at \$200 million
- **Adult Education Block Grant Program** – proposes \$500 million on-going Prop 98 funding, no changes to the program
- **Transportation** – ARB/AQMD opportunities for full funding of zero-emission buses
- **Child Nutrition** – \$161 million funding reflects COLA and projected meal counts
- **Proposition 56** – Increases cigarette tax, Governor proposes \$30 million to support tobacco and nicotine prevention and reduction programs in K-12 schools
- **Proposition 47** - \$10 million for reducing truancy and drop out rates and supporting victims of crime
- **Budget Reserve Cap** – No resolution

Proposition 58

- Repeals the English-only immersion requirement and waiver provisions required by Proposition 227 of 1998
- Preserves requirement that public schools ensure students become proficient in English
- Requires school districts to solicit parent and community input in developing language acquisition programs to ensure English acquisition as rapidly and effectively as possible
- Requires that school districts provide students with limited English proficiency the option to be taught English nearly all in English
- Authorizes school districts to establish dual-language immersion programs for both native and non-native English speakers, but does not have notable fiscal impact on school districts or state government

Proposition 64

- Allows adults 21 years of age or older to legally grow, possess, and use marijuana for nonmedical purposes, with certain restrictions
- Creates two new state taxes (growing and retail excise) for both medical and nonmedical marijuana, in addition to existing state and local sales taxes for medical marijuana, and locals may implement additional local taxes
- Revenues from these taxes, along with certain fines on businesses or individuals who violate regulations, will be deposited into the California Marijuana Tax Fund
- No increase for GF, therefore no increase to Prop 98 guarantee
- After accounting for ongoing annual allocations for various purposes (first priorities), 60% of the remaining revenues from the California Marijuana Tax Fund will be allocated to youth programs, including substance use disorder education, prevention, and treatment

What's Next

- January –May: Budget committees review
- LAO issues detailed review of Governor's plan – expect support for spending restraint and slightly higher revenue forecast
- Budget subcommittee process
- May Revision
- On-time budget in June
- Budget Perspectives Workshops in May & July

ITEM #: 9
DATE: January 24, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Resolution Adopting Lease-Leaseback Procedures

BACKGROUND:

Lease-Leaseback is a generally accepted delivery method used to complete facility and capital improvement projects for school districts in the State of California. For lease-leaseback construction contracts awarded on or after January 1, 2017, Education Code section 17406 requires California school districts to use a best value process to select the lease-leaseback contractor; and

In addition, for such lease-leaseback contracts, Education Code section 17406 requires the governing board of the school district to adopt required procedures and guidelines for evaluating the qualifications of proposers that ensure that the best value selections by the school district are conducted in a fair and impartial manner.

Likewise, for such lease-leaseback contracts, Education Code section 17406 states that the best value process shall be a competitive procurement process where the contractor is selected on the basis of objective criteria for evaluating the qualifications of the proposers with the resulting selection representing the best combination of price and qualifications.

STATUS:

This resolution brings the District in compliance with the new codes enacted by the State Legislature on January 1, 2017 and allows the District to utilize Lease-Leaseback as a delivery method in facility and capital improvement projects.

FISCAL IMPACT:

The District staff believes Lease-Leaseback is a viable delivery method that may bring value and consistency to the District's facility and capital improvement projects. The savings from using this method in both the short term and long term are not known.

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

Board Focus Goal V - FACILITY / HOUSING:

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

Local Control Accountability Plan GOAL 6:

The District will create and maintain facilities and grounds that are safe, clean and conducive to the learning process.

RECOMMENDATION:

District staff recommends the Board of Trustees approve the resolution adopting Lease-Leaseback (“L/LB”) procedures.

**RESOLUTION ADOPTING PROCEDURES AND GUIDELINES FOR SELECTION OF
LEASE-LEASEBACK CONTRACTOR
(Education Code §17406)
#17-02**

WHEREAS, for lease-leaseback construction contracts awarded on or after January 1, 2017, Education Code section 17406 requires California school districts to use a best value process to select the lease-leaseback contractor; and

WHEREAS, for such lease-leaseback contracts, Education Code section 17406 requires the governing board of the school district to adopt required procedures and guidelines for evaluating the qualifications of proposers that ensure that the best value selections by the school district are conducted in a fair and impartial manner; and

WHEREAS, for such lease-leaseback contracts, Education Code section 17406 states that the best value process shall be a competitive procurement process where the contractor is selected on the basis of objective criteria for evaluating the qualifications of the proposers with the resulting selection representing the best combination of price and qualifications; and

WHEREAS, Education Code section 17406 requires that the lease-leaseback contractor selection process shall at a minimum include that statute's requirements.

NOW THEREFORE BE IT RESOLVED that the procedures and guidelines specified in Education Code section 17406(a)(2)(A)-(G), effective January 1, 2017 (see Exhibit A to this Resolution) are adopted for use when the Rescue Union School District seeks proposals for a public project using the lease-leaseback delivery method pursuant to Education Code section 17406.

The foregoing Resolution was adopted by the Governing Board of the Rescue Union School District of El Dorado County, State of California, at a meeting held of said Board held on the 24th day of January, 2017, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

President, Governing Board
Rescue Union School District

I, Suzanna George, Clerk of the Governing Board of the Rescue Union School District, County of El Dorado, State of California, do hereby certify that the foregoing is a true copy of the Resolution adopted by said Board at a regular meeting thereof, at the time and by the vote therein stated, which original Resolution is on file in the office of said Board.

Clerk, Governing Board
Rescue Union School District

EXHIBIT A

Procedures and Guidelines for Selection of a Lease-Leaseback Contractor

A. The Rescue Union School District (“District”) shall prepare a request for sealed proposals from qualified proposers. The District shall include in the request for sealed proposals an estimate of the price of the project, a clear, precise description of any preconstruction services that may be required and the facilities to be constructed, the key elements of the instrument to be awarded, a description of the format that proposals shall follow and the elements they shall contain, the standards the District will use in evaluating proposals, the date on which proposals are due, and the timetable the District will follow in reviewing and evaluating proposals.

B. The District shall give notice of the request for sealed proposals in the manner of notice provided in Section 20112 of the Public Contract Code and in a trade paper of general circulation published in the county where the project is located, with the latest notice published at least 10 days before the date for receipt of the proposals.

C. A proposer shall be prequalified in accordance with subdivisions (b) to (m), inclusive, of Section 20111.6 of the Public Contract Code in order to submit a proposal. If used, electrical, mechanical, and plumbing subcontractors shall be subject to the same prequalification requirements for prospective bidders described in subdivisions (b) to (m), inclusive, of Section 20111.6 of the Public Contract Code, including the requirement for the completion and submission of a standardized prequalification questionnaire and financial statement that is verified under oath and is not a public record.

D. The request for sealed proposals shall identify all criteria that the District will consider in evaluating the proposals and qualifications of the proposers, including relevant experience, safety record, price proposal, and other factors specified by the District. The price proposal shall include, at the District’s discretion, either a lump-sum price for the instrument to be awarded or the proposer’s proposed fee to perform the services requested, including the proposer’s proposed fee to perform preconstruction services or any other work related to the facilities to be constructed, as requested by the District. The request for proposals shall specify whether each criterion will be evaluated pass-fail or will be scored as part of the best value score, and whether proposers must achieve any minimum qualification score for award of the instrument under this section.

E. For each scored criterion, the District shall identify the methodology and rating or weighting system that will be used by the District in evaluating the criterion, including the weight assigned to the criterion and any minimum acceptable score.

F. Proposals shall be evaluated and the instrument awarded under this section in the following manner:

1. All proposals received shall be reviewed to determine those that meet the format requirements and the standards specified in the request for sealed proposals.

2. The District shall evaluate the qualifications of the proposers based solely upon the criteria and evaluation methodology set forth in the request for sealed proposals, and shall assign a best value score to each proposal. Once the evaluation is complete, all responsive proposals shall be ranked from the highest best value to the lowest best value to the District.

3. The award of the instrument shall be made by the governing board of the District to the responsive proposer whose proposal is determined, in writing by the governing board of the District, to be the best value to the District.

4. If the selected proposer refuses or fails to execute the tendered instrument and related documents within the time period specified in the request for sealed proposals, the governing board of the District may award the instrument to the proposer with the second highest best value score if the governing board of the District deems it to be for the best interest of the District. If the second selected proposer refuses or fails to execute the tendered instrument, the governing board of the District may award the instrument to the proposer with the third highest best value score if the governing board of the District deems it to be for the best interest of the District.

5. Notwithstanding any other law, upon issuance of a contract award, the District shall publicly announce its award, identifying the entity to which the award is made, along with a statement regarding the basis of the award. The statement regarding the District's contract award and the contract file shall provide sufficient information to satisfy an external audit.

G. The governing board of the District, at its discretion, may reject all proposals and request new proposals.

ITEM #: 10
DATE: January 24, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Request for Proposals and Qualifications for Lease-Leaseback Construction Services

Construction of a Two-Story Classroom Building, Sitework and Modernization Project at Marina Village Middle School.

BACKGROUND:

The Governing Board of the Rescue Union School District is seeking qualified providers of Lease-Leaseback (“L/LB”) construction services for the *Construction of a Two-Story Classroom Building, Sitework and Modernization Project at Marina Village Middle School*. Contracts will be awarded by the Board under the provisions of Education Code 17406 *et seq.*

Through the facility planning process, the District identified modernization projects throughout the District including the construction of a two-story classroom building at Marina Village Middle School. The estimated construction cost of the Marina Village Two-Story Classroom Building Project is approximately \$6.5 million.

STATUS:

The District is soliciting proposals for the Lease-Leaseback Construction Services of the Marina Village Two-Story Classroom Building Project (to be referred to in this RFP as 'the Project'). The scope of the Project includes:

- **Marina Village Middle School:**
The District plans to build a new two-story classroom building, sitework, and other modernization work on the campus of Marina Village Middle School, a District-owned site located at 1901 Francisco Drive, El Dorado Hills, California 95762.

FISCAL IMPACT:

The total budget for the Rescue Union School District project development and construction costs has been estimated at approximately \$6.5 million for total project cost. The District is eligible for \$3.049 million in State Modernization funds which will offset District expenditures. The District sources of funding (see Exhibit D) will be from Developer Fees (Fund 25) and from the El Dorado Schools Financing Authority Community Facility District #1 (Mello Roos).

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

Board Focus Goal V - FACILITY / HOUSING:

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

Local Control Accountability Plan GOAL 6:

The District will create and maintain facilities and grounds that are safe, clean and conducive to the learning process.

RECOMMENDATION:

District staff recommends the Board of Trustees authorize the District to seek proposals from qualified providers of Lease-Leaseback (“L/LB”) construction services for the *Construction of a Two-Story Classroom Building, Sitework and Modernization Project at Marina Village Middle School.*

Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672

Request for Sealed Fee Proposals and Qualifications
For Lease-Leaseback Construction Services

Construction of the Marina Village Two-Story Classroom Building Project

RFP Issued: January 24, 2017

Prequalification Applications Due: February 10, 2017, at 3:00 PM

Sealed Proposals Due: February 28, 2017, at 3:00 PM

Selection by Governing Board: March 14, 2017, at 7:00 PM

Request for Sealed Fee Proposals and Qualifications
For Lease-Leaseback Construction Services

Construction of the Marina Village Two-Story Classroom Building Project

The Governing Board (the “Board”) of the Rescue Union School District (the “District” or “Owner”) is seeking qualifications and proposals from qualified providers of lease-leaseback construction services (“Contractors”) for the construction of the Marina Village Two-Story Classroom Building Project (“Project”) within the District. Contracts will be awarded by the Board under the provisions of Education Code 17406 *et seq.*

I. Critical Dates

A. Prequalification Applications Due Date:

All Contractors submitting proposals must be prequalified pursuant to Education Code section 17406 subsection (a)(2)(C), and Public Contract Code section 20111.6 subsections (b) through (m), prior to submitting a proposal. Prequalification applications are available on the District’s website or at the District’s main office located at: 2390 Bass Lake Road, Rescue, CA. A proposal submitted by a Contractor that is not prequalified will not be accepted and will not be considered by the District. To be prequalified for the Project, prequalification application packets must be completed and returned to the following person/address by no later than **3:00 p.m., February 10, 2017:**

Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672
Attention: Sid Albaugh, Assistant Superintendent of Business Services

Contractors are encouraged to submit prequalification packages earlier than the date set forth above, so that they may be notified of prequalification status well in advance of any applicable proposal deadline.

B. Sealed Proposals Due Date:

An original + six (6) copies of each Contractor’s sealed proposal for the Project shall be delivered to the following address **no later than February 28, 2017, at 3:00 p.m.** on the clock designated by the District or its representative as the governing clock:

Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672
Attention: Sid Albaugh, Assistant Superintendent of Business Services

Facsimile (FAX), e-mail, or other electronic copies of the proposal will not be accepted. Only hard copies will be accepted.

Proposals not received by the deadline or in the proper format will be returned unopened.

C. Selection Date:

The governing Board of the District is planning to select a contractor for the Project at its regular Board meeting on March 14, 2017. The Board reserves the right to postpone or cancel this selection. The meeting will be held at 7:00 p.m. in the District Office's at 2390 Bass Lake Road, Rescue, California.

II. Project Description, Plans, and Specifications

The District plans to construct the Project, which is a Two-Story Classroom Building, on a District-owned site located at 1901 Francisco Boulevard, in El Dorado Hills, El Dorado County, California, and the District is soliciting proposals for the construction of the Project.

The District has retained California Design West of Sacramento, California, as its architect for the Project ("Architect"). DSA approval of the plans and specifications for the Project has not yet been issued, but will be obtained before or after award of the Lease-Leaseback Agreement. Any preconstruction services in the Lease-Leaseback Agreement may be performed before DSA approval, but the Work may not commence until DSA approval is received by the District. Draft plans and specifications may be obtained from California Design West for One-Hundred Fifty dollars (\$150).

III. Contract Parameters

A. Financing

The successful Contractor will be financing the construction of the Project through a lease-leaseback arrangement, and the District will be paying Contractor for its construction and financing through monthly lease payments that will extend beyond the completion of the construction.

B. Proposed Budget

The District will require an open book policy with the successful Contractor and its construction team on the entire Project, meaning that all costs included in the Contractor's Total Sublease payment and each monthly Sublease Payment shall be clearly set forth to the District's satisfaction, including soft costs, site improvements, and the construction of the buildings. The District shall be entitled to have access to subcontractor bids, value engineering back-up, contingency breakdown and tracking, general conditions breakdown and tracking,

documentation of Contractor's fees, and all other information necessary to verify construction costs.

The Project is subject to the payment of prevailing wages under the California Labor Code and applicable regulations, and the Project will be subject to compliance monitoring and enforcement by the California Department of Industrial Relations.

C. Cost Estimate

The District estimates that the total cost of the Project will be \$6.5 million dollars (\$6,500,000). This estimate is based solely on the Architect's most recent estimate of the total Project costs and is subject to change.

D. Scope of the Fee Proposal

1. Preconstruction Services

Contractor's fee proposal should include a proposed rate for preconstruction services, to be compensated on a time and materials basis in an amount not to exceed **Ten-Thousand** dollars (\$10,000.)

2. Construction of Project

All proposals shall be in the form of a percentage ("Percentage") to be applied to the construction cost of the Project as determined in accordance with Education Code section 17406(a)(3). Once the construction cost is determined, the successful Contractor's Percentage will be applied to that construction cost to determine the total dollar amount Contractor will be paid as its fee for the Project ("Contractor Fee"). Contractor will accept the Contractor Fee as total compensation for its overhead, general conditions expenses and profit on the Project. Contractor's costs that are intended to be covered by the Contractor Fee, include, but are not limited, to, the following:

1. General conditions and general requirements, including but not limited to temporary facilities, utilities, structures, fences, dust control, scheduling, safety, scaffolding, and SWPPP.
2. Overhead and profit.
3. Supervision of subcontractors and suppliers and other management responsibilities.
4. Material, equipment, and employee/labor (including but not limited to wages, salaries and benefits) costs for Work performed by Contractor.
5. All bonds and insurance, including but not limited to payment and performance bonds.

As set forth in the Lease-Leaseback agreement, the selected Contractor shall provide Owner with objectively verifiable information of its costs to perform the Work and a written rationale for the Total Sublease Amount, including documentation sufficient to support the calculation. Contractor's written rationale shall detail the "base construction cost" for the Project, consisting

of (a) all subcontracts to be awarded by Contractor for the Project, plus (b) any separately awarded contracts for materials and supplies for the Project. The product of the base construction cost, multiplied by the percentage offered by the Contractor in its proposal, shall be the “Contractor Fee”, which shall also be set forth in Contractor’s written rationale. The Total Sublease Amount shall be the sum total of the base construction cost and the Contractor Fee. The Total Sublease Amount and shall be stated in Section 6 of the Sublease Agreement and shall constitute the total compensation to Contractor for constructing the Project and performing the Work. The successful Contractor may not commence construction of the Work until the District has approved the Total Sublease Amount.

IV. Scope of Work

A. Scope

The Scope of Work is the construction of a Two-Story Classroom Building on a District-owned site located at 1901 Francisco Boulevard, in El Dorado Hills, El Dorado County, California. The Project will include the construction of an approximately 15,000 square foot classroom building to replace interim classrooms.

The Contractor whose proposal is determined to offer the best value to the District pursuant to this RFP must promptly execute the Lease-Leaseback Agreement, the Site Lease, and the Sublease no later than ten (10) business days following selection.

B. Project Schedule

It is anticipated that construction will start on or about June 1, 2017. The Work must be completed by June 30, 2018. See the Lease-Leaseback Agreement and other Contract Documents for additional details.

C. Pre-Construction Services

As part of the scope of the Lease-Leaseback Agreement, Contractor shall undertake, at no additional cost to the District, the following pre-construction services:

1. In consultation with Architect, review design documents for constructability, scheduling, clarity, consistency and coordination.
2. Undertake a value engineering analysis and prepare a report with recommendations for reducing construction costs.
3. Perform a constructability review of plans and specifications to ensure buildability of the Project.

D. Construction and Post-Construction Services

The Contractor shall perform all Work and obligations described in the Contract Documents, including the following construction and post-construction services:

1. Construction of the Project in accordance with the plans and specifications.
2. Coordinate and expedite record drawings and specifications.
3. Compile operations and maintenance manuals, warranties/guarantees, and certificates.
4. Prepare final accounting and close-out reports.
5. Other responsibilities necessary for the completion of the Work of the Project in accordance with the plans and specifications.

E. Subcontractors

All subcontractors who will perform more than 0.5% of the construction Work must be selected by a competitive bidding process or best value process as described in Education Code section 17406(a)(4). Contractor shall establish reasonable qualification criteria and standards for subcontractors and shall provide public notice of availability of work to be subcontracted in accordance with the publication date applicable to the District’s competitive bidding process, including a fixed date and time on which qualifications statements, bids, or proposals will be due.

All electrical, mechanical and plumbing contractors shall be prequalified pursuant to Education Code section 17406 subsection (a)(2)(C), and Public Contract Code section 20111.6 subsections (b) through (m), prior to Contractor’s submission of its proposal.

All subcontractors shall be afforded the protections of the Subletting and Subcontracting Fair Practices Act (commencing with Public Contract Code section 4100).

V. Format of Proposal

The proposal should be clear, concise, complete, well organized, and demonstrate Contractor’s qualifications, ideas, and ability to follow instructions.

An original + six (6) copies of the proposal must be provided, with no more than 30 single-sided pages in total length.

All Contractors submitting a proposal are required to follow the order and format specified below.

Failure to follow the specified order and format may result in rejection of a proposal. Please tab each section of the submittal to correspond to the numbers/headers shown below.

A. Proposal Cover

The proposal shall include a cover page, which cover page shall set forth the RFP's title and submittal due date, the name, address, fax number, and the telephone number of responding firm (or firms if there is a joint venture or association).

B. Content of Proposal

The following should be included in the proposal in the order listed:

1. Prequalification Certification (see Section VI.E.)
2. Proposal.
3. Subcontractor Designation.
4. Worker's Compensation Certification.
5. Iran Contracting Act Certification (if Contractor's total Fee Proposal exceeds \$1,000,000)
6. DVBE Certification.
7. DVBE Worksheet.
8. Non-collusion Declaration.
9. Sufficient Funds Declaration.
10. Fingerprinting Notice and Acknowledgement.
11. Drug-free Workplace Certification.
12. Proof of registration with the DIR to perform public work under Labor Code section 1725.5.

VI. Selection Procedures and Guidelines

The purpose of this Request for Proposals is to enable the District to select the Contractor that submitted the proposal that is the best value to the District for the Project as required by Education Code section 17406. The term "best value" as used in this RFP is defined in Education Code section 17400, and is inclusive of a competitive procurement process whereby the Contractor is selected on the basis of objective criteria for evaluating qualifications with the resulting selection representing the best combination of price and qualifications.

The District will use the selection process outlined below, which conforms to Education Code section 17406 and ensures that the best value selection by the District is conducted in a fair and impartial manner. A review and selection committee composed of key District officials and consultants will review and evaluate all proposals.

Proposals will be opened privately to assure confidentiality and to avoid disclosure of the contents to competing Contractors prior to and during the review and evaluation process. Following selection of a Contractor pursuant to this RFP, proposals may be subject to disclosure in accordance with applicable law.

Selection Process

Qualification Portion

For the qualifications portion of the best value analysis, the District will evaluate the specific criteria listed below and each Contractor's qualifications will be scored on a one hundred (100) point scale using the District's Proposal Scoring Sheet. Each criterion has a point value that corresponds to a weighted percentage, which are listed next to the criterion. Each criterion will be evaluated by the District and the District will award a point value to Contractor for each criterion. The maximum cumulative number of points available to any Contractor is 100 points. The criteria, their weighted percentages, and their corresponding point values are as follows:

- Bonding Capacity (weighted percentage: 10%; points possible: 10)
- Percentage of Credit Line Used (weighted percentage: 10%; points possible: 10)
- Number of Audit Exceptions (weighted percentage: 10%; points possible: 10)
- Experience (weighted percentage: 10%; points possible: 10)
- Financial History & Licensing (weighted percentage: 10%; points possible: 10)
- Disputes (weighted percentage: 20%; points possible: 20)
- Insurance and Bonding (weighted percentage: 10%; points possible: 10)
- Compliance with Law (weighted percentage: 10%; points possible: 10)
- Prevailing Wage and Apprenticeship Record (weighted percentage: 10%; points possible: 10)

For the qualifications portion of the best value analysis and for the purpose of evaluating Contractors' qualifications pursuant to the criteria set forth above, the District will evaluate each Contractor on the basis of the responses provided in the Contractor's completed Prequalification application, which was required to be completed and submitted to District as part of the prequalification process and as a condition precedent to submitting a proposal for the Project. In conjunction with a proposal, each proposing Contractor must submit the Prequalification Certification certifying that Contractor's responses in its Prequalification submission continue to be true and correct at the time Contractor submits a proposal.

If any of Contractor's answers to the Prequalification application have changed since submitting the completed Prequalification application, then the proposing Contractor must also complete the applicable section of the Prequalification Certification, which requires Contractor to specify which answers have changed and provide amended answers to the District with the Prequalification Certification. Contractor's amended answers will be used for the qualifications portion of the best value analysis and for the purpose of evaluating Contractors pursuant to the criteria set forth above, provided, however, that in the event Contractor's amended answers are a response of "No" to any of questions 1 through 5 of Part II of the Prequalification application, or a response of "Yes" to any of questions 6 through 12 of Part II of the Prequalification application, such response shall deem Contractor to not be minimally qualified to perform the Project and will result in rejection of Contractor's proposal for the Project.

Price Proposal Portion

For the price proposal portion of the best value analysis, the District will evaluate the amount of Contractor's price proposal. The price proposal portion of the best value analysis will also be scored on a one hundred (100) point scale. District will score Contractors on the basis of the lowest to highest price proposal submitted. All Contractors submitting a price proposal will receive points, in increments of ten (10), based on the amount of the price proposal, with the Contractor with the lowest price proposal receiving the most points available and the Contractor with the highest price proposal receiving the fewest points available. Specifically, the Contractor with the lowest price proposal will receive 100 points, the Contractor with the second lowest price proposal will receive 90 points, the Contractor with the third lowest price proposal will receive 80 points, and so forth until all Contractors have received points. In the event two Contractors submit price proposals with the same overall price, both Contractors shall be awarded the same amount of points.

Total Best Value Score

After the District has allocated points to qualifying Contractors for both the qualification and price proposal portions of the best value analysis, the District will combine the points received by each Contractor based on Contractor's qualifications and price proposal to create each Contractor's best value score. District will then rank all Contractors based on each Contractor's best value score. The Contractor with the highest best value score (highest combined point total from the qualifications and price proposal analysis) shall be ranked highest, and all remaining Contractors shall be ranked in descending order based on the Contractor's best value score, such that the Contractor receiving the lowest best value score receives the lowest ranking.

The District expects to complete and announce its best value analysis, and ranking of proposals from highest best value score to lowest best value score, within seven (7) days of the deadline for submittal of the proposals. It will announce its analysis and ranking to all proposing Contractors at the same time.

VII. Award

The District reserves the right to reject any or all proposals, or waive any irregularities in any of the proposals submitted pursuant to this RFP. The Lease-Leaseback Agreement shall be awarded to the responsive Contractor with the highest best value score. In the event of a tie (more than one Contractor have the same highest best value score), District may award the Lease-Leaseback Project to the Contractor of its choice.

The Board is expected to make its selection at its regular meeting on March 14, 2017. The meeting will be held at 7:00 p.m. in the District Office Board Room, 2390 Bass Lake Road, Rescue, California. The District will issue a statement regarding the basis of the award.

If the Contractor to which the Board awards the Lease-Leaseback Contract refuses to execute the Lease-Leaseback Agreement and submit a payment bond, performance bond, proof of required insurance, and other required documents within ten (10) business days following award, the Board may revoke the award to that Contractor and award to the Contractor that submitted the next highest ranked proposal.

VIII. General Information

A. Amendments

The District reserves the right to cancel or revise this RFP in part or in its entirety. If the District cancels or revises the RFP, all Contractors will be so notified by addenda. The District also reserves the right to extend the date on which responses are due, the date on which it announces the results of its best value analysis, or the date on which the award will be made.

B. Inquiries

Any questions concerning this RFP or selection process may be directed to Sid Albaugh, Assistant Superintendent of Business Services, Rescue Union School District; telephone: 530-672-4801; Fax: 530-677-0719. Replies involving any substantive issues will be issued by addenda and mailed to all parties recorded by the District as having received the RFP documents. Only answers provided by formal written addenda will be binding.

IX. Special Conditions

A. Non-Discrimination

The District does not discriminate on the basis of race, color, national origin, religion, age, ancestry, medical condition, disability, or gender in consideration for an award of contract.

B. Costs

Costs of preparing a proposal in response to this RFP are solely the responsibility of the responding Contractor.

C. Prevailing Wages

Respondents are advised that this Project is a public work for purposes of the California Labor Code, which requires payment of prevailing per diem wages, as well as wages for legal holidays and overtime. These rates are set forth in a schedule, which may be found on the California Department of Industrial Relations website at www.dir.ca.gov. Any Contractor to which a contract is awarded must pay the prevailing rates, post copies thereof at the job site, provide payroll records when required, and otherwise comply with applicable provisions of state law.

D. State Registration

The proposing Contractors and any proposed subcontractors shall not be qualified to submit a proposal, or to be listed in a proposal, for the Project, and shall not be qualified to enter into, or engage in the performance of, the Lease-Leaseback Agreement, unless currently registered and qualified under Labor Code section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code.

E. Limitations

This RFP does not commit the District to award a contract, to defray any costs incurred in the preparation of a proposal pursuant to the RFP, or to procure or contract for work. The District reserves the right to waive any irregularities in the proposals received pursuant to this RFP, or in the process outlined herein for selection of a contractor for the Project.

F. Validity of Proposals

All proposals will be considered valid and prices will be considered fixed for a period of sixty (60) days following submission.

EXHIBIT A

Ranking of Best Value Scores

SECTION I – CONTRACTOR QUALIFICATIONS

In the follow table, enter all proposing Contractors and the total points received from the qualifications evaluation (Maximum points available per Contractor is 100).

| CONTRACTOR | POINTS AWARDED |
|-------------------|-----------------------|
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SECTION II – PRICE PROPOSALS

In the following table, enter all proposing Contractors based on their price proposals in order from lowest to highest. In the event two Contractors submit price proposals with the same overall price, both Contractors shall be awarded the same amount of points. (For example, if two Contractors submit a price proposal of exactly \$1 million, which would qualify them both as the second lowest proposal, each Contractor shall receive 90 points.)

| CONTRACTOR | PRICE PROPOSAL | POINTS AWARDED |
|-------------------|-----------------------|-----------------------|
| | | 100 |
| | | 90 |
| | | 80 |
| | | 70 |
| | | 60 |
| | | 50 |
| | | 40 |
| | | 30 |
| | | 20 |
| | | 10 |

SECTION III – BEST VALUE SCORE

In the following table, enter all proposing Contractors, their scores from the qualifications and price proposal evaluations, and their total combined score. The total combined score is the Contractor’s “best value score.”

| CONTRACTOR | SECTION I POINT TOTAL | SECTION II POINT TOTAL | SECTION I & SECTION II COMBINED TOTAL |
|-------------------|----------------------------------|-----------------------------------|--|
| | | | |
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SECTION IV – BEST VALUE RANK

In the following table, enter all proposing Contractors and best value score in order from the highest best value score to the lowest best value score. The Contractor with the highest best value score shall be ranked No. 1 overall.

| CONTRACTOR | BEST VALUE SCORE (highest to lowest) | RANK |
|-------------------|---|-------------|
| | | 1 |
| | | 2 |
| | | 3 |
| | | 4 |
| | | 5 |
| | | 6 |
| | | 7 |
| | | 8 |
| | | 9 |
| | | 10 |

Rescue USD Capital Facility Funds
January 10, 2017 Projected Expenditures

| | <u>Fund 21</u> | <u>Fund 25</u> | <u>Fund 35</u> | <u>Fund 49</u> | <u>EDSFA #1</u> | <u>Total</u> |
|---|----------------|-------------------|-----------------|---------------------|---------------------|---------------------|
| Beg. Balance July 1, 2016: | \$ 460,072 | \$ 1,467,768 | \$ 1,618,035 | \$ 1,569,704 | \$ 2,938,529 | \$ 8,054,108 |
| Revenues | \$ 2,608 | \$ 406,000 | \$ 6,000 | \$ 5,300 | \$ 680,895 | \$ 1,100,803 |
| Expenditures | \$ 462,680 | \$ 990,423 | \$ 921,222 | \$ 1,230,735 | \$ 2,251,207 | \$ 5,856,267 |
| Cash Fiscal Agent | \$ - | | | | \$ - | \$ - |
| Ending Balance: June 30, 2017 | \$ - | \$ 883,345 | \$ 702,813 | \$ 344,269 | \$ 1,368,217 | \$ 3,298,644 |
| <i>CFD No. 1 Funds in FD 35 (2010 COP Proceeds)</i> | | | \$ (698,667) | \$ 698,667 | \$ - | |
| Adjusted Balances | <u>\$ -</u> | <u>\$ 883,345</u> | <u>\$ 4,146</u> | <u>\$ 1,042,936</u> | <u>\$ 1,368,217</u> | \$ 3,298,644 |

| | |
|---------------------------|--------------------|
| Modernization Estimates: | \$ 15,488,825 |
| <u>Projects - Phase 1</u> | <u>Total Costs</u> |
| Marina Village | \$ 7,694,500 |
| Green Valley | \$ 3,711,583 |
| Lake Forest | \$ 2,530,625 |
| Rescue | \$ 1,214,700 |
| Jackson | \$ 337,417 |
| | |

| | | | | | | | | | |
|-----------------------|-----------------------|------------------------|----------------|----------------|----------------|------------------|----------------|--|---------------------------|
| July 1, 2016 Balance: | \$ 1,467,768 | \$ 919,368 | \$ 2,268,371 | \$ 2,938,529 | \$ 460,072 | \$ - | | | |
| | <u>*State Sources</u> | <u>*District Share</u> | <u>Fund 25</u> | <u>Fund 35</u> | <u>Fund 49</u> | <u>CFD No. 1</u> | <u>Fund 21</u> | <u>Debt Sources COPs or GO Bonds</u> | <u>Balance Needed</u> |
| Marina Village | \$ 3,049,496 | \$ 4,645,004 | \$ 800,000 | | \$ 2,268,371 | \$ 1,576,633 | | | \$ - |
| Green Valley | \$ 2,226,950 | \$ 1,484,633 | | | | | | \$ 1,484,633 | \$ - |
| Lake Forest | \$ 1,518,375 | \$ 1,012,250 | | | | | | \$ 1,012,250 | \$ - |
| Rescue | \$ 728,820 | \$ 485,880 | \$ 100,000 | \$ 385,880 | | | | | \$ - |
| Jackson | \$ 202,450 | \$ 134,967 | \$ 134,967 | | | | | | \$ - |
| | \$ 7,726,091 | \$ 7,762,734 | \$ 432,801 | \$ 533,488 | \$ - | \$ 1,361,896 | \$ 460,072 | \$ (2,496,883) | \$ - |

*Current State Facilities Program October 2016

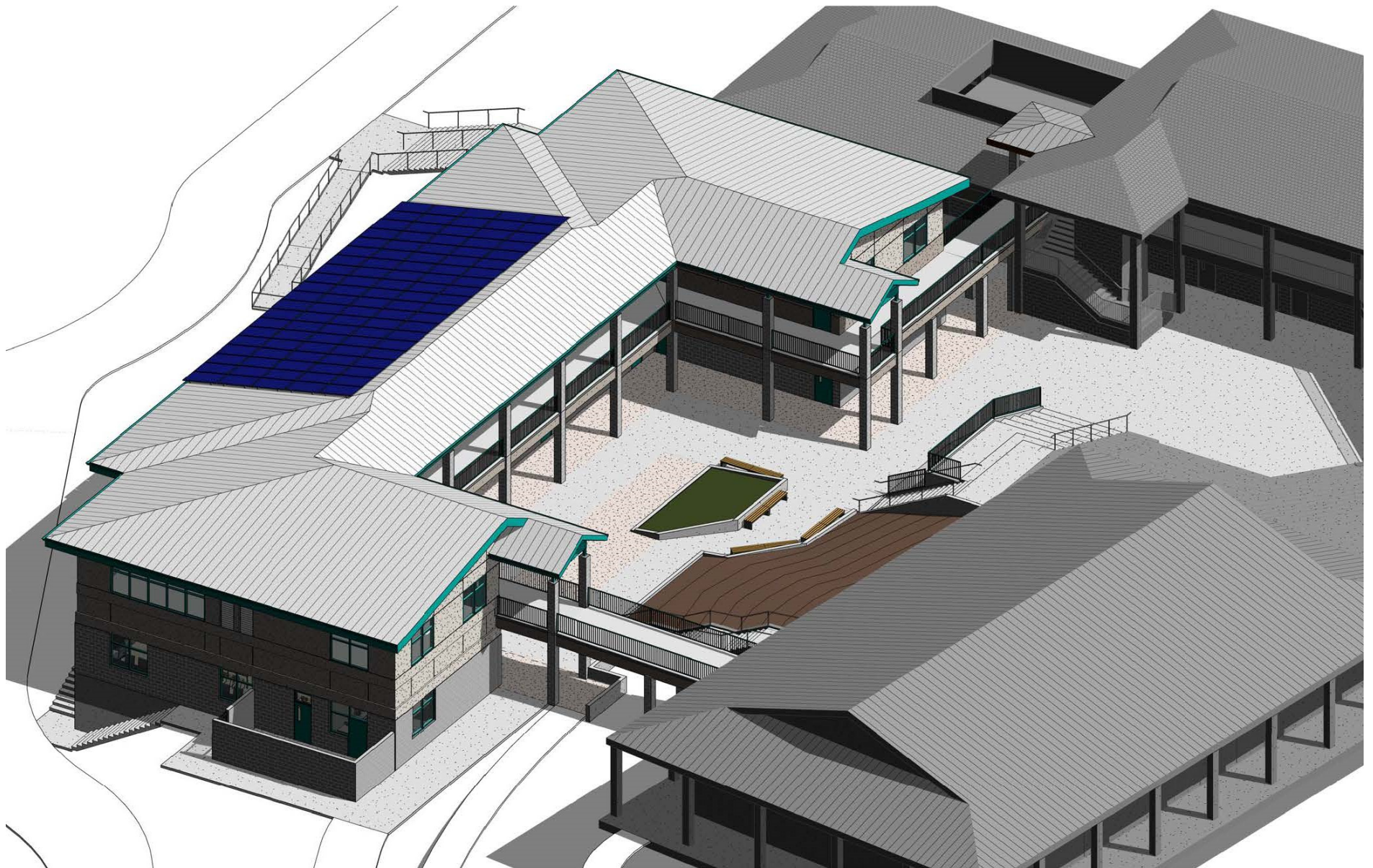
MARINA VILLAGE MIDDLE SCHOOL

The proposed changes to this campus are listed below and shown on the following pages:

TWO STORY CLASSROOM BUILDING

This project consists of:

- Replacement of relocatable classrooms with a two story classroom building
- Relocation of portable classrooms to serve as temporary classrooms while the two-story building is under construction
- Expansion of existing central courtyard and amphitheater
- Required accessible site work and upgrades, including new accessible parking and drop-off at school entrance, new accessible ramps, walkways, and repaving fire lane
- After completion of the two story classroom building, expansion of hard court play areas



ISOMETRIC VIEW FROM NORTHEAST
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



VIEW FROM LOWER THEATER – EXISTING
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



VIEW FROM LOWER THEATER – NEW
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



VIEW FROM STREET – EXISTING
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



VIEW FROM STREET – NEW
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



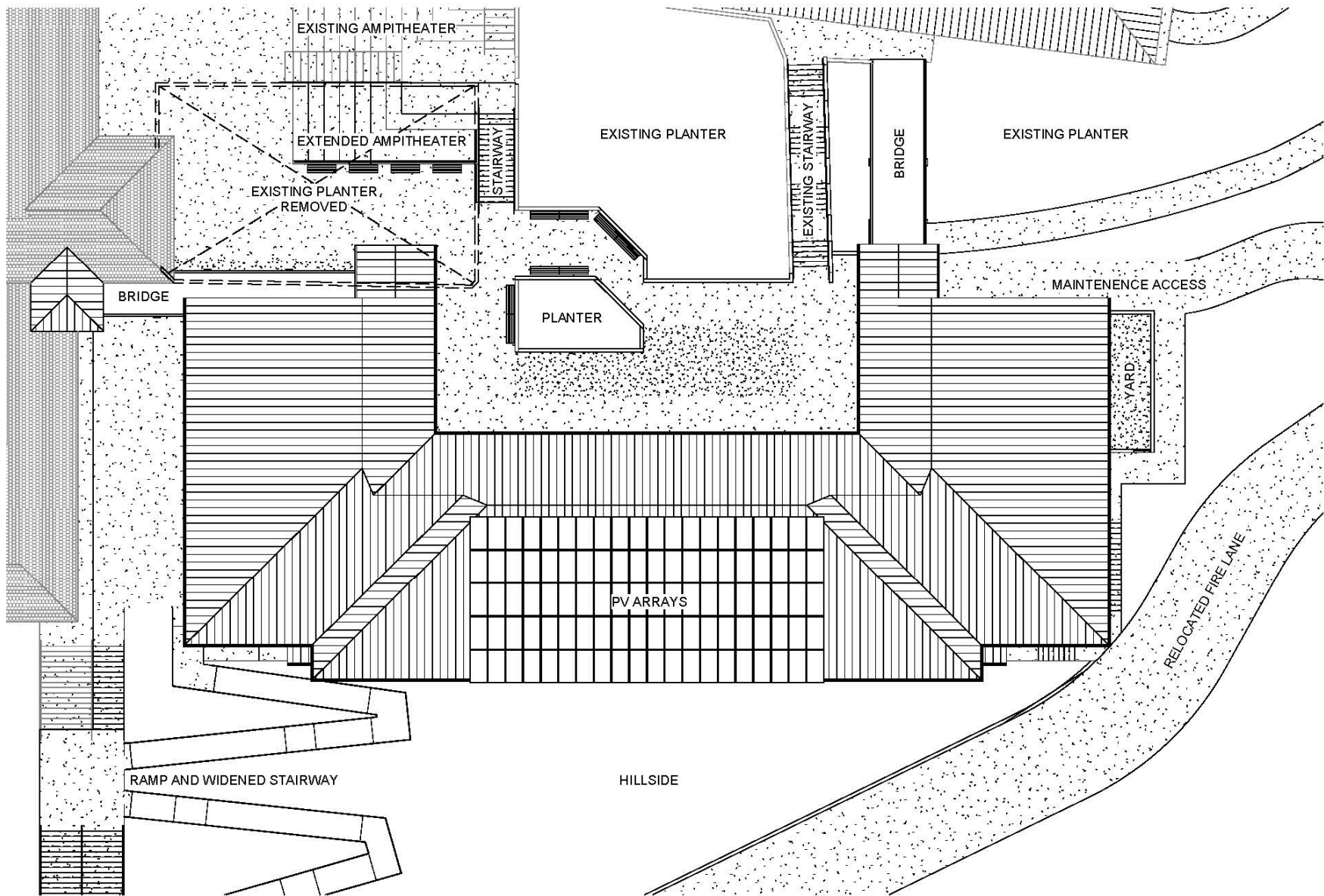
EXISTING SITE PLAN
MARINA VILLAGE MIDDLE SCHOOL



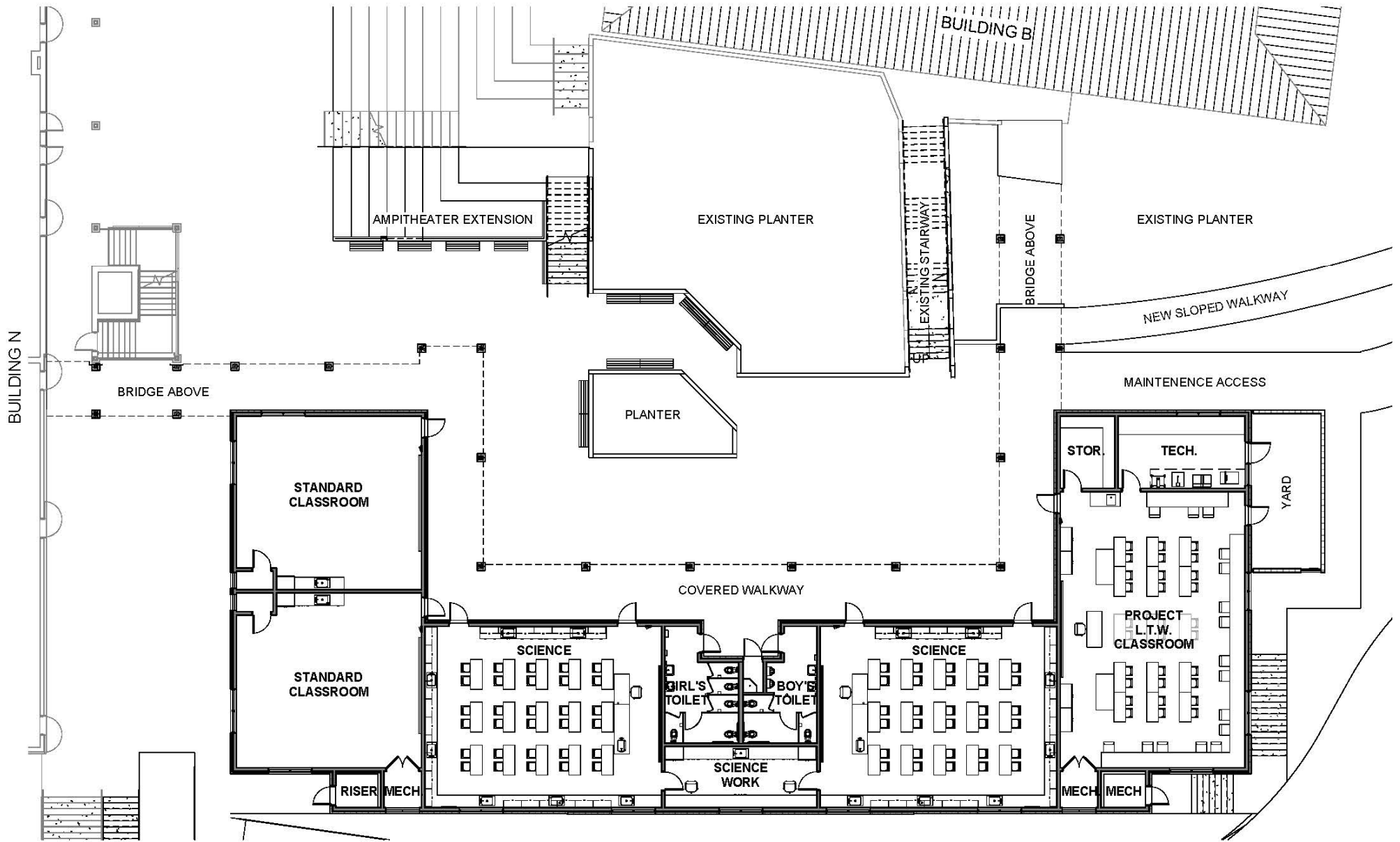
SCOPE OF WORK – PHASE 1 (DURING CONSTRUCTION) – TWO STORY CLASSROOM BUILDING
 MARINA VILLAGE MIDDLE SCHOOL



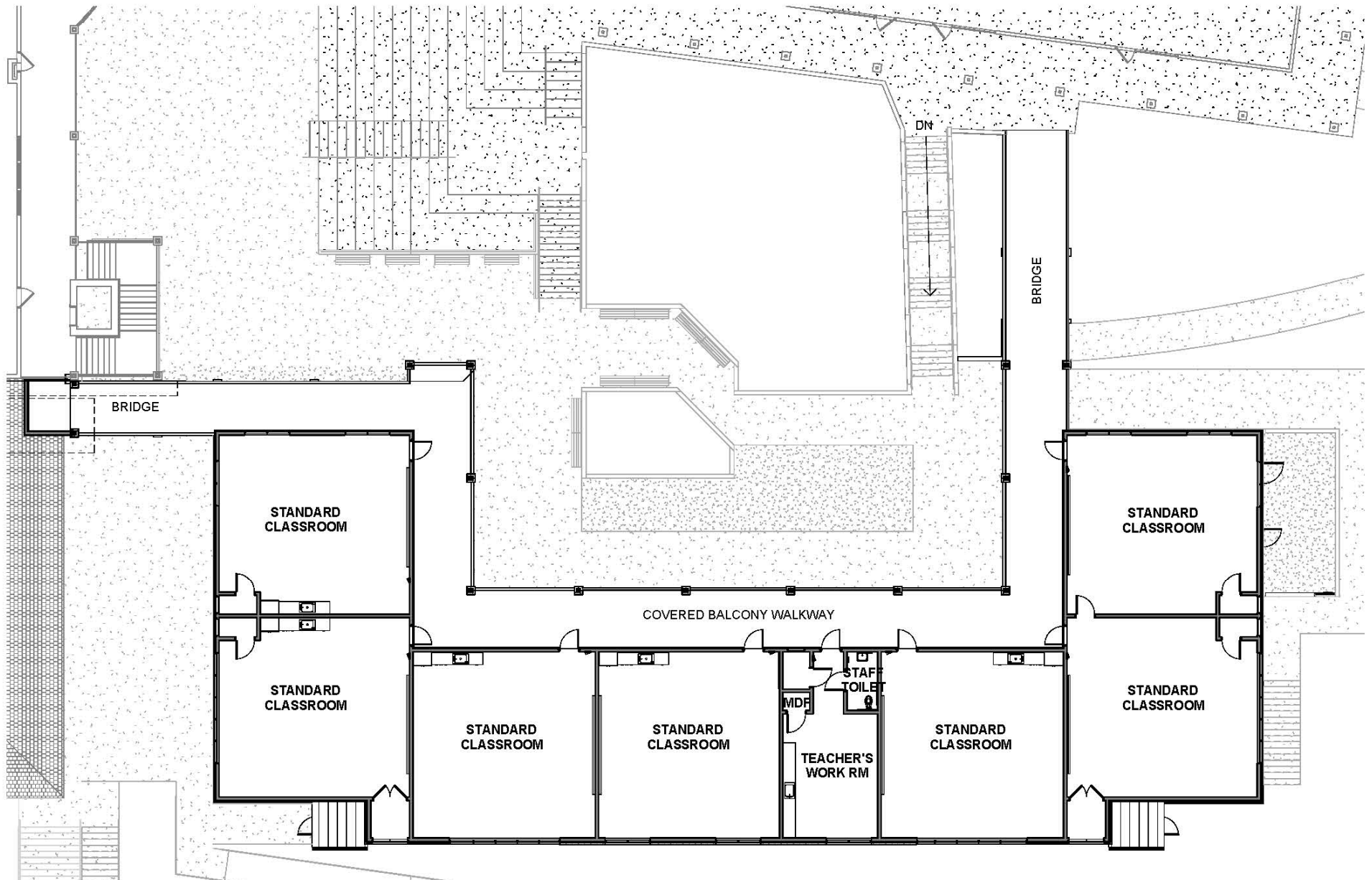
SCOPE OF WORK – PHASE 1 (AT PROJECT COMPLETION) – TWO STORY CLASSROOM BUILDING
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



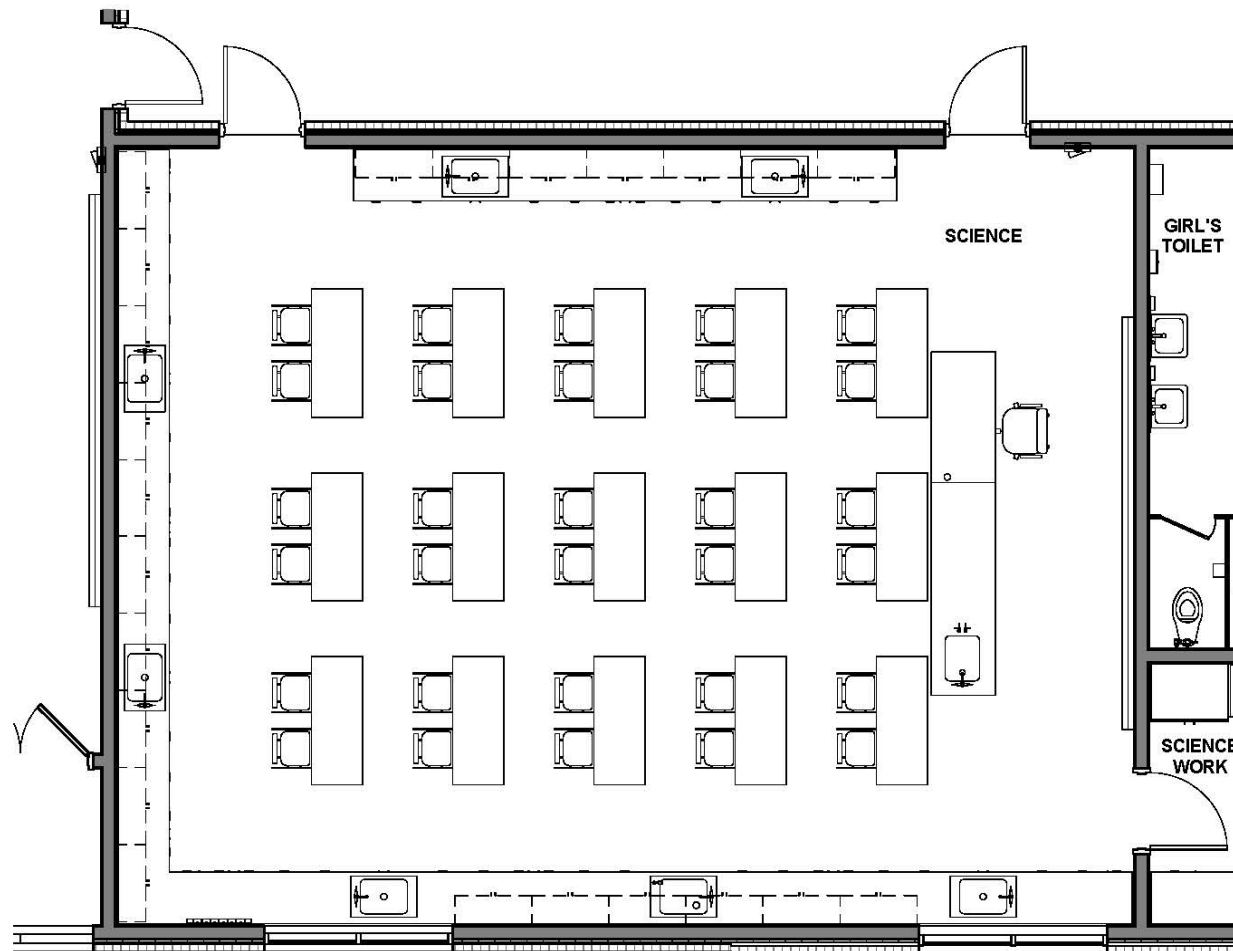
ENLARGED SITE PLAN
 MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



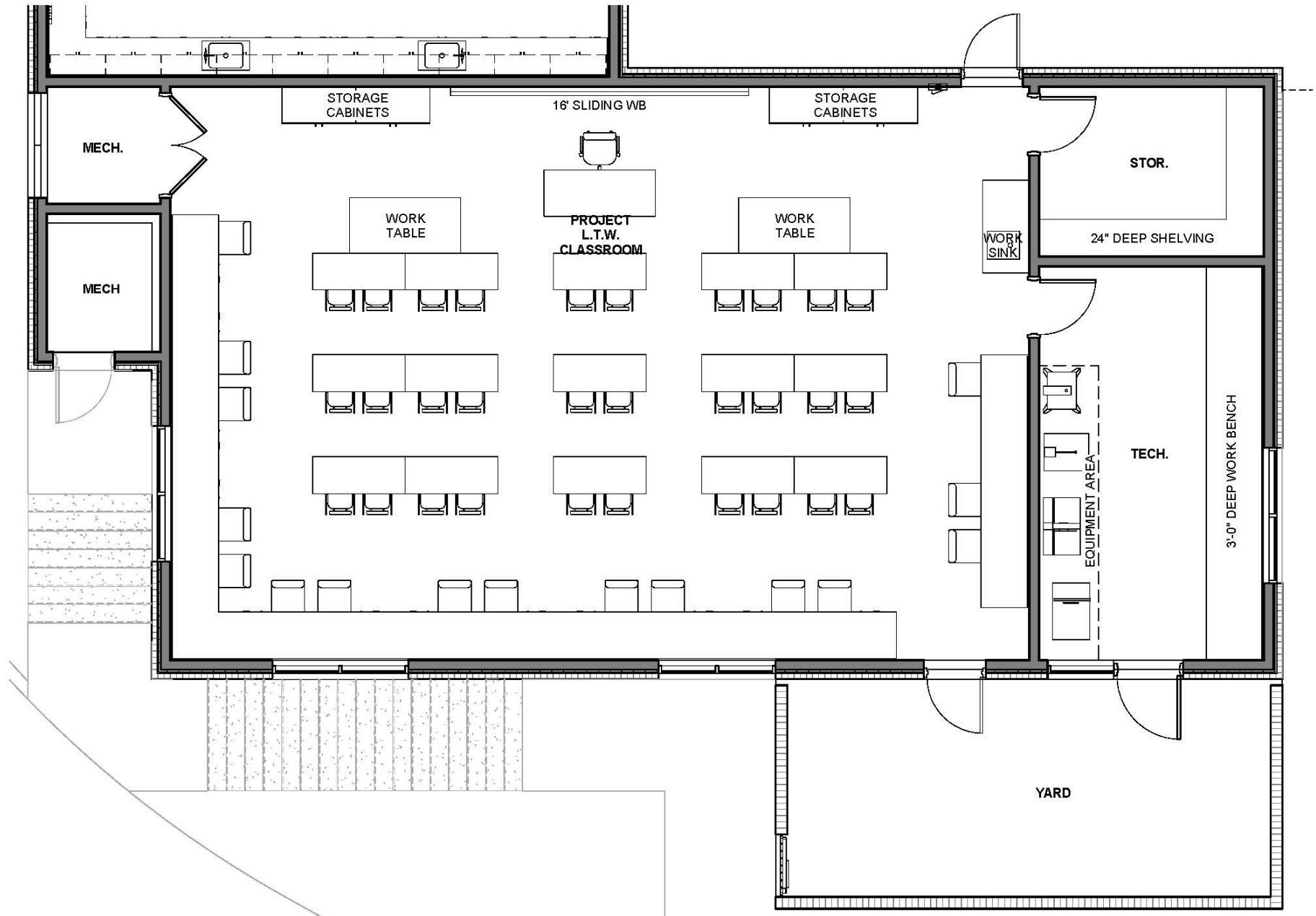
FIRST FLOOR PLAN
 MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



SECOND FLOOR PLAN
 MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



SCIENCE CLASSROOM – ENLARGED PLAN
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



ENLARGED PROJECT LEAD THE WAY (PLTW) FLOOR PLAN
 MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING





2 LEFT ELEVATION
1/16" = 1'-0"

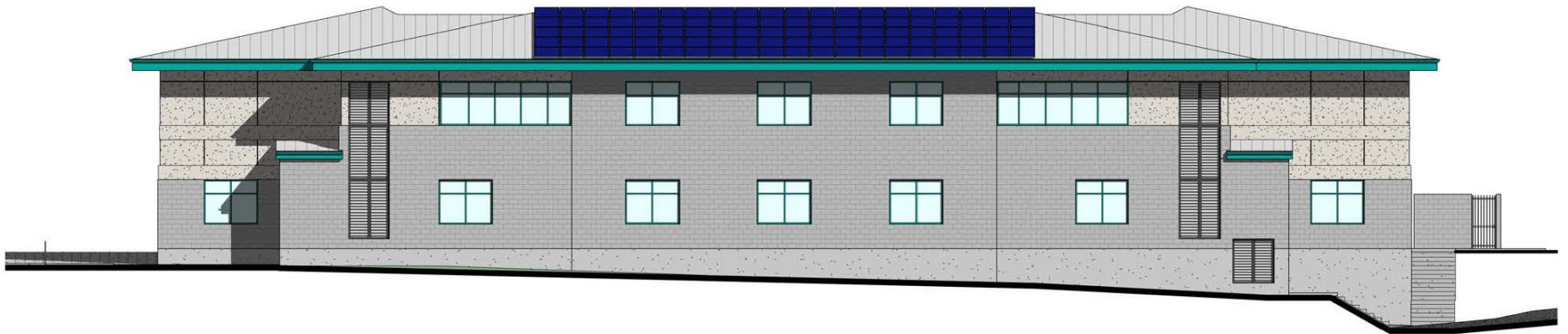


1 FRONT ELEVATION
1/16" = 1'-0"

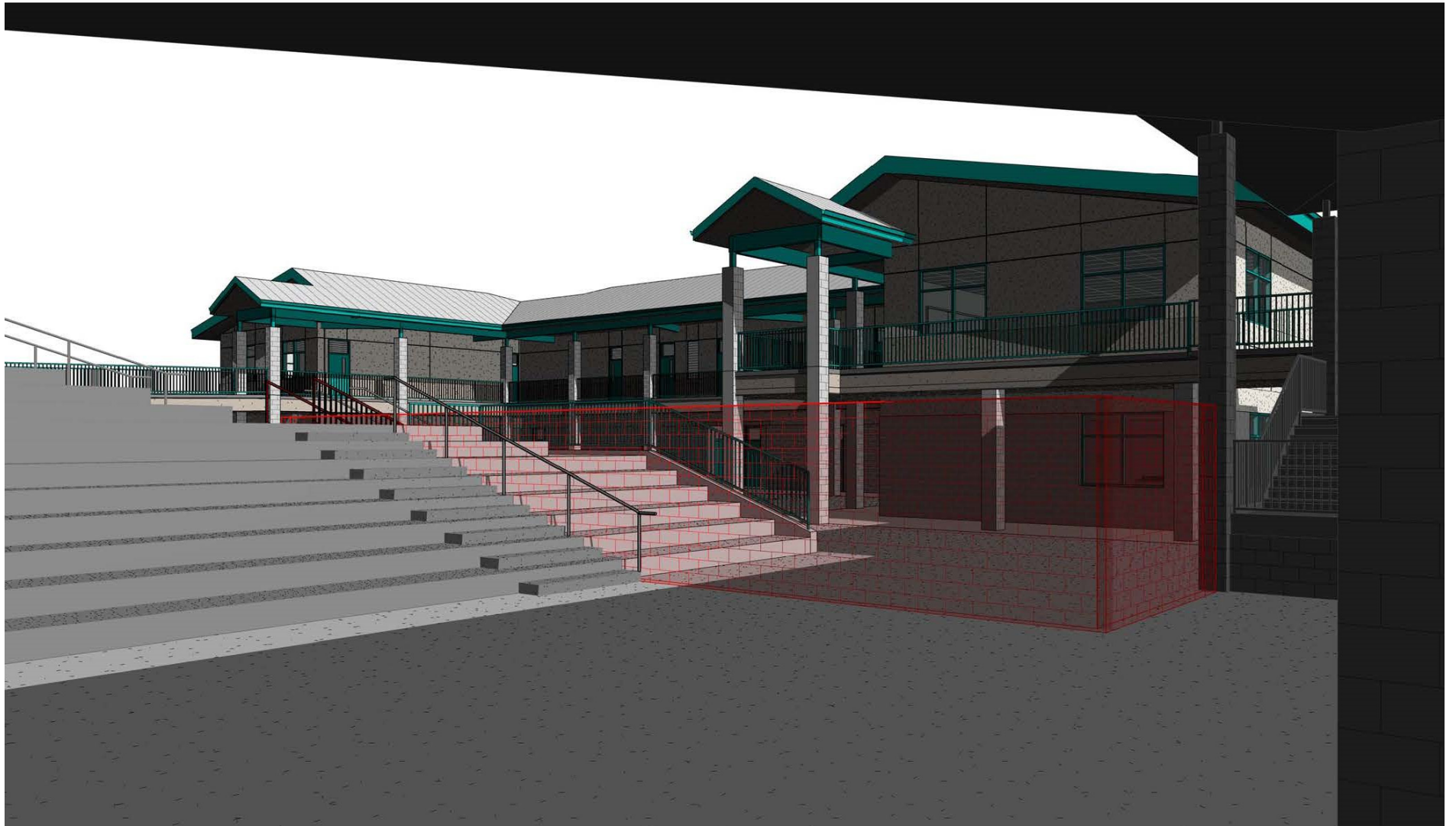
ELEVATIONS
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



4 RIGHT ELEVATION
1/16" = 1'-0"



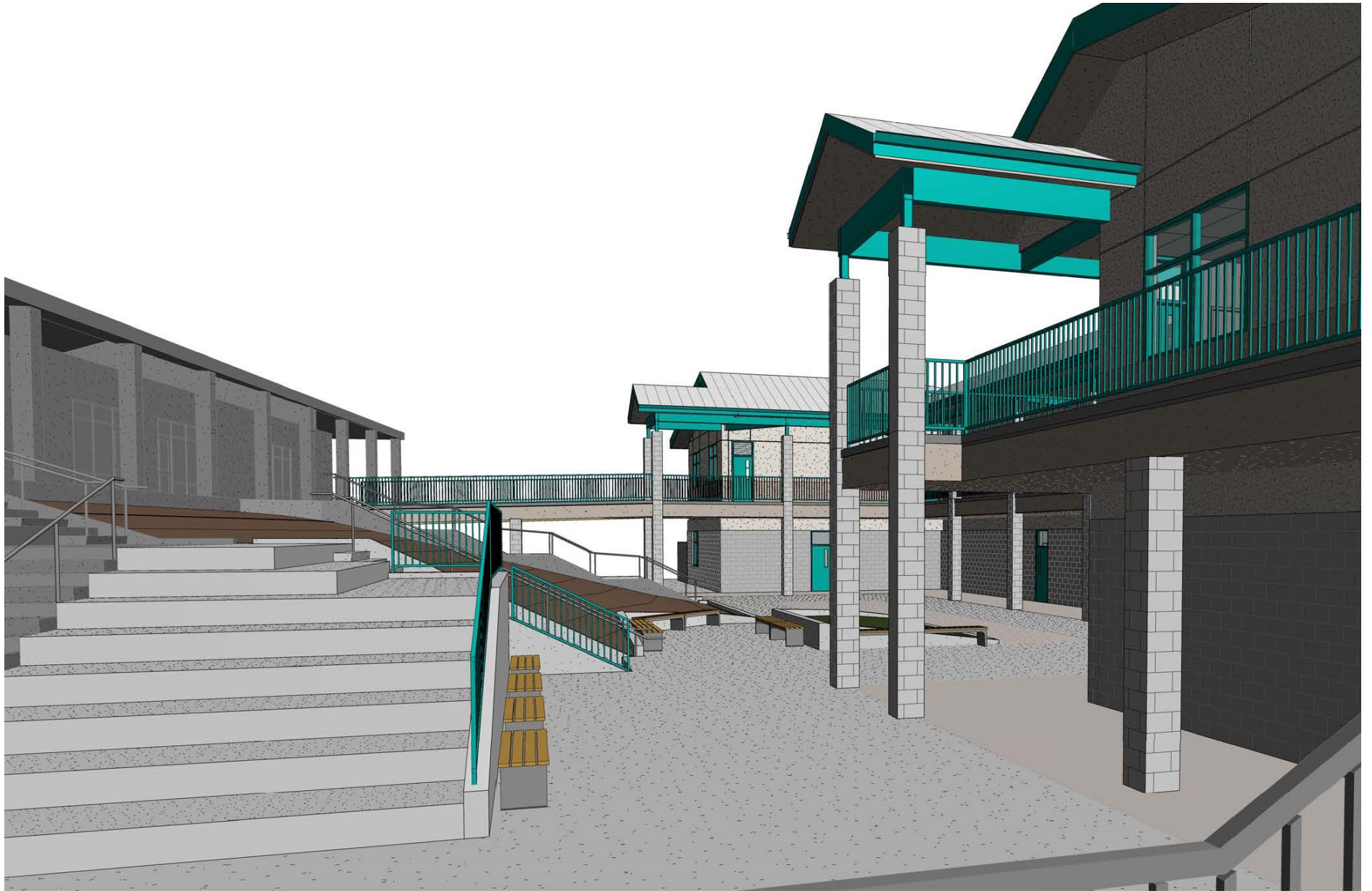
3 REAR ELEVATION
1/16" = 1'-0"



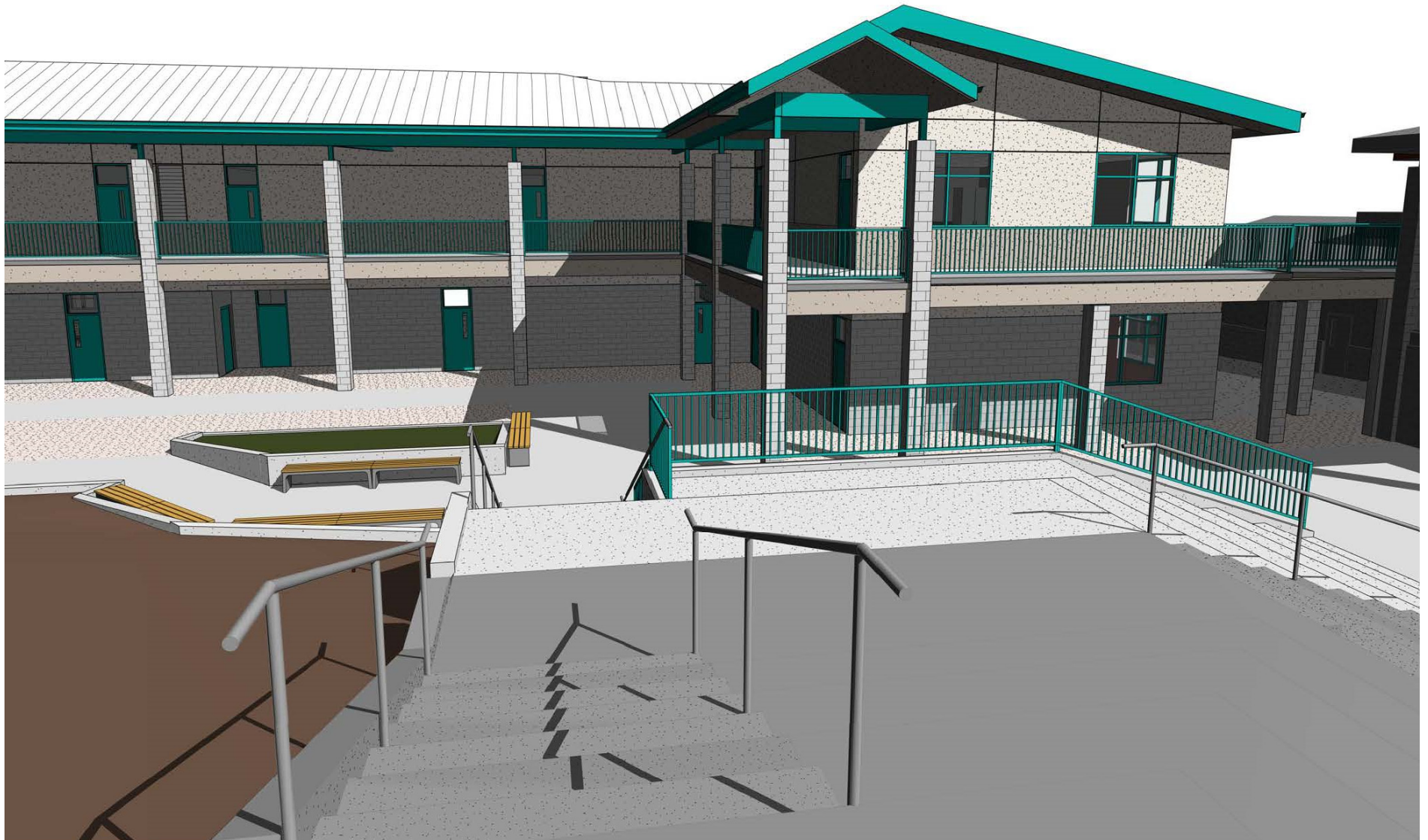
AMPHITHEATER / PLANTER WALL DEMOLITION
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



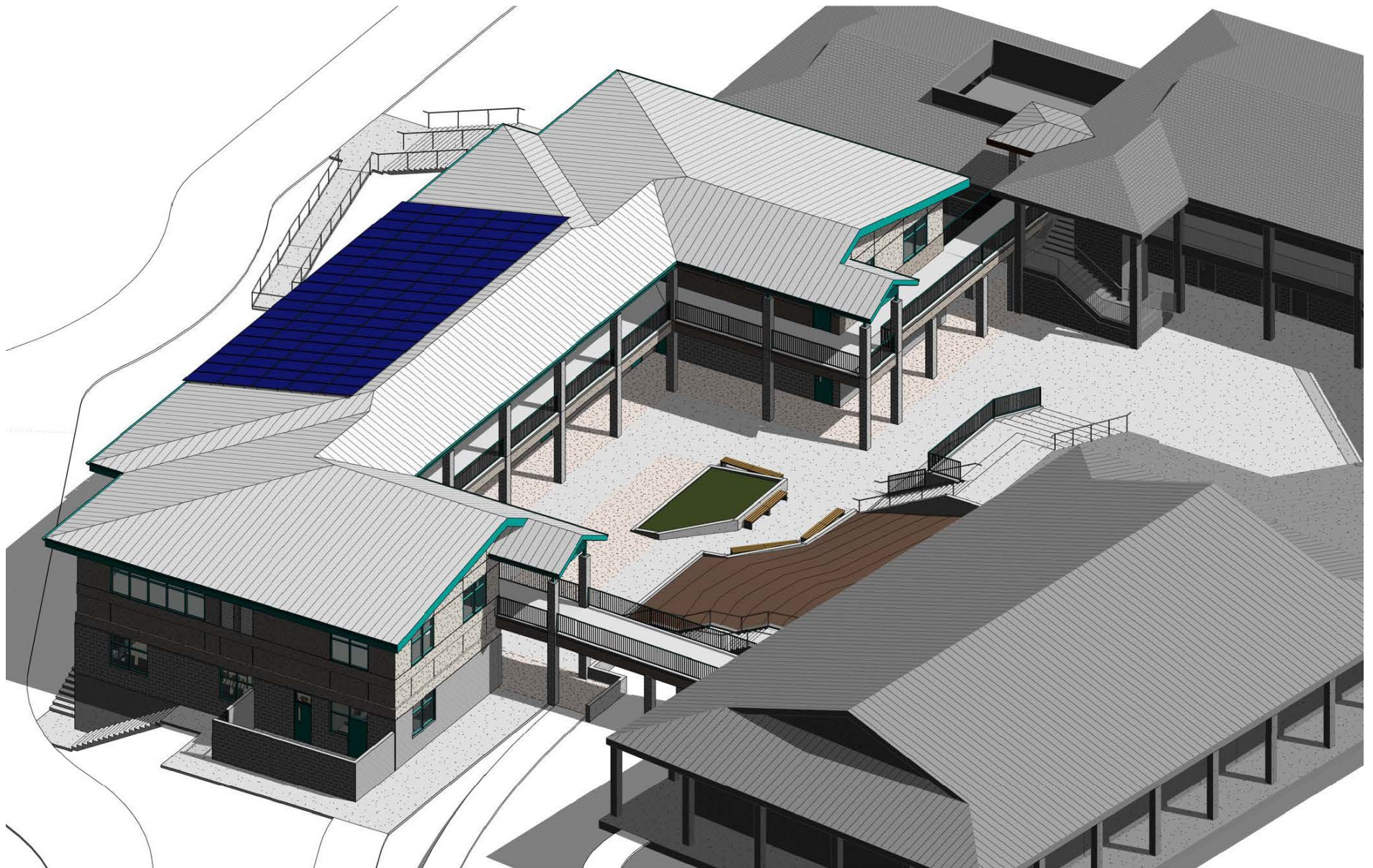
PERSPECTIVE AT AMPHITHEATER ENTRY TOWARD NEW TWO STORY CLASSROOM BUILDING
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



PERSPECTIVE FROM STAIR LANDING TO NEW COURTYARD
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



PERSPECTIVE FROM STAIR LANDING TO NEW COURTYARD
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



ISOMETRIC VIEW FROM NORTHEAST
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



VIEW FROM LOWER THEATER – NEW
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



VIEW FROM STREET – NEW
MARINA VILLAGE MIDDLE SCHOOL – TWO STORY CLASSROOM BUILDING



Contractor Prequalification Procedures

LozanoSmith.com

Rescue Union School District

Prequalification Application

**NOTICE REGARDING PREQUALIFICATION
FOR MARINA VILLAGE TWO-STORY CLASSROOM PROJECT
RESCUE UNION SCHOOL DISTRICT**

Notice is hereby given by Rescue Union School District (“District”) that general contractors and mechanical, electrical and plumbing subcontractors planning to submit a bid or proposal for “the District’s **MARINA VILLAGE TWO-STORY CLASSROOM PROJECT** (“Project”); will be required to prequalify pursuant to Public Contract Code § 20111.6 prior to bidding or submitting a proposal. Prequalification application packages are available on the District’s website or at the District’s [main office] located at: 2390 Bass Lake Road, Rescue, California. Prequalification application packets must be completed and returned to the District’s [main office] no later than **3:00 p.m., February 10, 2017**.

This prequalification packet includes a questionnaire and financial statement, to be verified under oath. The District will use the information and documentation required by the packet to prequalify general contractors and mechanical, electrical and plumbing subcontractors in accordance with applicable law.

PREQUALIFICATION PROCEDURES

Questionnaire

All questions in the questionnaire must be answered. If a question is not applicable, then indicate a response of “N/A”. “You” or “Yours” as used herein refers to the prospective bidders’ firm and any of its owners, officers, principals and qualifying individuals. If two or more business entities submit a bid or proposal on a project as a Joint Venture, or expect to submit a bid or proposal as part of a Joint Venture, each entity within the Joint Venture must be separately prequalified.

Each questionnaire must be signed under penalty of perjury in the manner designated at the end of the form, by an individual who has the legal authority to bind the contractor on whose behalf that person is signing. If any information provided by a contractor becomes inaccurate, the contractor must immediately notify the District and provide updated accurate information in writing, under penalty of perjury. Each applicant shall have a duly authorized owner, officer or principal complete the questionnaire and verify the truth of the information provided therein and in the financial statement.

Financial Statement

In addition to completing the attached questionnaire, each applicant must submit its most current reviewed or audited year-end financial statement, which must have been prepared by a certified public accountant within twelve (12) months of each applicant’s submission of the prequalification package. Each applicant must also provide its most current financial statement, which must have been prepared within three (3) months of each applicant’s submission of the prequalification package. Finally, each prospective bidder must submit a notarized statement from an admitted surety insurer (approved by the California Department of Insurance and

authorized to issue bonds in the State of California) which states the applicant's current bonding capacity.

Financial statements submitted with this prequalification package shall not be prepared by any individual who is in the regular employ of the firm submitting the statement, nor by any individual or entity who has more than a ten percent (10%) financial interest in the firm's business. If the individual or entity that prepared a financial statement submitted with this prequalification package has any financial interest in the firm's business, the firm shall notify the District of such financial interest in a separate signed statement accompanying this prequalification package.

Submission

Applicants are encouraged to submit prequalification packages as soon as possible, so that they may be notified of prequalification status well in advance of the bid process or any applicable proposal deadline. The prequalification packages should be sealed, marked "**CONFIDENTIAL PREQUALIFICATION**," and mailed to the following:

**Rescue Union School District
Department of Business Services
Attention: Sid Albaugh, Assistant Superintendent of Business Services
2390 Bass Lake Road
Rescue, CA 95672**

The questionnaire answers and financial statements included in the prequalification packages submitted by contractors are not public records and are not open to public inspection. All such information provided will be kept confidential to the extent permitted by law, although the contents may be disclosed to third parties for the purpose of verification, investigation of substantial allegations, and in the process of any subsequent proceedings. State law requires that the names of contractors applying for prequalification status shall be public records subject to disclosure, and the first page of the questionnaire will be used for that purpose.

Evaluation by the District

The District will evaluate the information provided and issue each submitting contractor a rating of "Prequalified", "Not Prequalified" or "Qualified Up to [DOLLAR VALUE]". The District's decision will be based on the information provided, references, and such additional outside information as the District in its discretion deems reasonable and necessary to obtain. The District may, but is not obligated to, investigate the truth of any statements or information provided by a prospective bidder in response hereto.

Appeal

A contractor who has timely submitted a completed application form, and who receives a rating of "Not Prequalified" or "Qualified Up to [DOLLAR VALUE]" from the District may appeal that determination. There is no appeal from a finding that a contractor is not prequalified because of a late application or a failure to submit required information. A contractor may appeal the District's decision with respect to its request for prequalification, by giving notice to the District no later than

five (5) business days after receipt of notice of its qualification status. Notice shall be sent to the address listed above. Unless a contractor files a timely appeal, the contractor waives any and all rights to challenge the qualification decision of the District, whether by administrative process, judicial process or any other legal process or proceeding. The District reserves the right to resolve appeals before or after the opening of bids or proposals or award of any contract. The date for submission and opening of bids or proposals for a specific project and any subsequent contract award will not be delayed or postponed to allow for completion of an appeal process.

Bids and Proposals

Bids and proposals will not be accepted from any contractor that did not timely submit a completed prequalification questionnaire and supporting documents, including financial statements, to the District. Omission of requested information, falsification of information, or failing to use the forms provided by the District may result in a finding of “not prequalified”.

Any mechanical, electrical or plumbing subcontractors, as defined by Public Contract Code § 20111.6, required for any Project must be prequalified pursuant to these prequalification forms and requirements, and all general contractors must use prequalified mechanical, electrical and plumbing subcontractors. If a mechanical, electrical and plumbing subcontractor listed in any bid or proposal submitted by a general contractor is not prequalified, that general contractor’s bid or proposal will not be accepted.

The District reserves the right to amend the prequalification packet at anytime. The District reserves the right to waive minor irregularities and omissions in the information contained in the prequalification application submitted and to make all final determinations. The District may, in accordance with applicable law reject a prequalified contractor’s bid or proposal, and the District may additionally reject all bids or proposals if it determines such action is in the best interest of the public.

PREQUALIFICATION APPLICATION

Part I: Contractor's General/Financial Information Sheet

A. *General Information.*

Contractor's name as it appears on license:

CIRCLE ONE: Corporation Partnership Sole Proprietorship

Contact Person: _____

Street Address (P.O. Box is not acceptable):

Telephone: () _____ Fax: _____

E-mail address: _____

List all California construction license numbers, classifications and expiration dates of the California contractor licenses held by your firm:

If any of your firm's license(s) are held in the name of a corporation or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

[The remainder of this page is intentionally left blank]

B. History and Ownership of Firm.

1. How many years has your firm been in business in California as a contractor under your present business name and license number? _____ years
2. Has there been any change in ownership of the firm at any time during the last three years?

NOTE: A corporation whose shares are publicly traded is not required to answer this question; please indicate “N/A – Publicly traded corporation”.

Yes No

If yes, please provide details on a separate signed page.

3. Is the firm a subsidiary, parent, holding company or affiliate of another construction firm?

NOTE: Include information about other firms if one firm owns 50 percent or more of another.

Yes No

If yes, please provide details on a separate signed page.

4. Please provide the information appropriate to your firm below.

For Firms That Are Corporations:

Date incorporated: _____

Under the laws of what state: _____

Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten percent of the corporation’s stock.

| Name | Position | Years with Company | % Ownership |
|------|----------|--------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or 10 percent or more of its stock, if the business is a corporation.

| Person's Name | Construction Firm | Dates of Person's Participation with Firm |
|---------------|-------------------|---|
| | | |
| | | |
| | | |
| | | |

For Firms That Are Partnerships:

Date of formation: _____

Under the laws of what state: _____

Provide all the following information for each partner who owns 10 percent or more of the firm.

| Name | Position | Years with Company | % Ownership |
|------|----------|--------------------|-------------|
| | | | |
| | | | |
| | | | |
| | | | |

Identify every construction company that any partner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, "owner" and "partner" refer to ownership of ten per cent or more of the business, or ten percent or more of its stock, if the business is a corporation.

| Person's Name | Construction Company | Dates of Person's Participation with Company |
|---------------|----------------------|--|
| | | |
| | | |
| | | |

For Firms That Are Sole Proprietorships:

Date of commencement of business: _____

Social security number of company owner: _____

Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.

NOTE: For this question, "owner" and "partner" refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.

| Person's Name | Construction Company | Dates of Person's Participation with Company |
|---------------|----------------------|--|
| | | |
| | | |
| | | |
| | | |

For Firms That Intend to Make a Bid or Submit a Proposal as Part of a Joint Venture:

Date of commencement of joint venture: _____

Provide all of the following information for each firm that is a member of the joint venture that expects to submit a bid or proposal on one or more projects:

| Name of firm | % Ownership of Joint Venture |
|--------------|------------------------------|
| | |
| | |
| | |
| | |

On a separate sheet provide all other pertinent information required in the sections above, for each corporation, partnership or sole-proprietorship that is a part of the joint venture.

5. State your firm's gross revenues for each of the last three fiscal years:

Current year: _____

Previous year: _____

Year prior to previous year: _____

6. State the number of projects your firm has completed in each of the last three fiscal years:

Current year: _____

Previous year: _____

Year prior to previous year: _____

7. Has your firm changed names or license number in the past five years?

Yes No

If yes, explain on a separate signed page, including the reason for the change.

C. Bonding.

8. Name of bonding company/surety: _____

Name of surety agent, address and telephone number:

Please attach a notarized statement from an admitted surety insurer (approved by the California Department of Insurance and authorized to issue bonds in the State of California) which states your current bonding capacity.

9. List all other sureties (name and full address) that have written bonds for your firm during the last five years, including the dates during which each wrote the bonds:

D. Financial Information.

10. Please attach your most current reviewed or audited year-end financial statement, which must have been prepared by a certified public accountant, within twelve (12) months of submission of this prequalification package. Also, please provide your most current financial statement, which must have been prepared within three (3) months of submission of this prequalification package.

11. Name of accounting firm and primary contact: _____

Address: _____

Telephone: _____

How many years has this accounting firm prepared financial statements for you? ____

12. Banking information:

| |
|------------------------|
| Name of Bank: _____ |
| Account Manager: _____ |
| Address: _____ |
| _____ |
| Telephone: _____ |

| | |
|------------------|-------|
| Account No.: | _____ |
| Line of Credit: | _____ |
| Amount in Use: | _____ |
| How Secured: | _____ |
| Expiration Date: | _____ |

(attach extra sheets for additional banks/accounts)

E. *Recent Construction Projects Completed.*

Please provide the information requested below about all current public works projects, all public works projects completed in the last 24 months, and all DSA-approved California K-12 public projects completed in the last three years. Names and references must be current and verifiable.

For general contractor applicants: Only list projects your firm performed as the general contractor in charge of all trades for the construction of a building.

For subcontractor applicants: Only list projects your firm performed as the prime contractor if a single trade job or as a subcontractor on a multiple trade contract. For multiple trade contracts, indicate the general contractor's name and contact information.

Use separate sheets of paper that contain all of the following information for each public works project:

Project Name: _____

Location: _____

Owner: _____

Owner Contact (name and current phone number): _____

Architect or Engineering firm: _____

Architect or Engineer Contact (name and current phone number): _____

Construction Manager (name and current phone number): _____

Inspector of Record (name and current phone #): _____

Description of Project, Scope of Work Performed: _____

Total Value of Construction (including change orders): _____

Date Construction Commenced: _____

Original Contractual Completion Deadline: _____

Adjusted Completion Deadline Based on Time Extensions Granted by Owner: _____

Actual Date of Completion: _____

General Contractor's Project Manager (lead contact in office)

General Contractor's Superintendent (lead contact on project site)

F. Apprenticeship Program Information

13. Provide the name, address and telephone number of the apprenticeship program sponsor(s) (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to your company for use on any public work project for which you are awarded a contract the District.

14. If your firm operates its own State-approved apprenticeship program:

- (a) Identify the craft or crafts in which your firm provided apprenticeship training in the past year.
- (b) State the year in which each such apprenticeship program was approved, and attach evidence of the most recent California Apprenticeship Council approval(s) of your apprenticeship program(s).
- (c) State the number of individuals who were employed by your firm as apprentices at any time during the past three years in each apprenticeship and the number of persons who, during the past three years, completed apprenticeships in each craft while employed by your firm.

PART II: Essential Requirements for Prequalification

1. Do you possess a valid and current California contractor's license for the Project?
 Yes **No**

2. If you are a general contractor, do you have a liability insurance policy with a policy limit of at least \$3,000,000 per occurrence and \$5,000,000 aggregate? If you are a mechanical, electrical or plumbing subcontractor, do you have a liability insurance policy with a policy limit of at least \$1,000,000 per occurrence and \$2,000,000 aggregate?
 Yes **No**

3. Do you have current workers' compensation insurance policy as required by the Labor Code or are you legally self-insured pursuant to Labor Code section 3700 et seq.?
 Yes **No**

 Contractor is exempt from this requirement, because it has no employees.

4. Has your firm completed at least two California public school K-12 construction projects, subject to DSA approval?
 Yes **No**

5. Is your firm currently registered with the Department of Industrial Relations and qualified to submit a bid or proposal and to otherwise perform work on a public project pursuant to Section 1725.5 of the Labor Code?
 Yes **No**

6. Has your contractor's license been revoked or suspended at any time in the last five years, even if later reinstated retroactively?
 Yes **No**

7. At the time of submitting this prequalification form, is your firm ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to either Labor Code section 1777.1 or Labor Code section 1777.7?
 Yes **No**

If yes, state the beginning and ending dates of your ineligibility to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract:

8. Is your firm currently the debtor in a bankruptcy or receivership case?

Yes **No**

If yes, please attach a copy of the bankruptcy petition, showing the case number, and the date on which the petition was filed.

9. Has a surety firm completed a contract on your behalf, or paid for completion of a contract because your firm was terminated by the project owner within the last five (5) years?

Yes **No**

10. Has your firm, or any of its owners, officers, or partners ever been found liable in a civil suit, or found guilty in a criminal action, for making any false claim or material misrepresentation to any public agency or entity?

Yes **No**

If yes, explain on a separate signed page, including identifying who was involved, the name of the public agency, the date of the investigation and the grounds for the finding.

11. Has your firm, or any of its owners, officers or partners ever been convicted of a crime involving any federal, state, or local law related to construction?

Yes **No**

12. Has your firm or any of its owners, officers or partners ever been convicted of a federal or state crime of fraud, theft, or any act of dishonesty?

Yes **No**

If yes, identify on a separate signed page the person or persons convicted, the court (the county if a state court, the district or location of the federal court), the year and the criminal conduct.

Part III: Scored Questions

A. Financial History & Licensing

1. Was your firm in bankruptcy or receivership any time during the last five years?

Yes No

If yes, please attach a copy of the bankruptcy petition, showing the case number and the date on which the petition was filed, and a copy of the Bankruptcy Court's discharge order, or of any other document that ended the case, if no discharge order was issued.

2. Has any CSLB license held by your firm or its Responsible Managing Employee (RME) or Responsible Managing Officer (RMO) been suspended within the last five years?

Yes No

B. Disputes

3. At any time in the last five years, have liquidated damages been assessed or levied against your firm under a construction contract with either a public or private owner?

Yes No

If yes, explain on a separate signed page, identifying all such projects by owner, owner's address, the date of completion of the project, amount of liquidated damages assessed or levied by the owner, amount of liquidated damages paid or credited by you to the owner, and all other information necessary to fully explain the assessment or levy of liquidated damages.

4. In the last five years has your firm, or any firm with which any of your company's owners, officers or partners was associated, been debarred, disqualified, removed or otherwise prevented from bidding on, or completing, any government agency or public works project for any reason?

NOTE: "Associated" refers to another construction firm in which an owner, partner or officer of your firm held a similar position, and which is listed in response to question 4 on Part I of this form.

Yes No

If yes, explain on a separate signed page. State whether the firm involved was the firm applying for prequalification here or another firm. Identify by name of the company, the name of the person within your firm who was associated with that company, the year of the event, the owner of the project, the project and the basis for the action.

5. In the last five years, has your firm been denied an award of a public works contract based on a finding by a public agency that your company was not a responsible bidder?

Yes No

If yes, explain on a separate page. Identify the year of the event, the owner, the project and the basis for the finding by the public agency.

NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about “pass-through” disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes about amounts of less than \$50,000.

6. In the past five years, has any claim by a project owner (including a complaint) against your firm concerning your firm’s work on a construction project, been filed in court or been the subject of arbitration?

Yes No

If yes, on separate signed sheets of paper identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature and amount of the claim (including a breakdown of the major elements of the claim), the court in which the case was filed, and a brief description of the status of the claim (pending or, if resolved, a brief description of the resolution).

7. In the past five years, has your firm filed any claim (including a complaint) in court or arbitration against a project owner concerning work on a project or payment for a contract?

Yes No

If yes, on separate signed sheets of paper identify the claim by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature and amount of the claim (including a breakdown of the major elements of the claim), the court in which the case was filed and a brief description of the status of the claim (pending, or if resolved, a brief description of the resolution).

8. Has your firm had a contract for a public work of improvement in the last five years that was terminated for cause by a public entity, or terminated in whole or in part with or without your consent? **Note: you need not answer “yes” if the public entity terminated the contract for convenience.**

Yes No

If the answer is "Yes," for each such contract attach a separate sheet identifying the owner, your bonding company, the original contract value, the value of the work terminated and a brief explanation of the circumstances leading to the termination.

9. At any time during the past five years, has any surety company made any payments on your firm's behalf to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private?
 Yes No

If "yes," explain on a separate signed page the amount of each such claim, the name and telephone number of the claimant, the date of the claim, the grounds for the claim, the present status of the claim, the date of resolution of such claim if resolved, the method by which such was resolved if resolved, the nature of the resolution and the amount, if any, at which the claim was resolved.

10. In the last three years has your firm held a public works contract on which more than three (3) stop payment notices were served against your firm.
 Yes No

If "yes," explain on a separate signed page.

11. In the last 3 years have you had any Stop Payment Notice result in a claim against your Payment Bond?
 Yes No

If "yes," explain on a separate signed page.

C. Insurance and Bonding

12. In the last five years, has any insurance carrier, for any form of insurance, refused to renew the insurance policy for your firm?

Yes No

If yes, how many instances? _____

13. If your firm was required to pay a premium of more than one percent for a performance and payment bond on any project(s) on which your firm worked at any time during the last five years, state the percentage that your firm was required to pay, identify the project, identify the owner, and identify the dates of the project. You may provide an explanation for a percentage rate higher than one percent, if you wish to do so.

_____ %

14. During the last five years, has your firm ever been denied bond coverage by a surety company, or has there ever been a period of time when your firm had no surety bond in place during a public construction project when one was required?

Yes No

If yes, provide details on a separate signed sheet indicating the date when your firm was denied coverage and the name of the company or companies which denied coverage; and the period during which you had no surety bond in place.

D. Compliance with Law

15. Has CAL OSHA cited and assessed penalties against your firm for any “serious,” “willful” or “repeat” violations of its safety or health regulations in the past five years?

Note: If you have filed an appeal of a citation and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.

Yes No

If yes, attach a separate signed page describing each citation.

16. Has the federal Occupational Safety and Health Administration cited and assessed penalties against your firm in the past five years?

Note: If you have filed an appeal of a citation and the appropriate appeals Board has not yet ruled on your appeal, you need not include information about it.

Yes No

If yes, attach a separate signed page describing each citation.

17. Has the EPA or any Air Quality Management District or any Regional Water Quality Control Board cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor, in the past five years?

NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.

Yes No

If yes, attach a separate signed page describing each citation.

18. How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project?

19. List your firm's Experience Modification Rate (EMR) (California workers' compensation insurance) for each of the past three premium years:

NOTE: An Experience Modification Rate is issued to your firm annually by your workers' compensation insurance carrier.

Current year: _____

Previous year: _____

Year prior to previous year: _____

If your EMR for any of these three years is or was 1.00 or higher, you may, if you wish, attach a letter of explanation.

20. Within the last five years, has there ever been a period when your firm had employees but was without workers' compensation insurance or state-approved self-insurance?

Yes No

E. Prevailing Wage and Apprenticeship Compliance Record

21. Has there been any occasion during the last five years on which your firm was required to pay either back wages or penalties for your own firm's failure to comply with the **state's** prevailing wage laws?

Yes No

NOTE: This question refers only to your own firm's violation of prevailing wage laws, not to violations of the prevailing wage laws by a subcontractor.

If yes, attach a separate signed page or pages, describing the nature of each violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid and the amount of back wages and penalties that you were required to pay.

22. During the last five years, has there been any occasion on which your firm has been penalized or required to pay back wages for failure to comply with the **federal** Davis-Bacon prevailing wage requirements?

Yes No

If yes, attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, the public agency for which it was constructed; the number of employees who were initially underpaid, the

amount of back wages you were required to pay along with the amount of any penalty paid.

23. Other than as already described in response to any question above, have any other labor or environmental charges or penalties been assessed or levied against, or paid by, your firm or the owner of a project on which your firm was the contractor in the past five years?

Yes **No**

24. At any time during the last five years, has your firm been found to have violated any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works?

Yes **No**

If “yes,” provide the date(s) of such findings, and attach copies of the Department’s final decision(s).

If yes, attach a separate signed page or pages describing the nature of the violation, identifying the name of the project, the date of its completion, and the public agency for which it was constructed.

PART IV: CERTIFICATION

Questionnaires submitted by corporations must be signed with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of each officer signing on behalf of a corporation shall be furnished.

Questionnaires submitted by partnerships must furnish the full name of all partners and must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature.

Each person signing below makes the following representations under penalty of perjury:

The submitter of the foregoing answers to the questionnaire has read the same and the matters stated therein are true of his or her own personal knowledge. This information is provided for the purpose of qualifying to bid on the Project, and any individual, company or other agency named herein is hereby authorized to supply the District with any information necessary to verify the prospective bidder's statements. By signing below, the submitter and the named contractor hereby grant permission to the District to contact any or all of the above listed persons or entities to confirm facts or otherwise investigate the above facts and issues.

The submitter understands that any statement which is proven to be false shall be grounds for immediate disqualification from bidding on the Project. The submitter whose signature appears below represents and warrants that he or she has authority to bind the named contractor.

I, the undersigned, certify and declare that I have read all the foregoing answers to this prequalification questionnaire and know their contents. The matters stated in the questionnaire answers are true of my own knowledge and belief, except as to those matters stated on information and belief, and as to those matters I believe them to be true. I declare under penalty of perjury under the laws of the State of California, that the foregoing is correct.

Executed this _____ day of _____, 20__, at _____.

Signature

Typed Name

Contractor

(Add additional signature pages as necessary to comply with the directions above.)



Disclaimer:

These materials and all discussions of these materials are for instructional purposes only and do not constitute legal or tax advice. If you need legal or tax advice, you should contact your local counsel or an attorney at Lozano Smith.

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NOTICE TO CONTRACTORS

(Public Contract Code § 20112)

[To be published by Owner in a newspaper of general circulation
at least once a week for two weeks]

Notice is hereby given that Rescue Union School District (hereinafter referred to as “Owner”) has issued a Request for Proposals and Qualifications for Lease-Leaseback Construction Services (“RFP”) for:

Marina Village Two-Story Classroom Building
1901 Francisco Boulevard
El Dorado Hills, CA 95762

Owner will receive sealed proposals in response to the RFP no later than February 28, 2017 at 3:00 p.m. on the clock designation by the Owner or its representative as the governing clock, at:

Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672

Copies of the RFP and the drawings and specifications for the Project may be obtained from:

California Design West Architects
2100 19th Street
Sacramento, CA 95818
[916.446.2466](tel:916.446.2466)

upon deposit of One-Hundred Fifty Dollars (\$150.00) refundable when drawings and specifications are returned in good condition.

The RFP is issued in accordance with Education Code section 17406. The award of an agreement for Lease-Leaseback Construction Services will be determined on a best value basis as detailed in the RFP.

This Project is subject to prequalification. If a contractor is not prequalified by the Owner, Owner will not accept the contractor’s proposal. Any subcontractors the contractor lists for work requiring *C-4, C-7, C-10, C-16, C-20, C-34, C-36, C-38, C-42, C-43, and C-46* licenses must have current pre-qualified status with the Owner.

Public works projects shall be subject to compliance monitoring and enforcement by the Department of Industrial Relations. A contractor or subcontractor shall not be qualified to submit a proposal or to be listed in a proposal subject to the requirements of Public Contract Code section 4104 unless currently registered and qualified under Labor Code

section 1725.5 to perform public work as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code. A contractor or subcontractor shall not be qualified to enter into, or engage in the performance of, any contract of public work (as defined by Division 2, Part 7, Chapter 1 (§§1720 et seq.) of the Labor Code) unless currently registered and qualified under Labor Code section 1725.5 to perform public work.

The Owner will require the successful contractor to achieve the minimum goal of 3% DVBE (Disabled Veteran Business Enterprises) established in the RFP or to provide acceptable evidence of good faith efforts to do so. The DVBE documents must be sealed and filed in the Business Office of the Owner at the same time the proposal is sealed and filed.

Pursuant to the Contract Documents, the successful contractor will be required to furnish a Payment (Labor and Material) Bond in the amount of one hundred percent (100%) of the Total Sublease Amount, and a Faithful Performance Bond in the amount of one hundred percent (100%) of the Total Sublease Amount, said bonds to be secured from Admitted Surety insurers (an insurance organization authorized by the Insurance Commissioner to transact business of insurance in the State of California during this calendar year). The surety insurers must, unless otherwise agreed to by Owner in writing, at the time of issuance of the bonds, have a rating not lower than "A-" as rated by A.M. Best Company, Inc. or other independent rating companies. Owner reserves the right to approve or reject the surety insurers selected by the successful contractor and to require the successful contractor to obtain bonds from surety insurers satisfactory to the Owner. The contractor will be required to furnish insurance as set forth in the Contract Documents.

The successful contractor will be allowed to substitute securities or establish an escrow in lieu of retainage, pursuant to Public Contract Code Section 22300, and as described in the General Conditions.

The Owner will not consider or accept any proposals from contractors who are not licensed to do business in the State of California, in accordance with the California Public Contract Code, providing for the licensing of contractors. In accordance with Section 3300 of said Code, the contractor shall have a Class "B" license and shall maintain that license in good standing through Project completion and all applicable warranty periods. Contractor shall state the California contractor license number on the Designation of Subcontractors form for all subcontractors doing more than one-half of one percent (0.5%) of the contractor's total proposal, unless otherwise specified in the RFP.

Subcontractors shall maintain their licenses in good standing through Project completion and all applicable warranty periods. Owner reserves the right to reject any proposal if contractor or any subcontractor is not licensed in good standing from the time the proposal is submitted to Owner up to award of the Contract, whether or not the contractor listed the subcontractor inadvertently, or if a listed subcontractor's license is suspended or expires prior to award of the Contract. Owner also reserves the right to reject any proposal if a listed subcontractor's license is not in good standing to perform the work for which it is listed from the time of submission of the proposal to award of the Contract.

The Director of Industrial Relations of the State of California, in the manner provided by

law, has ascertained the general prevailing rate of per diem wages and rate for legal holidays and overtime work. The Contractor must pay for any labor therein described or classified in an amount not less than the rates specified. Copies of the required rates are on file at the Owner's business office and are available to any interested party on request.

Advertise: 1st Publication Date _____
2nd Publication Date _____

By: _____
Its: _____

**Lease-Leaseback Best Value Analysis
Proposal Scoring Sheet**

[For use with Lozano Smith Prequalification Questionnaire]

Firm Name: _____

Contact Person: _____

Address: _____

Phone: _____ Fax: _____ Email: _____

Contractor's License Number(s): _____, _____, _____

Instructions for Scoring

For the qualifications portion of the best value analysis and for the purpose of evaluating Contractors' qualifications, the District will evaluate each Contractor on the basis of the responses provided in the Contractor's completed prequalification questionnaire and, if applicable, any updated and/or new information provided in conjunction with Contractor's Prequalification Certification.

The District will evaluate the specific criteria listed below and each Contractor's qualifications will be scored on a one hundred (100) point scale. Each criterion has a point value that corresponds to a weighted percentage, which are listed next to the criterion. For example, the weighted percentage for "Bonding Capacity" is 10%, and therefore, the District may award up to 10 points to Contractor for Contractor's qualifications with respect to Bonding Capacity. Each criterion will be evaluated by the District and the District will award a point value to Contractor for each criterion. The maximum cumulative number of points available to any Contractor is 100 points. The criteria, their weighted percentages, and their corresponding point values are as follows:

- Bonding Capacity (weighted percentage: 10%; points possible: 10)
- Percentage of Credit Line Used (weighted percentage: 10%; points possible: 10)
- Number of Audit Exceptions (weighted percentage: 10%; points possible: 10)
- Experience (weighted percentage: 10%; points possible: 10)
- Financial History & Licensing (weighted percentage: 10%; points possible: 10)
- Disputes (weighted percentage: 20%; points possible: 20)
- Insurance and Bonding (weighted percentage: 10%; points possible: 10)
- Compliance with Law (weighted percentage: 10%; points possible: 10)
- Prevailing Wage and Apprenticeship Record (weighted percentage: 10%; points possible: 10)

Scoring

1. Bonding Capacity (10%) 10 points possible

Contractor's current maximum bonding capacity is: \$_____ (insert bonding capacity from Contractor's response to Part 1, Section C, Question No. 8 of Contractor's prequalification questionnaire).

The Cost Estimate for the Project is: \$_____ (insert the most recent estimate from the Architect).

Contractor's current maximum bonding capacity is _____% of the Project Estimate (divide Contractor's maximum bonding capacity by the Project Estimate to determine percentage).

Point Allocation for Bonding Capacity:

| Maximum Bonding Capacity % | Points Awarded (10 points possible) |
|-----------------------------------|--|
| 200% or greater | 10 |
| 190% - 199% | 9 |
| 180% - 189% | 8 |
| 170% - 179% | 7 |
| 160% - 169% | 6 |
| 150% - 159% | 5 |
| 140% - 149% | 4 |
| 130% - 139% | 3 |
| 120% - 129% | 2 |
| 110% - 119% | 1 |
| 100% - 109% | 0 |
| 99% or less | Unable to perform Project |

Points to Contractor for Bonding Capacity: _____

2. Percentage of Credit Line Use (10%) 10 points possible

Contractor: _____

Contractor's current maximum credit line is: \$_____ (insert maximum credit line as set forth in Contractor's response to Part I, Section D, Question No. 12 of Contractor's prequalification questionnaire).

Amount of Contractor's credit line in use is: \$_____ (insert the amount of the credit line currently in use as set forth in Contractor's response to Part I, Section D, Question No. 12 of Contractor's prequalification questionnaire).

Contractor's percentage of the credit line in use is: _____% (divide the amount of Contractor's credit line in use by Contractor's maximum credit line).

Point Allocation for Percentage of Credit Line in Use:

| Percentage of Credit Line Used | Points Awarded (10 points possible) |
|---------------------------------------|--|
| 0% - 10% | 10 |
| 11% - 20% | 9 |
| 21% - 30% | 8 |
| 31% - 40% | 7 |
| 41% - 50% | 6 |
| 51% - 60% | 5 |
| 61% - 70% | 4 |
| 71% - 80% | 3 |
| 81% - 90% | 2 |
| 91% - 100% | 1 |

Points to Contractor for Percentage of Credit Line Used: _____

3. Number of Audit Exceptions (10%) 10 points possible

Contractor: _____

Contractor's number of audit exceptions: ____ (this information should be included in Contractor's audited year-end financial statement, which is required to be submitted with the prequalification questionnaire).

Point Allocation for Audit Exceptions:

| Contractor's Audit Exceptions | Points Awarded (10 points possible) |
|--------------------------------------|--|
| 0 | 10 |
| 1 | 9 |
| 2 | 8 |
| 3 | 7 |
| 4 | 6 |
| 5 | 5 |
| 6 | 4 |
| 7 | 3 |
| 8 | 2 |
| 9 | 1 |
| 10 or more | 0 |

Points to Contractor for number of Audit Exceptions: ____

4. Contractor's Experience (10%) 10 points possible

Contractor: _____

Contractor has completed ____ California public school K-12 construction projects subject to DSA approval, each with a total value of construction of at least \$_____. (Use information provided in Contractor’s response to in Part 1, Section E of Contractor’s prequalification questionnaire).

[Note: To account for the possibility that Contractors have performed projects in a variety of sizes and scopes, the District should consider Contractors’ experience on similarly sized projects. Thus, the District should limit its evaluation of Contractors’ experience to projects of a similar value. For example, if the estimated value of the Project is \$1,000,000, then the District should only evaluate projects completed with a value of at least \$750,000.]

Point Allocation for Contractor’s Experience:

| Number of California Public school K-12 construction projects completed that were subject to DSA approval and had total value of construction of at least \$_____. | Points Awarded (10 points possible) |
|---|--|
| -- or more | 10 |
| -- | 9 |
| -- | 8 |
| -- | 7 |
| -- | 6 |
| -- | 5 |
| -- | 4 |
| -- | 3 |
| -- | 2 |
| -- | 1 |
| -- or less | 0 |

Points to Contractor for Experience: ____

5. Financial History & Licensing (10%) 10 points possible

Contractor: _____

District will evaluate Contractor's financial history and licensing based on Contractor's responses to Part III, Section A, Question Nos. 1 and 2 of the prequalification questionnaire, and specifically, the score given to Contractor for its responses as part of the prequalification process.

Contractor's Total Score for Part III, Section A is: ____ (use total score for Part III, Section A from Contractor's Prequalification Scoring Sheet).

Point Allocation for Contractor's Financial History & Licensing:

| Contractor's Total Score for Part III, Section A | Points Awarded (10 points possible) |
|---|--|
| 10 | 10 |
| 5 | 6 |
| 0 | 2 |
| Less than 0 | 0 |

Points to Contractor for Financial History and Licensing: ____

6. Disputes (20%) 20 points possible

Contractor: _____

District will evaluate Contractor's qualifications with regard to disputes based on Contractor's responses to Part III, Section B, Question Nos. 3 through 11 of the prequalification questionnaire, and specifically, the score given to Contractor for its responses as part of the prequalification process.

Contractor's Total Score for Part III, Section B is: ____ (use total score for Part III, Section B from Contractor's Prequalification Scoring Sheet).

Point Allocation for Disputes:

| Total Score for Part III, Section B | Points Awarded (20 points possible) |
|--|--|
| 45 | 20 |
| 43 – 44 | 19 |
| 41 – 42 | 18 |
| 39 – 40 | 17 |
| 37 – 38 | 16 |
| 35 – 36 | 15 |
| 33 – 34 | 14 |
| 31 – 32 | 13 |
| 29 – 30 | 12 |
| 27 – 28 | 11 |
| 25 – 26 | 10 |
| 23 – 24 | 9 |
| 21 – 22 | 8 |
| 19 – 20 | 7 |
| 17 – 18 | 6 |
| 15 – 16 | 5 |
| 13 – 14 | 4 |
| 11 – 12 | 3 |
| 9 – 10 | 2 |
| 5 – 8 | 1 |
| 0 – 4 | 0 |

Points to Contractor for Disputes: ____

7. Insurance and Bonding (10%) 10 points possible

Contractor: _____

District will evaluate Contractor's insurance and bonding based on Contractor's responses to Part III, Section C, Question Nos. 12 through 14 of the prequalification questionnaire, and specifically, the score given to Contractor for its responses as part of the prequalification process.

Contractor's Total Score for Part III, Section C is: ____ (use total score for Part III, Section C from Contractor's Prequalification Scoring Sheet).

Point Allocation for Insurance and Bonding:

| Total Score for Part III, Section C | Points Awarded (10 points possible) |
|--|--|
| 15 | 10 |
| 14 | 9 |
| 13 | 8 |
| 10 | 7 |
| 9 | 6 |
| 8 | 5 |
| 5 | 4 |
| 4 | 3 |
| 3 | 2 |
| 0 | 1 |
| Less than 0 | 0 |

Points to Contractor for Insurance and Bonding: ____

8. Compliance with Law (10%) 10 points possible

Contractor: _____

District will evaluate Contractor's compliance with law based on Contractor's responses to Part III, Section D, Question Nos. 15 through 20 of the prequalification questionnaire, and specifically, the score given to Contractor for its responses as part of the prequalification process.

Contractor's Total Score for Part III, Section D is: ____ (use total score for Part III, Section D from Contractor's Prequalification Scoring Sheet).

Point Allocation for Compliance with Law:

| Total Score for Part III, Section D | Points Awarded (10 points possible) |
|--|--|
| 30 | 10 |
| 27 – 29 | 9 |
| 24 – 26 | 8 |
| 21 – 23 | 7 |
| 18 – 20 | 6 |
| 15 – 17 | 5 |
| 12 – 14 | 4 |
| 9 – 11 | 3 |
| 6 – 8 | 2 |
| 3 – 5 | 1 |
| 2 or less | 0 |

Points to Contractor for Compliance with Law: ____

9. Prevailing Wage and Apprenticeship Compliance Record (10%) 10 points possible

Contractor: _____

District will evaluate Contractor’s prevailing wage and apprenticeship compliance record based upon Contractor’s responses to Part III, Section E, Question Nos. 21 through 24 of the prequalification questionnaire, and specifically, the score given to Contractor for its responses as part of the prequalification process.

Contractor’s Total Score for Part III, Section E is: ____ (use total score for Part III, Section E from Contractor’s Prequalification Scoring Sheet).

Point Allocation for Wage and Apprenticeship Compliance Record:

| Total Score for Part III, Section E | Points Awarded (10 points possible) |
|--|--|
| 20 | 10 |
| 18 – 19 | 9 |
| 16 – 17 | 8 |
| 14 – 15 | 7 |
| 12 – 13 | 6 |
| 10 – 11 | 5 |
| 8 – 9 | 4 |
| 6 – 7 | 3 |
| 4 – 5 | 2 |
| 2 – 3 | 1 |
| 0 – 1 | 0 |

Points to Contractor for Wage and Apprenticeship Compliance Record: ____

Contractor’s Total Score

1. ____ Points for Bonding Capacity

Contractor: _____

2. ____ Points for Percentage of Credit Line Used
3. ____ Points for Number of Audit Exceptions
4. ____ Points for Experience
5. ____ Points for Financial History and Licensing
6. ____ Points for Disputes
7. ____ Points for Insurance and Bonding
8. ____ Points for Compliance with Law
9. ____ Points for Wage and Apprenticeship Compliance Record

Contractor's Total Points: _____
(Maximum Point Total Available is 100)

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **School Attendance Boundary:** **Bass Lake Hills
Serrano Village 5
Serrano Village 6**

BACKGROUND:

Rescue Union School District Board Policy BP 5116 – School Attendance Boundaries states the following regarding school attendance boundaries:

The Governing Board shall establish school attendance boundaries in order to maximize the efficient use of district facilities and effective administration of district schools. The Superintendent or designee shall periodically review school attendance boundaries and, as necessary, make recommendations to the Board for boundary adjustments.

STATUS:

The District staff has reviewed several new developments planned within the District and how these developments are aligned with school attendance boundaries. Specifically, the school attendance boundary for the developments in Bass Lake Hills, Serrano Village #5, and Serrano Village #6 would fit more appropriately in what will eventually be the Sienna Ridge School attendance boundary. In addition, there are no known current students residing in the parcels included in this boundary adjustment, however, if any students do reside in the boundary change area as of January 24, 2017, those students shall be allowed to continue in their current school until Sienna Ridge School is constructed. Likewise, students from the new developments in Bass Lake Hills, Serrano Village #5, and Serrano Village #6 would be included with the other upper Serrano Area students and attend Lakeview Elementary and Marina Village Middle School until the Sienna Ridge School is constructed. This boundary agreement shall cease upon the completion and opening of the Sienna Ridge School.

FISCAL IMPACT:

No Financial Impact

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

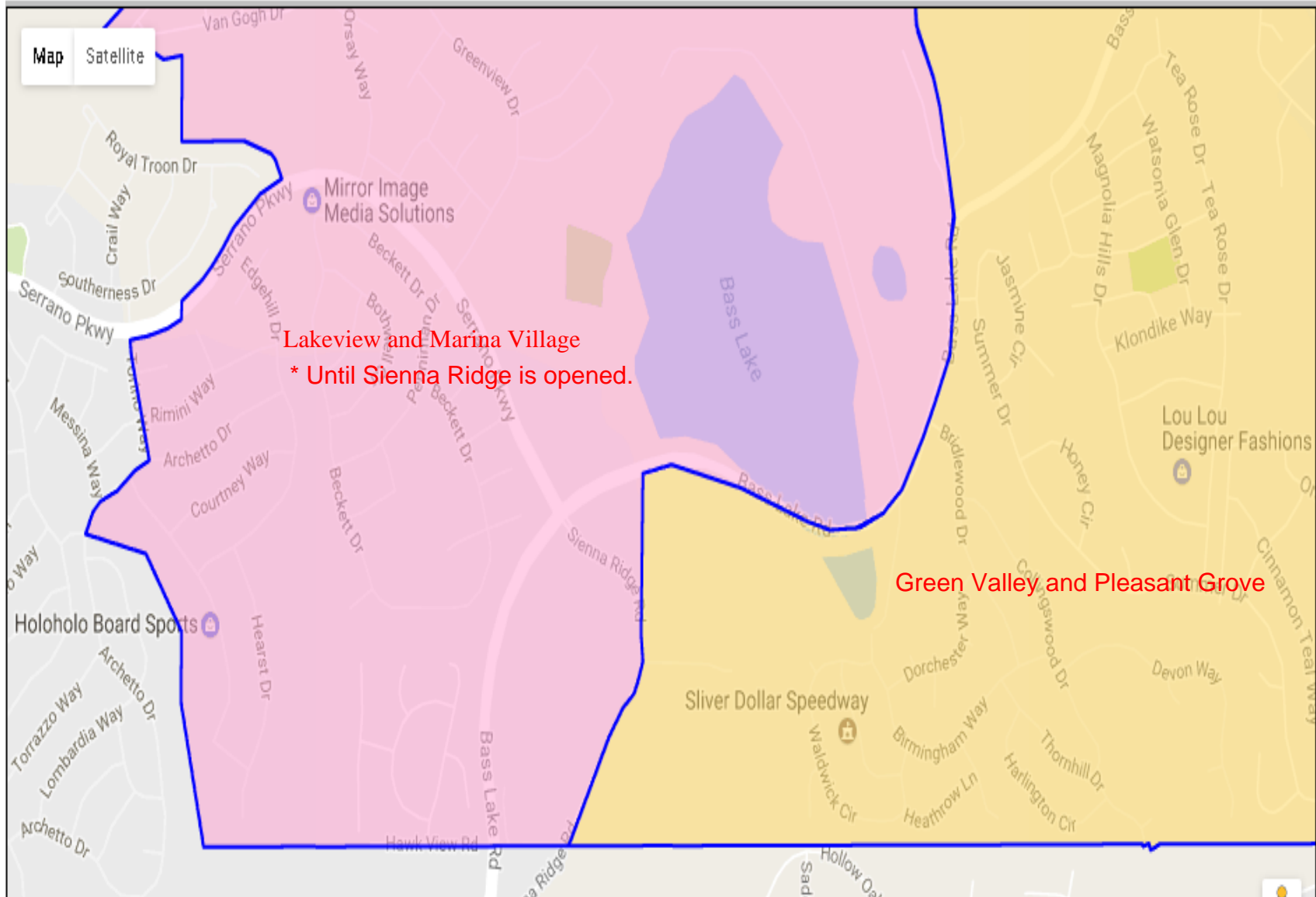
Board Focus Goal V – FACILITY/HOUSING:

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

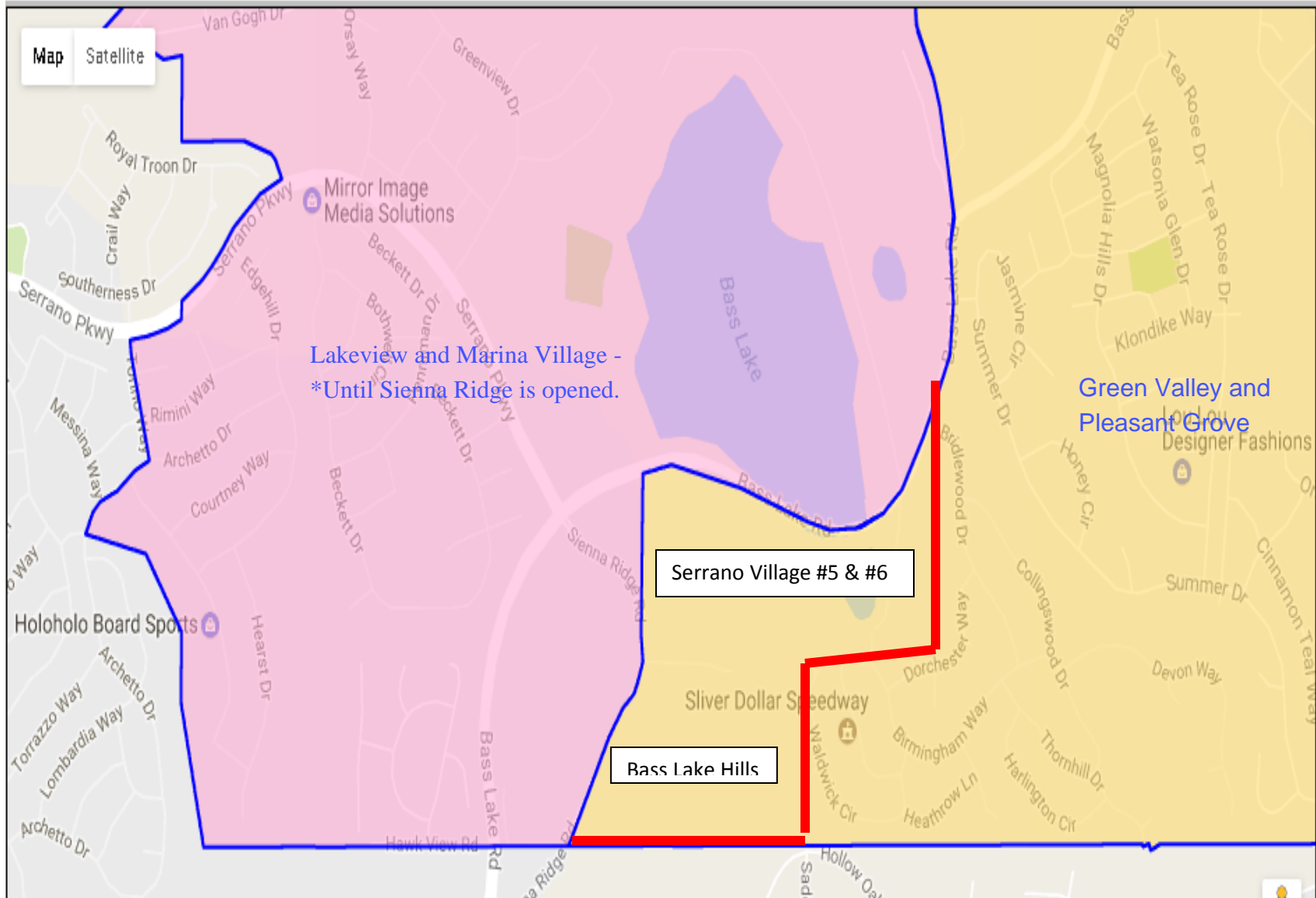
RECOMMENDATION:

The District staff recommends the Board approve the School Attendance Boundary Adjustment for the developments in Bass Lake Hills, Serrano Village #5, and Serrano Village #6 as depicted on Map B.

Map Exhibit A - Current Boundary 01.24.17



Map Exhibit B – Proposed New Boundary 01.24.17



Rescue Union School District

AGENDA ITEM: Single School Plans for Student Achievement

BACKGROUND:

Each school is required to prepare a school plan which describes programs and expenditures in alignment with the Local Control Accountability Plan.

STATUS:

Each School Site Council has developed and approved a Single Plan for Student Achievement based on individual and specific site needs identified using assessment data from multiple sources, including Smarter Balanced Summative Data, CELDT Scores, Lexile Measures, DIBELS, the California Healthy Kids Survey, and other locally defined metrics. The Single Plan addresses the academic achievement of all students and is aligned with school and district goals as outlined in the Local Education Agency Plan (LEAP) and the Local Control Accountability Plan (LCAP).

FISCAL IMPACT:

Education Code section 64001 specifies that schools and districts that receive state and federal funding through the Consolidated Application and Reporting System (CARS) consolidate all school plans into the Single Plan for Student Achievement.

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS

- A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment
- B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core and other student content standards and researched-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

RECOMMENDATION:

Single Plans for Student Achievement from Jackson, Lake Forest, and Pleasant Grove are presented to the Board of Trustees for first reading and possible consideration for action.

The Single Plan for Student Achievement

School: Jackson Elementary School
CDS Code: 09619786005706
District: Rescue Union Elementary District
Principal: Michele Miller
Revision Date: 10/28/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Jackson Elementary School's Vision and Mission Statements

"The Jackson Elementary School staff, working in partnership with parents and our community will strive to provide excellence in academics and the thinking and interpersonal skills necessary for all students to reach their maximum potential. We are committed to providing a safe learning environment where all students are valued and respected."

Jackson School has a long standing tradition of celebrating each child's unique qualities and valuing the "whole child" in the educational process. The staff strives to build on each child's strengths and talents while reinforcing any areas that may present challenges for the child. Teachers and support staff are dedicated to the children and families that we serve and we continually strive to provide a quality education in a loving environment. We hold high expectations for all children and maximize our resources to help each child be successful.

School Profile

Jackson School is a TK-5 elementary school which serves a student body of 464 students. Jackson School is located twenty-five miles northeast of Sacramento in the foothills of the Sierra Nevada Mountains. The school campus is surrounded by neighborhood homes and many families walk to school each day. Our campus is home to Rescue Union School District's Special Day Classes, one K-3 classroom and one 4-5 classroom. Jackson also houses three programs for the El Dorado County Office of Education (EDCOE). These programs include, a State Preschool program, an Extended Day program, and the Multiple Abilities class which are housed at the center of our campus. Jackson School is a school with a Visual and Performing Arts emphasis. Children have access to a variety of VAPA programs during the course of their school, day as well as before and after school.

Jackson School has received the following awards from the State of California:

- Jackson School was recognized as in 1989, 2002 and 2014 as a California Distinguished School.
- Jackson School received a California Distinguished School Honorable Mention in 2006.

The educational program is supported by a staff of 23 classroom teachers, including one music teacher, and one PE teacher. Fourth and fifth graders receive 120 minutes of Physical Education each week from certificated P.E. teacher. Fourth and fifth graders also have the option to participate in Instrumental Band each week with a certificated music teacher. All students receive music instruction once a week in TK-5 classes with a music teacher within their school day. Upper grade students have elective choices each trimester, class choices include but are not limited to: dance, leadership, science exploration, technology, video production, and world cultures. Students in grades 2-5 have one hour in the computer lab each week to focus on RUSD Technology Standards, Digital Literacy lessons, Keyboarding skills, and Reflex Math. Primary classes have library once a week to build literacy skills and upper grade students have times available to check out books and do research. Students have the opportunity to participate in many enrichment activities, these include: Junior Choir, Senior Choir, Junior Jackson Actors Guild, Senior Jackson Actors Guild, Garden Club, Chess Club, Nature Bowl, Spelling Bee, Oral Interpretation, Volleyball, basketball, and cross-country. In addition, the Community Services District offers a variety of programs after school for children throughout the year in the Ruppel Center .

Academic rigor is a focus in every classroom. Teachers deliver a differentiated curriculum to students based on the specific needs of each student. Small group instruction through the use of K-3 Intervention Aides and Credentialed Volunteers is delivered several times a week to students based on assessment results. In addition, programs such as Ten Marks are designed and used to support individualized instruction for students whether it be through acceleration or remediation of grade level concepts. Students use Reading Counts weekly in the Computer Lab and are encouraged to challenge themselves as they work to increase their lexile scores and complete comprehension assessments. Teachers use district adopted materials including Go Math and the new ELA adoption Benchmark Advance to deliver standards-based instruction. Teachers meet regularly during collaboration time to discuss curriculum implementation, student samples of work, and to analyze data. Teachers will receive staff inservice sessions on the following topics this year: Benchmark Advance, Growth Mindset, and Next Generation Science Standards. Teachers are encouraged to attend staff development workshops through EDCOE on topics of interest. At this point in the school year, five teachers have attended NGSS workshops, two teachers have attended Google workshops and and one new teacher has attended Step Up To Writing training.

Jackson School maintains a strong commitment to increasing access for students to technology. Currently students receive one hour

of computer lab instruction each week. On Thursdays we have a district technology teacher on site in classrooms, assisting teachers with the integration of technology into their instruction. Upper grade classrooms have Smartboards and all classrooms have a projection system and an ELMO document camera. We currently have 155 Chromebooks and we are 66 Chromebooks shy of a 1:1 ratio of devices to students for third, fourth, and fifth grade. We hope to purchase the rest of the Chromebooks in spring of 2017. We continue to use a variety of technology based programs to enhance learning including: Reflex Math, Typing Agent, Ten Marks, Reading Counts, Jupiter grades, SBAC Interim and Comprehensive Assessments, .and Discovery Learning. We offer a technology elective for 4th and 5th graders each trimester and we participate in the "Explode the Code" coding program each year. We offer a Video Production elective to 5th graders which also utilizes state of the art equipment and editing software including ipads and a 360 degree camera.

School Climate is another area of pride for Jackson School. Each month students are recognized for the Character Counts trait that the school is focusing on in classrooms and on the yard. Approximately 35 students are recognized in a ceremony in the Ruppel Center each month in front of the whole student body. In addition, 10 student names are pulled each month for lunch with the principal in the school garden and students are also recognized for behavior by yard supervisors with Positive Behavior Certificates which have a free personal pizza at Mountain Mike's attached to the certificate. This year the Video Production class is producing a manners video that will be shown in all classrooms upon completion. The Special Day Classes have social groups once a week at lunch and students from General Education classes volunteer to help facilitate games and activities with a teacher's aide and a school psychologist. The Multiple Abilities Class has a mentor program available at lunch for students as well. Currently 240 General Education students in 2nd-5th grade are serving as mentors in this program. In addition, Mrs. Baker, the Multiple Abilities class teacher, visits classrooms and does presentations on Disability Awareness in every classroom during the month of October. All fourth graders participate in the program "A Touch of Understanding" every October (Disability Awareness Month) which sensitizes children to others who may have disabilities and helps them understand what it feels like to live with a disability. The program reinforces the fact that people with disabilities are capable citizens who compensate for their challenges and lead full, productive lives. Jackson School is also participating in the Primary Intervention Program for the 3rd year. The PIP program helps children build social skills and make and keep friendships through activities with adult facilitators from the PIP program. Finally, the 4th and 5th graders have the opportunity to participate in the Leadership elective each trimester. In this elective the students focus on Community Service Projects to help benefit organizations that the students choose through discussions. The students also decide how they will fund the project and carry out their plan of action. Teachers and staff have embraced the "We Care" district-wide focus and participate regularly in our gratitude tree program, our Family Science Night, our Fall Festival, our Families in Need donations, our staff Halloween Parade theme, and contribute of staff pot luck events. Our staff Sunshine Club collects funds from staff and gives cards and flowers to staff members in need.

Finally, Jackson School has an active PTO which is very visible in welcoming families and helping them to connect with the Jackson School family at large. The PTO sponsors our Kindergarten Orientation with refreshments and activities for our new Jaguars, our Welcome Back Social the second week of school, our Fall Festival every October, Donuts with Dad, Muffins with Mom, the Read-A-Thon, the Science Fair, Family Science Night, and our Giving Gala. This year the Giving Gala will celebrate Jackson School's 60th birthday in the spring of 2017. In addition, the PTO uses funds that they raise to provide enrichment opportunities for Jackson students. These include: Ten Marks, Reading Counts, additional Chromebooks, and grade level science grants.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 75 | 68 | 73 | 67 | 73 | 67 | 97.3 | 98.5 |
| Grade 4 | 68 | 82 | 68 | 80 | 68 | 80 | 100.0 | 97.6 |
| Grade 5 | 68 | 76 | 66 | 75 | 66 | 75 | 97.1 | 97.4 |
| All Grades | 211 | 226 | 207 | 222 | 207 | 222 | 98.1 | 97.8 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2453.9 | 2474.5 | 36 | 55 | 33 | 16 | 19 | 10 | 12 | 18 |
| Grade 4 | 2477.7 | 2501.8 | 29 | 43 | 29 | 33 | 21 | 13 | 21 | 13 |
| Grade 5 | 2526.3 | 2532.7 | 27 | 29 | 39 | 43 | 18 | 12 | 15 | 16 |
| All Grades | N/A | N/A | 31 | 42 | 34 | 31 | 19 | 12 | 16 | 15 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 32 | 48 | 51 | 33 | 16 | 19 |
| Grade 4 | 29 | 36 | 46 | 49 | 25 | 15 |
| Grade 5 | 30 | 33 | 55 | 44 | 15 | 23 |
| All Grades | 30 | 39 | 50 | 42 | 19 | 19 |

| Writing Producing clear and purposeful writing | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 33 | 48 | 51 | 39 | 15 | 13 |
| Grade 4 | 21 | 43 | 60 | 46 | 19 | 11 |
| Grade 5 | 33 | 45 | 45 | 33 | 20 | 21 |
| All Grades | 29 | 45 | 52 | 40 | 18 | 15 |

| Listening Demonstrating effective communication skills | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 26 | 33 | 63 | 55 | 10 | 12 |
| Grade 4 | 18 | 33 | 68 | 61 | 15 | 6 |
| Grade 5 | 30 | 20 | 55 | 67 | 15 | 13 |
| All Grades | 25 | 28 | 62 | 61 | 13 | 10 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 34 | 42 | 51 | 45 | 14 | 13 |
| Grade 4 | 38 | 30 | 51 | 60 | 10 | 10 |
| Grade 5 | 39 | 47 | 50 | 41 | 11 | 12 |
| All Grades | 37 | 39 | 51 | 49 | 12 | 12 |

Conclusions based on this data:

1. Overall, all grade levels had gains in the "Standard Exceeded" band in all areas of ELA with the exception of a slight drop in 5th grade for "listening" claim and a slight drop in 4th grade in the "research/inquiry" claim . Overall there was an 8% increase in students meeting or exceeding the ELA standards.
2. We will continue to design targeted instruction to be delivered in small group settings to continue to improve student mastery of ELA State Standards.
3. We will work diligently to implement new adopted ELA curricular materials this year to enhance our delivery of the new State ELA Standards and improve our students' understanding of the grade level concepts.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 75 | 68 | 73 | 67 | 73 | 66 | 97.3 | 98.5 |
| Grade 4 | 68 | 82 | 68 | 80 | 68 | 80 | 100.0 | 97.6 |
| Grade 5 | 68 | 76 | 66 | 75 | 66 | 75 | 97.1 | 97.4 |
| All Grades | 211 | 226 | 207 | 222 | 207 | 221 | 98.1 | 97.8 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2460.0 | 2479.0 | 30 | 36 | 42 | 39 | 15 | 17 | 12 | 8 |
| Grade 4 | 2492.9 | 2497.0 | 21 | 25 | 47 | 41 | 19 | 24 | 13 | 10 |
| Grade 5 | 2539.7 | 2537.8 | 29 | 35 | 33 | 28 | 24 | 19 | 14 | 19 |
| All Grades | N/A | N/A | 27 | 32 | 41 | 36 | 19 | 20 | 13 | 12 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 3 | 47 | 59 | 38 | 29 | 15 | 12 | |
| Grade 4 | 38 | 40 | 46 | 39 | 16 | 21 | |
| Grade 5 | 44 | 47 | 36 | 29 | 20 | 24 | |
| All Grades | 43 | 48 | 40 | 33 | 17 | 19 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 41 | 44 | 48 | 48 | 11 | 8 |
| Grade 4 | 32 | 30 | 49 | 54 | 19 | 16 |
| Grade 5 | 27 | 32 | 55 | 44 | 18 | 24 |
| All Grades | 34 | 35 | 50 | 49 | 16 | 16 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 38 | 59 | 55 | 35 | 7 | 6 |
| Grade 4 | 29 | 35 | 54 | 51 | 16 | 14 |
| Grade 5 | 23 | 35 | 56 | 47 | 21 | 19 |
| All Grades | 30 | 42 | 55 | 45 | 14 | 13 |

Conclusions based on this data:

1. All grade levels had gains in the number of students in the "Standard Exceeded" band in all areas of Math. Overall there was not an increase in Mathematics.
2. Math is an area of focus for our school this year. We have begun by devoting more time integrating math into the curriculum in other subject areas. We have a devoted math block each day, some grade levels have increased this block from 60 minutes to 75 minutes. We will continue to give students repeated experiences using technology (Chromebooks and computer lab) to solve math problems and to demonstrate their understanding of the math standards in the classroom as well as the computer lab. We will continue the use of Ten Marks, Reflex Math and Interim SBAC assessments to help students become comfortable with this format for assessing their learning.
3. We will continue to use multiple measures to assess student learning and provide targeted instruction to ensure that students move from the "Not Met" and "Nearly Met" bands to the "Met and Exceeded Standard" bands on the SBAC assessment.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | | | | | *** | | | | | | | | | | |
| 2 | | | | | | *** | | | | | | | | | |
| 3 | 50 | | | 25 | | *** | 25 | *** | | | | | | | |
| 4 | | *** | | *** | | | | | *** | | | | | | |
| Total | 40 | 33 | | 40 | 33 | 67 | 20 | 33 | 33 | | | | | | |

Conclusions based on this data:

1. We will continue to provide individualized instruction to our English Learners to support their growth and development through the use of the classroom teacher, instructional assistants and credentialed volunteers.
2. We will continue to access the District EL Teacher for consultation regarding the progress of our EL students.
3. Teachers will continue to design opportunities for integrated small group instruction across grade levels to support EL Students.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | | | | *** | 29 | 50 | *** | 14 | 25 | | 29 | 25 | | 29 | |
| 1 | | *** | | | | | | | | | | | | *** | *** |
| 2 | | | | | | *** | | | | | | | | | *** |
| 3 | 60 | *** | | 20 | | *** | 20 | *** | *** | | | | | | |
| 4 | | *** | | *** | | | | | *** | | | | | | |
| 5 | *** | | | | | | | | | | | | | | |
| Total | 44 | 31 | | 33 | 15 | 38 | 22 | 15 | 31 | | 15 | 8 | | 23 | 23 |

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Enhance and encourage learning for all students. |
| LEA GOAL: |
| Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards. |
| SCHOOL GOAL #1: |
| All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classroom and throughout the learning environment. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. School-wide SBAC data revealed that 73% of students in grades 3-5 met or exceeded the ELA standards and 68% of students in grades 3-5 met or exceeded the math standards. SBAC Data also indicated that 61% of students in the "Not Met" achievement level are currently receiving services in the school's Special Day Class setting. DIBELS data revealed that 26% of kindergarten students met the end of year benchmark for Phoneme Segmentation and 52% met the end of year benchmark for Nonsense Word Fluency. In first grade, 68% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 78% met the standard for Nonsense Word Fluency (Whole Words Read). 73% of first graders met the standard for fluency and 76% met the standard for accuracy when assessed using the DIBELS Oral Reading Fluency assessment (DORF). On the DORF, 85% of second graders met the fluency benchmark and 88% met the accuracy benchmark. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 82%. The average percent meeting the DORF accuracy benchmark was 78%. On the DAZE the percentage of 3-5th grade students meeting benchmark was 80%. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading Counts Lexile Scores, DIBELS measures, trimester grade reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS assessments. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|-----------------------|---|--|--|-----------|
| | | | Description | Type | Funding Source | Amount |
| <p>Alignment of instruction with California Standards: ELA:</p> <p>1.1 Teachers and support staff will focus on the California State Standards in ELA through the implementation of Benchmark Advance our new district adopted materials. Students will receive standards-based language arts curriculum as measured by lesson plans and formal and informal observations.</p> <p>1.2 Students will continue to receive an uninterrupted language arts block of instruction as reflected in the daily schedule.</p> <p>1.3 Students will continue to participate in literature based instructional activities emphasizing literal and inferential comprehension through shared and guided reading techniques.</p> <p>1.4 Students will continue to be placed in leveled instructional groups (flexible groups) for reading instruction. Intervention Aides will work closely with underachieving students.</p> <p>1.5 Students will have the opportunity to participate in daily writing and will participate in Step Up to Writing activities designed to address all stages of the writing process.</p> <p>1.7 Student samples from writing assignments will be taken and assessed by teachers to measure growth.</p> <p>1.8 Reading Results/Dibels assessments will occur for</p> | 8/15/2016-5/24/2017 | Principal/Teachers | ELA 1.11 Reading Counts license | 5000-5999: Services And Other Operating Expenditures | PTO | 1,250.00 |
| | 8/15/2016-5/27/2017 | Principal/Teachers | Math 1.2 Ten Marks Subscription for the 16-17 school year | 5000-5999: Services And Other Operating Expenditures | PTO | 4,500.00 |
| | 8/15/2016-5/27/2017 | Principal/Teachers | Math 1.2 Reflex Math subscription for the 16-17 school year | 5000-5999: Services And Other Operating Expenditures | PTO | 2,696.00 |
| | 8/15/2016-5/27/2017 | Principal/Teachers | Math 1.9 Garden Coordinator | 2000-2999: Classified Personnel Salaries | Site Formula Funds | 4,000.00 |
| | 8/15/2016-5/27/2017 | Principal/Teachers | Math 1.9 Garden Coordinator | 3000-3999: Employee Benefits | Site Formula Funds | 500.00 |
| | 8/15/2016-5/27/2017 | Principal/Teachers | Math 1.6 Grade Level NGSS Science Grants | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 12,000.00 |
| | 8/15/2016-5/27/2017 | Principal/Teachers | Math 1.6 Grade Level NGSS Science Grants | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 12,000.00 |
| | 8/15/2016-5/27/2017 | Principal/Teachers | Math 1.6 Grade Level NGSS Science Grants | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 12,000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Kindergarten. Dibels along with district benchmark assessments and unit assessments will occur each trimester for all students in K-5th grade with a full day of release time each trimester for teachers to assess students.</p> <p>1.9 Differentiated instructional strategies including Growth Mindset strategies will be implemented to address the diverse educational needs of all students in grades K-5.</p> <p>1.10 Collaboration days will be used to design standards-based lessons, discuss instructional strategies, structure groups for differentiation, plan interventions, analyze data, and share best practices to reach all students.</p> <p>1.11 Reading Counts program license will be renewed annually for students grades 1-5. Reading Counts will continue to be used to track student progress in the area of reading fluency and comprehension. Lexile scores will be generated through the Scholastic Reading Inventory given at the end of each trimester and then used for grouping students for instruction.</p> <p>1.12 Staff Development in the Readers and Writers Workshop Project will take place in the spring of 2017.</p> <p>1.13 Students will take the Interim Block Test Assessments (IBA & ICA) through CAASPP to prepare for the SBAC test given in April and May.</p> <p>Alignment of instruction with California Standards:</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>MATH:</p> <p>1.1 Teachers and support staff will continue to utilize standards-based math programs (Go Math) as measured by lesson plans and formal and informal observations.</p> <p>1.2 Reflex Math and Ten Marks will be additional resources used in classrooms to support the new state Math Standards.</p> <p>1.3 Student assessment will occur regularly in the classroom and be used to group students flexibly for instruction.</p> <p>1.4 Small group math instruction (twice per week for 16 weeks) will be provided in grades 2nd-5th. To facilitate this, a computer lab teacher will provide instruction in the computer lab, while half the students stay with their classroom teacher for small group instruction.</p> <p>1.5 Teachers and support staff will focus on the new NGSS science standards through professional development at EDCOE.</p> <p>1.6 Teachers in grades K-5 will begin to develop units that correlate to the Next Generation Science Standards. Each grade level will receive a grade level science grant \$2,000.00 to assist in purchasing equipment, funding guest speakers, etc. in the transition to the new standards.</p> <p>1.7 Teachers will continue to utilize the school weather station as an additional resource for weather units to collect and chart data with students on precipitation, humidity, wind speed, etc. and draw conclusions from their research.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|-----------------------|--|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| <p>1.8 The Outdoor Science Center will be available to all classes for outdoor study and lessons on plant life, root structures in plants, local animals, life cycles, etc.</p> <p>1.9 Teachers will continue to bring classes to the garden monthly for life science lessons tied to NGSS. The Garden Coordinator will facilitate these lessons.</p> | | | | | | |
| <p>Improvement of instruction strategies and materials: ELA:</p> <p>2.1 Continue use of Benchmark Advance instructional materials, Engage New York instructional materials, Standards Plus materials, Readers and Writers Workshop materials, Core literature, and supplemental resources for ELA.</p> <p>2.2 Continue use of research-based intervention programs tailored to specific student weaknesses (Read Naturally, SIPPS, Comprehension Plus, Reading Mastery).</p> <p>2.3 Continue to focus on effective instructional strategies on collaboration days through staff development.</p> <p>2.4 Continue use of release time for teachers to attend staff development workshops and conferences. Including opportunities for training through EDCOE in NGSS.</p> <p>2.5 Continue to train primary teachers in the Daily 5 workshop system which is an ELA management system for reading and writing.</p> | 8/16/2016-5/27/2017 | Principal/Teachers | <p>2.4 EDCOE NGSS Training for four teachers</p> <p>2.4 Teacher Substitutes</p> <p>2.4 Benefits</p> <p>2.6 Step Up To Writing Training for one teacher</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Title II Part A: Improving Teacher Quality</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Title II Part A: Improving Teacher Quality</p> | <p>200.00</p> <p>500.00</p> <p>77.20</p> <p>75.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>2.6 New teachers will attend Step Up To Writing training for new state standards in Fall of 2016.</p> <p>2.7 Teachers will continue to use grade level and cross grade level articulation meetings to check alignment of all standards being taught, and to review interventions for underachieving and high performing students.</p> <p>MATH:</p> <p>Improvement of instructional strategies and materials:</p> <p>2.1 Use of grade level and cross grade level articulation meetings to check alignment of math standards being taught.</p> <p>2.2 Students will be assessed regularly in class to guide instruction and to meet specific student needs.</p> <p>2.3 United Streaming subscription will be used to enhance educational opportunities in Math and Science.</p> <p>2.4 Technological Hardware (i.e. chrome books, computers, Promethean boards, document cameras, etc.) will be purchased for all classrooms to support student learning.</p> <p>2.5 Reflex math will be implemented in grades 1-5 and students will be able to access the math program from home.</p> <p>2.6 The Ten Marks math program will be used in grades 3-5 and will be accessible from home.</p> <p>2.7 The district adoption of Go Math in classrooms will include a parent component that will provide support to parents and students at home.</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|--------------------------|--|--|---------|
| | | | Description | Type | Funding Source | Amount |
| <p>Extended learning time:</p> <p>3.1 The Response to Intervention Team will provide intensive intervention for targeted students performing below grade level.</p> <p>3.2 Teachers will differentiate instruction in the classroom for students and utilize Growth Mindset teaching strategies to challenge students' thinking about learning.</p> <p>3.3 After school community enrichment programs will be offered to all students. To include classes in science, art, music, theater, and physical education.</p> <p>3.4 The school garden will be open to students after school on Wednesdays through the Garden/Science Club facilitated by the Garden Coordinator.</p> <p>3.5 The school library will be open to students before and after school to access literature and check out books.</p> <p>3.6 Students in grades 2-5 will have the opportunity to participate in the school Science fair. Projects will be judged by members of the community during the school day. The Science Fair will culminate with a Family science night where different local companies that focus on science and technology will have booths for students to visit (11/2/2016).</p> | 9/1/2016-5/27/2017 | Principal/Teachers, Resource Specialist/ | 3.6 School Science Faire | 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 1000.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|--|--|--------------------|-----------|
| | | | Description | Type | Funding Source | Amount |
| <p>Increased educational opportunity:</p> <p>4.1 Teachers will receive one day of release time per trimester to assess individual student learning.</p> <p>4.1 The Student Success Team (SST) will meet as needed to discuss students who were referred for academic and/or behavioral needs and create an action plan for each student.</p> <p>4.2 The Student Success Team Coordinator will monitor action plans for students, schedule follow-up meetings as needed and maintain all records associated with the SST meetings.</p> <p>4.2 The general education teachers, special education staff, and the RtI Team will collaborate and develop educational plans to meet the needs of underachieving students.</p> <p>4.3 The administration and Response to Intervention (RtI) Team will maintain a centralized list of students receiving services and monitor student progress in identified skill areas.</p> <p>4.4 English Language Learners will have the CELDT administered and receive additional instruction both designated and integrated in English Language Development, within the classroom setting.</p> <p>4.5 The Resource Specialist and Resource Instructional Assistants will push into the general education classrooms to support the Special Education students.</p> <p>4.6 The Resource Specialist will and General Education teachers will utilize the Co-teaching model.</p> | 9/1/2016-5/27/2017 | Principal/Teachers/Credentialed Parent Volunteers/Instructional Aides | 4.1 Substitutes for Trimester Assessments | 1000-1999: Certificated Personnel Salaries | District Funded | 5,279.00 |
| | | | 4.7 K-3 Instructional Aides (Intervention funds) | 2000-2999: Classified Personnel Salaries | District Funded | 15,748.00 |
| | | | 4.7 K-3 Instructional Aides (Intervention Funds) | 3000-3999: Employee Benefits | District Funded | 1,496.00 |
| | | | 4.9 Hardship Fund for Field Trips | 5000-5999: Services And Other Operating Expenditures | PTO | 1,500.00 |
| | | | 4.11 Spelling Bee Registration | 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 225.00 |
| | | | 4.11 Subs for Spelling Bee | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 336.00 |
| | | | 4.12 Oral Interpretation Registration | 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 160.00 |
| | | | 4.12 Oral Interpretation Registration | 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 224.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>4.7 Students that are struggling and aren't receiving services under the Rtl program or through the Resource Center will receive additional support through remediation funds used to provide Instructional Aides in all 13 primary classrooms TK-3 (September 2016- April 2017) 3 days per week, one hour per classroom per day.</p> <p>4.8 Each classroom will receive two hours of support each week from credentialed volunteers for four 30 minute small group intervention/acceleration group sessions.</p> <p>4.9 Students in the 4th and 5th grade will be leveled for math across classrooms for instruction.</p> <p>4.9 Science based field trips will occur in some grade levels (Sierra Outdoor School, Coloma Nature Center, Maidu Interpretative Center). All students will have access to all field trips regardless of the ability to make a donation towards trip costs.</p> <p>4.10 The Nature Bowl team will meet after school and will be organized by a teacher coordinator and Oak Ridge High school students.</p> <p>4.11 Students will participate in the Oral interpretation Festival in March of 2017.</p> <p>4.12 Continue participation in the Spelling Bee in May 2017.</p> | | | | | | |
| <p>Staff development and professional collaboration:</p> <p>5.1 Grade level data teams will meet on site minimum days to discuss student data and the progress of</p> | 9/1/2016-5/27/2017 | Principal/Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>specific students.</p> <p>5.2 Teachers will have the opportunity to meet in grade levels and across grade levels to assess student work samples.</p> <p>5.3 Teachers will meet across grade levels to collaborate on effective instructional tools and activities for ELA/ writing instruction using Benchmark Advance and the Step Up to Writing strategies.</p> <p>5.4 Grade and cross grade level planning time will be provided for teachers to collaborate on effective instructional strategies for the implementation of the new ELA adoption materials and to revisit trimester assessment tools.</p> <p>5.5 Provide staff development opportunities in the areas of: Benchmark Advance demo lessons (1/17), technology, and Science.</p> <p>5.6 Utilize United Streaming technology for implementation of NGSS.</p> <p>5.6 Technology teacher provided one day per week by the district will demonstrate lessons integrating technology with teachers and their classes.</p> | | | | | | |
| <p>Involvement of staff, parents and community:</p> <p>6.1 A description of grade level expectations and California Standards and how to access online instructional programs will be presented to parents during Back-To-School Night.</p> <p>6.2 Articles that provide tips on how</p> | 9/1/2016-5/27/2017 | Principal/Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>parents can help their student in school will be placed in the newsletter throughout the year.</p> <p>6.3 Parent volunteers will continue to be welcomed to assist children in classroom activities, including small group instruction.</p> <p>6.4 Students from Oak Ridge High School and Folsom Lake College will continue to volunteer hours in classrooms as part of their academic program.</p> <p>6.5 Continue use of retired reading specialist and retired teachers to assist children who are at risk.</p> | | | | | | |
| <p>Auxiliary services for students and parents:</p> <p>7.1 Continued participation in El Dorado County Spelling Bee, Oral Interpretation, and Nature Bowl.</p> <p>7.2 Students in grades 4-5 will have the opportunity to participate in an elective program each trimester with ELA, math, technology, video production, and science electives as part of their choices on the course list.</p> | 9/1/2016-5/27/2017 | Principal/teachers | | | | |
| <p>Monitoring program implementation and results:</p> <p>8.1 Teachers will monitor and report student progress to parents at least three times a year.</p> <p>8.2 Program implementation progress and results will be regularly monitored by the principal and shared with the School Site Council.</p> <p>8.3 The RtI team will report student</p> | 9/1/2016-5/27/2017 | Principal/Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>scores to teaching staff to be used for report cards and program planning. 8.4 Fifth grade students' will pilot the SBAC 5th grade science test in the spring of 2017. Results of the assessment will be reviewed and analyzed to help design the academic program and drive instruction in science.</p> | | | | | | |

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Provide an innovative and engaging learning environment. |
| LEA GOAL: |
| Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college. |
| SCHOOL GOAL #2: |
| Provide an innovative environment that integrates technology into the teaching and learning process, to ensure that our students are engaged and well-prepared for success in high school, career and college. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. School-wide SBAC data revealed that 73% of students in grades 3-5 met or exceeded the ELA standards and 68% of students in grades 3-5 met or exceeded the math standards. SBAC Data also indicated that 61% of students in the "Not Met" achievement level are currently receiving services in the school's Special Day Class setting. DIBELS data revealed that 26% of kindergarten students met the end of year benchmark for Phoneme Segmentation and 52% met the end of year benchmark for Nonsense Word Fluency. In first grade, 68% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 78% met the standard for Nonsense Word Fluency (Whole Words Read). 73% of first graders met the standard for fluency and 76% met the standard for accuracy when assessed using the DIBELS Oral Reading Fluency assessment (DORF). On the DORF, 85% of second graders met the fluency benchmark and 88% met the accuracy benchmark. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 82%. The average percent meeting the DORF accuracy benchmark was 79%. On the DAZE the percentage of 3-5th grade students meeting benchmark was 80%. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Digital Literacy Compliance reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|------------------------------|--|----------------------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| <p>Alignment of instruction with content standards:</p> <p>1.1 Students will receive computer lab instruction one hour per week in grades 2nd-5th. Instruction will be based on the district's Technology Skills Scope and Sequence and required Digital Literacy Lessons.</p> <p>1.2 Students in Kindergarten and first grade will have opportunities to explore technology in the computer lab with introductory lessons each trimester.</p> <p>1.3 Students in 2nd-5th grade classes will receive instruction in Typing Agent for twenty minutes each week and will have access to the program from home to build their keyboarding skills.</p> <p>1.4 Students will take the Reading Counts comprehension quiz in the lab each week and will receive the Scholastic Reading Inventory each trimester to determine lexile scores.</p> <p>1.5 Students in grades 2nd-5th will have instruction using the Reflex Math program for 30 minutes per week and will have access to this program in classrooms on the student Chromebooks, as well as from home to build fluency skills in mathematics.</p> <p>1.6 Students in grades K- 5th grade will have digital literacy/citizenship lessons in the computer lab on a variety of topics including plagiarism and internet safety.</p> <p>1.7 Students in grades 3rd-5th will have instruction in the Ten Marks math program. Students will have access to the program in classrooms,</p> | 9/1/2016-5/27/2017 | Principal/Teachers | 1.8 United Streaming license | 5000-5999: Services And Other Operating Expenditures | PTO | 1100.00 |
| | | | 1.10 Jupiter Grades | 5000-5999: Services And Other Operating Expenditures | Parent-Teacher Association (PTA) | 350.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>in the computer lab, and from their homes. Ten Marks is designed to tailor math instruction to each individual student's needs, allowing them to progress or receive remediation depending on their assessment scores on concepts in math at their grade level.</p> <p>1.8 Teachers will utilize United Streaming as a teaching resource to provide educational videos based on state standards and the new NGSS standards to enhance lessons across the curriculum and bring the curriculum to life.</p> <p>1.9 4th and 5th graders will have a technology elective available each trimester on the wheel of electives. These include Power Point, research strategies, and excel spreadsheets, to create a report on a topic of their choice.</p> <p>1.10 Upper grade teachers will continue the use of Jupiter Grades so that parents can easily track students progress on tests and assignments from home.</p> | | | | | | |
| <p>Improvement of instructional strategies and materials:</p> <p>2.1 Teachers will utilize computer lab for instruction with their classes to expose children to using technology in the learning environment.</p> <p>2.2 Teachers will use the "Chrome book" carts for instruction in classrooms with students to enhance their classroom lessons.</p> <p>2.3 Continue use of ELMOS, and Promethean Boards and TV/Tablet</p> | 9/1/2016-5/27/2017 | Principal/Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>combination in classrooms.</p> <p>2.4 Teachers will continue to use ipads issued from the district and will have training to support the use of ipads in the classrooms.</p> <p>2.5 Teachers will utilize expertise of district technology teacher to embed technology into their classroom lessons.</p> | | | | | | |
| <p>Extended learning time:</p> <p>3.1 Students will have access to the computers in the library before and after school for research.</p> <p>3.2 Students will have access to Typing Agent, Reflex Math, Go Math, and Ten Marks from home to support and extend classroom instruction.</p> | 9/1/2016-5/27/2017 | Students/Families | | | | |
| <p>Increased educational opportunity:</p> <p>4.1 Students will be able to access many of the instructional programs used at school from their homes in the evenings including: Typing Agent, Go Math, Reflex Math, Ten Marks, and Jupiter Grades.</p> | 9/1/2016-5/27/17 | Principal/Teachers | | | | |
| <p>Staff development and professional collaboration:</p> <p>5.1 Teachers will have staff development in Benchmark Advance ELA adopted curriculum.</p> <p>5.2 Teachers will use the computer-based math tests generated by Ten Marks to help prepare students for</p> | 9/1/2016-5/27/2017 | Principal/Teachers | Google Academy | 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 160.00 |
| | | | Teacher Substitutes | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 200.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|------------------------------|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>taking the SBAC test in the Spring of 2017.</p> <p>5.3 Teachers will administer interim block tests (IBA & ICA) through the SBAC system and review student results to help prepare for SBAC testing the spring.</p> <p>5.4 Teachers will receive training and support for SBAC administration before and during SBAC testing with their classes.</p> <p>5.5 Teachers will receive continued training and support for the use of ipads in the classroom.</p> <p>5.6 Google Training will be provided for interested teachers.</p> | | | Teacher Substitutes | 3000-3999: Employee Benefits | Title II Part A: Improving Teacher Quality | 30.88 |
| <p>Involvement of staff, parents and community:</p> <p>6.1 The school newsletter will be sent home electronically to families on a bi-monthly basis to inform parents of school events.</p> <p>6.2 Teachers will be available to parents daily after school via email or in person for questions or concerns that may arise.</p> <p>6.3 At Back to School night and during parent/teacher conferences parents will be given an over view of all the programs they can access from home and how to use each program to support and enhance their child's learning.</p> | 9/1/2016-5/27/2017 | Principal/Teachers | | | | |
| <p>Auxiliary services for students and parents:</p> <p>7.1 Students will have access to computers in the library before and</p> | 9/1/2016-5/27/2017 | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| after school to use for researching topics. | | | | | | |
| <p>Monitoring program implementation and results:</p> <p>8.1 Teachers will monitor and report student progress on the technology standards to parents at least three times per year.</p> <p>8.2 Program implementation and results from programs will be regularly monitored by the principal and shared with the staff and the School Site Council.</p> <p>8.3 The Principal and teachers will analyze the SBAC scores in the Fall of 2016 to identify students who are struggling and to tailor intervention programs for students who are under performing.</p> | 9/1/2016-5/27/2017 | Principal/Teachers | | | | |

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Support the teaching and learning process. |
| LEA GOAL: |
| Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students |
| SCHOOL GOAL #3: |
| Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for more rigorous, relevant materials, including library services, media, and technology, that incorporates 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using professional development evaluations and staff survey results. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|---|-------------------------------|----------------|---------|
| | | | Description | Type | Funding Source | Amount |
| Collection: Alignment of instruction with content standards 1.1 Teachers will continue to have support in SBAC administration and students will be given opportunities to take the interim and comprehensive SBAC assessments in preparation for the summative SBAC test in spring of 2017. 1.2 Teachers will receive ongoing staff development training in Benchmark Advance, NGSS, Google, | 9/1/2016-5/27/2017 | Principal/Teachers/ Library Media Technician | Enhance Library Collection | 4000-4999: Books And Supplies | PTO | 2500.00 |
| | | | Enhance library Collection- Book Fair (Profits) | 4000-4999: Books And Supplies | PTO | 2356.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>and Step up to Writing.</p> <p>1.4 Teachers will participate in the District Curriculum Committee to discuss new curriculum and assessment implementation. Representatives will share with colleagues at staff meetings.</p> <p>1.5 Teachers will attend NGSS and Google workshops through EDCOE during the 16-17 school year.</p> <p>1.6 The library media technician will complete and analyze the school library collection and determine priorities for purchase.</p> <p>1.7 Staff and community members will continue to support the goal of 20+ books per student. Jackson's current student to book ratio is 34:1.</p> <p>1.8 Library staff will complete annual CDE Online School Library Survey.</p> <p>1.9 Reading Counts will continue to be used school wide using the books and tests currently available and will be upgraded as needed to maintain access to the most current book titles.</p> <p>1.10 Students will continue to have regular use of Chromebooks in the classroom. We will have a 1:1 student ratio for 3-5 grade students by spring of 2017.</p> | | | | | | |
| <p>Library Access and Use: Improvement of instruction strategies and materials</p> <p>2.1 All primary classes will be scheduled in the library once a week as evident by the library schedule. Upper grade classes will sign up for</p> | 9/1/2016-5/27/2017 | Principals/Teachers /Library Media Technician | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|-------------------------|-------------------------------|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| open blocks in the library. 2.2 The library shall provide barrier-free access for students staff, and the community during the school day, before and after school hours, and beyond the school year when needed. | | | | | | |
| Library Program Elements: Extended learning time 3.1 Continue to support district wide "I love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency. 3.2 Provide 'information literacy' activities to increase student knowledge and skills related to locating, evaluating, and using information effectively. 3.3 Provide instructional materials and support to classroom instructional goals and priorities through the library program. 3.4 Provide motivational reading events and activities including Read-a-Thon, author visits, assemblies, celebrations, etc. 3.5 Continue to make the Library an integral piece of the whole school's technology infrastructure. 3.6 Provide collaboration time at staff meetings between the classroom teachers and the Library/Media Coordinator. | 9/1/2016-5/27/2017 | Principal/Teachers | "I Love Reading Month" | 4000-4999: Books And Supplies | Site Formula Funds | 350.00 |
| Monitoring program implementation and results: 4.1 Library program support to the instructional program will be | 9/1/2016-5/27/2017 | Principal/Teachers/ Library Media Technician | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>measured by the number of books circulated and the students' growth as demonstrated on State and District assessments.</p> <p>4.2 The Library/Media Coordinator will provide an annual update on library access, use, and collection data.</p> <p>4.3 Processes are in place to expand the library collection and determine future funding options.</p> | | | | | | |
| <p>Intervention and Assistance for struggling students:</p> <p>5.1 The Library Media Technician will help students chose books at their appropriate lexile level.</p> <p>5.2 The Library Media Technician will encourage students to take Reading Counts assessments upon completing a book.</p> <p>5.3 Students who are struggling with reading will receive extra support through small group instruction in classrooms and through the Learning Center to improve their reading skills and heighten their lexile scores.</p> | 9/1/2016-5/27/2017 | | | | | |
| <p>Professional Development and Collaboration:</p> <p>6.1 Teachers will receive staff development focused on improving instructional strategies including Growth Mindset and Readers and Writers Workshop.</p> <p>6.2 Teachers will attend NGSS and Google workshops at EDCOE focusing on effective instructional strategies for instruction.</p> <p>6.3 Teachers will continue to discuss</p> | 9/1/2016-5/27/2017 | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| and share best practices during collaboration and grade level team meetings. | | | | | | |
| <p>Involvement of staff, parents, and community:</p> <p>7.1 Parents and families will be included in library events surrounding the school book fair including the Book Fair reception held in the evening with refreshments for families.</p> <p>7.2 This year the Book Fair Committee comprised of the Library Media Technician and parents discussed the Book Fair theme, "Bookaneer Book Fair , Where Books are the Treasure"and will transform the library into a pirate ship on the sea looking for adventure through books.</p> <p>7.3 The PTO will continue to support literacy through their ongoing commitment and support of the library program.</p> | 9/1/2016-5/27/2017 | | | | | |
| <p>Monitoring implementation and results:</p> <p>8.1 The library Media Technician will report at staff meetings on the library program and will solicit feedback from teacher's regarding the library program to ensure that student needs are being met.</p> <p>8.2 The Principal and Teachers will review academic program data to monitor student progress and develop intervention plans to meet student needs.</p> <p>8.3 Teachers will report student</p> | 9/1/2016-5/27/2017 | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>progress to parents three times per year and will conference with parents a minimum of once per year.</p> <p>8.4 The Principal and School Site Council, along with teachers will monitor program implementation and report regularly on school performance data.</p> <p>8.5 The Principal and Teacher Liaison to the PTO Board will report on PTO events and funding at staff meetings.</p> <p>8.6 The Staff will generate a wish list for PTO funding every April which will be presented to the PTO at the May meeting.</p> | | | | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Enhance and encourage learning for all subgroups of students. |
| LEA GOAL: |
| Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment. |
| SCHOOL GOAL #4: |
| Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, and at-risk students through access to quality instruction, academic intervention and social support programs. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists, and nurses corroborated these findings, and also indicated that there is a need for more professional development and supportive services to meet these goals. School-wide SBAC data revealed that 73% of students in grades 3-5 met or exceeded the ELA standards and 68% of students in grades 3-5 met or exceeded the math standards. SBAC Data also indicated that 61% of students in the "Not Met" achievement level are currently receiving services in the school's Special Day Class setting. Of the students who have an IEP or 504 plan in 3-5th grade, 70% met or exceeded ELA and Math benchmarks. The data provided by SBAC showed that 85% of EL students in grades 3-5 met or exceeded the ELA and math benchmarks. For Socio-economically Disadvantaged students, 50% met or exceeded benchmarks in ELA and Math and the other 50% who did not meet benchmarks were being served in the Special Day Class setting or in the Learning Center. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates. Our school goal is a 5% increase in the number of EL students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|-------------------------------|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Collection: Alignment of instruction with content standards 1.1 Students who are at-risk | 9/1/2016-5/27/2017 | Principal/Teachers | Red Ribbon Week | 4000-4999: Books And Supplies | Site Formula Funds | 350.00 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>academically or socially will be closely monitored and will receive intervention help as well as social and emotional support as needed. Each student's needs will be determined by the general education teacher and support staff so a program can be specifically tailored to meet the child's needs.</p> <p>1.2 ELL students will receive additional support from the classroom teacher and the ELL teacher will consult with the classroom teachers. ELL students will also have additional time in small groups for instructional support.</p> <p>1.3 Social skills groups will be accessible to students in 1st-5th grades at lunch during the school week.</p> <p>1.4 The PIP Program will provide 1 to 1 support to children who are struggling socially or emotionally in grades K-3.</p> <p>1.5 The 4th and 5th graders will have the opportunity to participate in the Leadership elective offered at each trimester. Students will have an opportunity to determine Service Learning Projects that will be implemented at school.</p> <p>1.6 Students in 2nd-5th grade can volunteer to assist in the Multiple Abilities class as mentors on their lunch break.</p> <p>1.7 Students in third grade can volunteer to assist in the primary social skills group once a week at lunch.</p> <p>1.8 During Red Ribbon Week teachers will instruct students on</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|-------------------------------|--|--|--|--|
| | | | Description | Type | Funding Source | Amount |
| <p>strategies for making healthy choices and good decisions.</p> <p>1.9 Each month students will have a garden lesson with the garden coordinator in the school garden. Lesson will focus on the CA State Garden Standards as well as nutrition and healthy eating.</p> | | | | | | |
| <p>Improvement of instructional strategies and materials:</p> <p>2.1 The fourth and fifth grade prep will consist of a structured physical education program instructed by a trained P.E. teacher to emphasize health and wellness.</p> <p>2.2 All students will participate in the "Character Counts" character education program. A different positive character trait will be emphasized each month and students will be recognized for displaying positive character traits.</p> <p>2.3 All fourth and fifth graders will view the "Gum in my Hair" video and participate in a discussion with the principal.</p> <p>2.4 Additional art materials will be purchased to support students' artistic experiences and creative risk-taking. Student work will be displayed in the Spring Art Show.</p> <p>2.5 Additional P.E. equipment will be purchased to support students' participation and expand their experiences in physical education.</p> <p>2.6 Nutrition lessons, and health and wellness resources from the district</p> | 9/1/2016-5/24/2017 | Principal/Teachers/PE Teacher | <p>PE Equipment</p> <p>Character Counts Celebrations</p> <p>Art supplies for the Spring Art Show</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>PTO</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p> | <p>1500.00</p> <p>500.00</p> <p>500.00</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|--|--------------------|---------|
| | | | Description | Type | Funding Source | Amount |
| website will be incorporated into the physical education classes in 4th/5th grade and into the school garden curriculum during the 16-17 school year. | | | | | | |
| <p>Extended learning time:</p> <p>3.1 Jackson will continue to provide athletic opportunities for students (volleyball, cross-country, and girls and boys basketball teams) to increase fitness opportunities.</p> <p>3.2 Coach stipends will be provided for the athletic team coaches.</p> <p>3.3 Students will have the ability to choose a Leadership elective class each trimester so that students have the opportunity to coordinate and participate in community service projects such as recycling, canned food drives, clothing drives, and Pennies for Patients.</p> <p>3.4 Students will have an opportunity to participate in the after school Garden/Science Club.</p> <p>3.5 Reach out to "invisible families" with positive notes/ phone calls, etc. to help them feel connected to our school.</p> <p>3.6 PTO sponsored family events including: "Chalk Up a Great First Day", Family Ice Cream Social, Donuts for Dad, Family Reading Night, and Fall Festival.</p> | 9/1/2016-5/27/17 | Principal/Teachers | Coaching Stipends | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 1500.00 |
| Staff development and professional | 9/1/2016-5/27/2017 | Principal/Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|--|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| collaboration: 4.1 Fourth and fifth grade teachers use life skills curriculum with upper grade students. 4.2 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data. | | | | | | |
| Involvement of staff, parents, and community: 5.1 The school newsletter will be sent out bimonthly to inform parents of school events. 5.2 The site and district safety committees will continue to meet each trimester to discuss and monitor school safety concerns. 5.3 The site crisis response and Safe School Plan (AB 187) will be updated with the input of the site safety committee and parent surveys. 5.4 The "Safety Corner" in the school newsletter will focus on school safety issues. | 9/1/2016-5/27/2017 | Principal/Teachers/Safety Committee | | | | |
| Auxiliary services for students and parents: 6.1 The Student Success Team will meet to facilitate increased mutual support and problem solving among staff and parents and generate alternative instructional and behavior management strategies for identified | 9/1/2016-5/27/2017 | Principal/Teachers/School Site Council | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>students.</p> <p>6.2 All classrooms will be provided with buckets filled with emergency supplies.</p> <p>6.3 Each month a fire drill will occur to monitor the staff and students execution of fire safety procedures.</p> <p>6.4 There will be two earthquake drills and two District intruder drills to monitor the staff and students execution of disaster procedures.</p> <p>6.5 School rules will be published for recess games and provided to teachers and yard supervisors.</p> <p>6.6 Visitors are required to wear name badges and sign in at the school office.</p> | | | | | | |
| <p>Monitoring program implementation and results:</p> <p>7.1 Assessment and analysis of 5th grade student Fitnessgram and President's Physical Fitness assessments (1st through 5th) will occur.</p> <p>7.2 Healthy Kids Survey results will be reviewed and used for planning.</p> <p>7.3 Data on office referrals and suspensions will be reviewed and used for planning goals.</p> <p>7.4 Data on students referred to the student success team for behavior concerns will be reviewed and action plans will be written.</p> <p>7.5 Data on students referred to the SARB board for behavior concerns will be reviewed.</p> <p>7.6 Parent survey results will be reviewed and used to plan</p> | 9/1/2016-5/27/2017 | Principal/PE Teacher | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>accordingly. 7.7 Safety committee feedback will be reviewed and incorporated into the School Safe Plan.</p> | | | | | | |

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Attract and retain diverse, knowledgeable, dedicated employees. |
| LEA GOAL: |
| Attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students. |
| SCHOOL GOAL #5: |
| Attract, support, and retain employees who are committed, diverse, knowledgeable, and dedicated to providing quality education for our students. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| Approximately 98% of RUSD teachers are "highly qualified". |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using the Highly Qualified Teacher report generated from the RUSD Human Resources Department. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2016. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual professional goals by October of 2015. 1.3 The administrator will meet with teachers in February of 2017 to discuss progress made on their goals | 9/1/2016-5/27/17 | Principal/Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>and the evidence to support their goals.</p> <p>1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits.</p> <p>1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE BTSA program. Participating Teachers commit to spending 60 hours each year on BTSA related activities/professional development. BTSA teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as BTSA Support Providers for our Participating Teachers.</p> | | | | | | |
| <p>Staff Evaluation/Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p> | 7/1/2016-6/30/2017 | Principal | | | | |
| <p>Staff Support:</p> <p>3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so</p> | 7/1/2016-6/30/2017 | Principal/teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>that teachers can discuss best teaching practices, design trimester benchmark assessments and support one another in a collegial manner.</p> <p>3.3 New teachers will receive BTSA training and support as needed.</p> <p>3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed.</p> <p>3.5 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.</p> | | | | | | |

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Create and maintain facilities and grounds. |
| LEA GOAL: |
| Create and maintain facilities and grounds that are safe, clean and conducive to the learning process. |
| SCHOOL GOAL #6: |
| Create and maintain a safe, clean campus that is conducive to the learning process. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| See district facilities report. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal, in conjunction with the RUSD Facilities and Maintenance Department, using facility inspection reports and Help Desk Ticket Completion rates. The school will also use School Site Safety Plans, emergency drill records, California Healthy Kids Survey data, facility inspection reports, Williams Act claims, and incident/accident reports to evaluate progress towards this goal.. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns. | 9/1/2016-5/27/2017 | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement.</p> <p>1.4 The administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns.</p> <p>1.6 The administrator will conduct the evaluation of the custodial staff and will evaluate the Lead Custodian.</p> <p>1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus.</p> <p>1.8 Teachers will alert the administrator regarding safety or health concerns on campus.</p> <p>1.9 Teachers will have classes do campus beautification once a week and pick up trash in their assigned zone.</p> | | | | | | |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |

| Total Expenditures by Funding Source | |
|--|--------------------|
| Funding Source | Total Expenditures |
| PTO | 17,402.00 |
| District Funded | 22,523.00 |
| Parent Teacher Association/Parent Faculty Club | 13,000.00 |
| Parent-Teacher Association (PTA) | 350.00 |
| Site Formula Funds | 8,645.00 |
| Title II Part A: Improving Teacher Quality | 1,243.08 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 7,815.00 |
| 2000-2999: Classified Personnel Salaries | 19,748.00 |
| 3000-3999: Employee Benefits | 2,104.08 |
| 4000-4999: Books And Supplies | 20,056.00 |
| 5000-5999: Services And Other Operating Expenditures | 13,440.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|--|--------------------|
| 4000-4999: Books And Supplies | PTO | 6,356.00 |
| 5000-5999: Services And Other Operating | PTO | 11,046.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 5,279.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 15,748.00 |
| 3000-3999: Employee Benefits | District Funded | 1,496.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty | 12,000.00 |
| 5000-5999: Services And Other Operating | Parent Teacher Association/Parent Faculty | 1,000.00 |
| 5000-5999: Services And Other Operating | Parent-Teacher Association (PTA) | 350.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 1,836.00 |
| 2000-2999: Classified Personnel Salaries | Site Formula Funds | 4,000.00 |
| 3000-3999: Employee Benefits | Site Formula Funds | 500.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 1,700.00 |
| 5000-5999: Services And Other Operating | Site Formula Funds | 609.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 700.00 |
| 3000-3999: Employee Benefits | Title II Part A: Improving Teacher Quality | 108.08 |
| 5000-5999: Services And Other Operating | Title II Part A: Improving Teacher Quality | 435.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 51,766.20 |
| Goal 2 | 1,840.88 |
| Goal 3 | 5,206.00 |
| Goal 4 | 4,350.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Michele Miller | X | | | | |
| Marion West | | X | | | |
| Michele Driscoll | | | X | | |
| Leslie Manley | | X | | | |
| Aimee Hepler | | | | X | |
| CC Bensley | | | | X | |
| David Hoff | | | | X | |
| Allyson Cruz | | | | X | |
| Numbers of members of each category: | 1 | 2 | 1 | 4 | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/17/16.

Attested:

Michele Miller

Typed Name of School Principal

Signature of School Principal

Date

David Hoff

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Lake Forest Elementary School
CDS Code: 09619786109441
District: Rescue Union School District
Principal: Bruce Peters
Revision Date: 12/06/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bruce Peters
Position: Principal
Phone Number: 916.933.0652
Address: 2240 Sailsbury Dr.
El Dorado Hills, CA 95762-6984
E-mail Address: bpeters@my.rescueusd.org

The District Governing Board approved this revision of the SPSA on 1/24/2017.

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School Vision and Mission

Lake Forest Elementary School's Vision and Mission Statements

School Vision

Lake Forest Elementary is an excellent school, providing a well-rounded education in a safe, positive atmosphere that challenges each student to achieve to his or her highest potential.

Parents and staff work together in cooperation to ensure that all students have an equal opportunity to learn and have the resources necessary to support their learning needs. Student academic achievement is supported by the standards-based curriculum, creative input from a highly skilled, diverse teaching staff and community volunteer resources.

All students are challenged to work to their greatest potential and to embody the responsible social skills and positive character traits encouraged in all Lakers.

School Mission

Lake Forest Elementary School, with the strong support and involvement of our parents and community, is committed to providing all our students with the academic, social and technological tools they need to excel both now and in their future endeavors.

Our staff is dedicated to providing a standards-based program, which emphasizes achievement, both academic and social, at the highest levels of excellence to meet the unique needs of all students.

We will provide our students with a broad range of educational experiences, study skills and organizational tools needed to become adaptable, flexible thinkers, who are proud of themselves and their accomplishments, who take responsibility for their actions, and who are ready to contribute to our school and community.

School Profile

School Profile

September 25, 2015 marked the 25th anniversary of our school! Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The campus overlooks views of the surrounding hills and attractive neighborhoods, which have grown with the enrollment of the school over the past two decades. At one point in the late 90's our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School changed to a traditional calendar after being on a multi-track year round calendar for nine years. Currently, Lake Forest Elementary is a Transitional K-5 school serving approximately 460 students with 18 classrooms.

Student successes at Lake Forest have resulted in state and national recognition. In 2012, our school's Academic Performance Index (API) score was 937. This achievement was the highest score in Rescue Union School District history, ranked in the top 10 for all elementary schools in the Sacramento region and was the highest recorded in El Dorado Hills. In 2004 and 2014, our school was chosen for the California Distinguished School Award as one of the top achieving elementary schools in the state. This trend continued in 2013 and 2014, with academic scores consistently ranking among the highest achieving schools in El Dorado County. Initial scores from the SBAC testing from the spring of 2015 indicated continued success. The overall percentage of students scoring at grade level standard or higher was 73% in ELA and 69% in math. Both of these percentages were among the highest in the region found in elementary schools. Our results from SBAC testing conducted in spring of 2016 showed continued success and improvement. Lake Forest students achieved an 83% ELA met or exceeded score and a 74% in math. Both scores were among the very highest in the region.

Lake Forest Elementary School prides itself on its positive school climate and its commitment to ensuring success for all students. All teachers are credentialed and have high expectations for every student. The curriculum is challenging and encompasses varied teaching and learning approaches. Our staff collaborates regularly to discuss student success, planning, intervention strategies for struggling learners and to improve overall practice.

Rescue Union School District strictly adheres to the state curricular frameworks and content standards. California Standards are taught in math and language arts in all grades. The core curriculum is enhanced through special learning activities such as our Science Prep Class, an hour and a half weekly program dedicated solely to Science instruction for 4th and 5th grade students; outdoor education; life lab garden science; drama, art and health, dramatic and musical productions by guest artists and student performers; and participation in events such as Nature Bowl, Festival of Oral Interpretation, and Spelling Bees. Field trips include Coloma, Sutter's Fort, Apple Hill, Discovery Museum, Sacramento Zoo, Challenger Space Camp, and various theater productions. Additionally, learning opportunities are brought to the campus through the support of the fundraising efforts of our Parent Teacher Council. Activities include environmental education through the American River Conservancy, beginning jazz and square dancing, classroom music instruction, visual and performing arts assemblies, living history presentations such as Pioneer Day and America Days, guest speakers in areas of health and fitness, visiting authors, and other curriculum-based presentations within the classroom setting.

A high value is placed on the family, and parental involvement is welcomed and encouraged. Many parents volunteer in classrooms on a regular basis and others support the school in a variety of ways. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage family input and involvement. The SSC is comprised of school staff and parents who work to develop a Single Plan for Student Achievement to enhance the educational program. The PTC organizes parent and community volunteers, plans family-oriented socials, and facilitates school fundraisers to support and enhance the instructional programs. The Lake Forest PTC has been instrumental in purchasing new technology, learning programs, supporting the arts, and providing intervention for struggling students.

The curriculum focus is based on California Standards. We are currently supporting the complete transition to Common Core Standards through staff articulation, the full implementation of new ELA materials (Benchmark) and staff development. Teachers have recently participated in workshops with consultants well versed in the California Standards, and staff development in the area of writing is ongoing. GO Math, specifically written and designed to align with California Mathematics Standards, was adopted three years ago and full implementation began in 2014-2015. Rescue Union School District adopted a standards-based social studies curriculum by McGraw-Hill/National Geographic, "Adventures in Time and Place". The school wide science program, Scott Forsman, was adopted in 2007-2008. Experimentation and investigations are encouraged through the use of Foss Kits and Scott Forsman science resource materials. Students participate in science related field trips and various outreach programs through the American River Conservancy and the Discovery Museum. A fully equipped technology lab with thirty computer stations directly supports the core curriculum, and it is updated yearly through the fundraising efforts of our Parent Teacher Council. In addition, we have added another mobile computer lab which utilizes Chromebooks, and have infused mobile technology into our 2nd, 3rd, 4th and 5th grade classes, all of which currently have daily access to computers in the classroom.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 82 | 89 | 82 | 89 | 82 | 89 | 100.0 | 100 |
| Grade 4 | 75 | 87 | 74 | 87 | 74 | 87 | 98.7 | 100 |
| Grade 5 | 76 | 76 | 74 | 74 | 74 | 74 | 97.4 | 97.4 |
| All Grades | 233 | 252 | 230 | 250 | 230 | 250 | 98.7 | 99.2 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2480.9 | 2496.1 | 55 | 57 | 20 | 26 | 17 | 12 | 9 | 4 |
| Grade 4 | 2515.9 | 2520.3 | 42 | 51 | 31 | 25 | 12 | 11 | 15 | 13 |
| Grade 5 | 2552.8 | 2570.8 | 38 | 46 | 35 | 43 | 18 | 7 | 9 | 4 |
| All Grades | N/A | N/A | 45 | 52 | 28 | 31 | 16 | 10 | 11 | 7 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 52 | 48 | 35 | 46 | 12 | 6 |
| Grade 4 | 34 | 45 | 54 | 44 | 12 | 11 |
| Grade 5 | 38 | 42 | 49 | 51 | 14 | 7 |
| All Grades | 42 | 45 | 46 | 47 | 13 | 8 |

| Writing Producing clear and purposeful writing | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 45 | 48 | 43 | 48 | 12 | 3 |
| Grade 4 | 51 | 44 | 38 | 44 | 11 | 13 |
| Grade 5 | 53 | 50 | 39 | 47 | 8 | 3 |
| All Grades | 50 | 47 | 40 | 46 | 10 | 6 |

| Listening Demonstrating effective communication skills | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 27 | 40 | 68 | 56 | 5 | 3 |
| Grade 4 | 38 | 31 | 55 | 60 | 7 | 9 |
| Grade 5 | 28 | 38 | 59 | 59 | 12 | 3 |
| All Grades | 31 | 36 | 61 | 58 | 8 | 5 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 45 | 54 | 44 | 43 | 11 | 3 |
| Grade 4 | 26 | 44 | 41 | 47 | 14 | 9 |
| Grade 5 | 55 | 58 | 42 | 41 | 3 | 1 |
| All Grades | 42 | 52 | 42 | 44 | 9 | 5 |

Conclusions based on this data:

1. Student growth in the Above Standard band increased from 3% to 10% in three areas tested in ELA in 2016. Writing was the only area not to increase, however the combined areas of Above Standard and At or Near Standard increased from 90% to 94%. In all four areas, the percentage of students who fell into the Below Standard range decreased by nearly half when compared to the previous testing period.
2. 4th graders struggled in Research/Inquiry (26% Above Standard) in 2015 but rose 18% (to 44%) in 2016.
3. Demonstrating effective communication skills was the lowest area of all grade levels tested overall again in 2016 (36% Above Standard). The scores fell in 4th grade but increased in both 3rd (by 13%) and 5th (by 10%) when compared to the previous year.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 82 | 89 | 82 | 89 | 82 | 89 | 100.0 | 100 |
| Grade 4 | 75 | 87 | 73 | 87 | 73 | 86 | 97.3 | 100 |
| Grade 5 | 76 | 76 | 74 | 74 | 74 | 74 | 97.4 | 97.4 |
| All Grades | 233 | 252 | 229 | 250 | 229 | 249 | 98.3 | 99.2 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 2475.9 | 2482.9 | 29 | 40 | 51 | 36 | 13 | 21 | 6 | 2 |
| Grade 4 | 2517.5 | 2521.8 | 33 | 35 | 34 | 40 | 23 | 20 | 10 | 6 |
| Grade 5 | 2544.8 | 2560.9 | 32 | 42 | 26 | 28 | 28 | 23 | 14 | 7 |
| All Grades | N/A | N/A | 31 | 39 | 38 | 35 | 21 | 21 | 10 | 5 |

| Concepts & Procedures | | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|--|
| Applying mathematical concepts and procedures | | | | | | | |
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 3 | 50 | 54 | 43 | 40 | 7 | 6 | |
| Grade 4 | 47 | 43 | 37 | 44 | 16 | 13 | |
| Grade 5 | 45 | 45 | 30 | 36 | 26 | 19 | |
| All Grades | 47 | 47 | 37 | 41 | 16 | 12 | |

| Problem Solving & Modeling/Data Analysis | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | |
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 45 | 48 | 46 | 47 | 9 | 4 |
| Grade 4 | 36 | 41 | 52 | 56 | 12 | 3 |
| Grade 5 | 39 | 50 | 45 | 38 | 16 | 12 |
| All Grades | 40 | 46 | 48 | 47 | 12 | 6 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 3 | 51 | 49 | 44 | 45 | 5 | 6 |
| Grade 4 | 45 | 47 | 41 | 42 | 14 | 12 |
| Grade 5 | 36 | 38 | 47 | 50 | 16 | 12 |
| All Grades | 45 | 45 | 44 | 45 | 11 | 10 |

Conclusions based on this data:

1. Overall, the number of students in grades 3rd through 5th achieving "Exceeded" or "Met" in math increased from the scores from the previous year (69% to 74%). The overall scores in Communicating Reasoning were the same as in 2015 but slightly increased in upper grades in 2016. The 38% in the Above Standard band in that are for 5th graders was still the lowest score of any area in math.
2. Concepts & Procedures was again the highest area of success in all grades in 2016 (47% Above Standard overall), but also continued to show the largest number of students score Below Standard in any area (fell from 16% to 12% overall). An encouraging trend seen in all three areas of math was the decline in students who scored in the Below Standard range.
3. Problem Solving & Modeling/Data Analysis was the lowest overall area in number of students exceeding standards in 2015, but in 2016 it was the area of greatest growth. Overall achievement rose from 40% to 46% in this area over one testing year.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | | | | | *** | | | | | | | | | | |
| 1 | *** | | *** | *** | | | | | *** | | *** | | | | |
| 2 | *** | 25 | | | | | *** | 50 | | | 25 | | | | *** |
| 3 | *** | | 40 | | | 20 | | *** | 40 | | *** | | | | |
| 4 | | | | *** | | *** | | | *** | | | | | | |
| 5 | | | | | | | | *** | | | | | | | |
| Total | 43 | 9 | 27 | 29 | 18 | 27 | 29 | 45 | 36 | | 27 | | | | 9 |

Conclusions based on this data:

1.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| K | | 29 | 60 | | 29 | 20 | *** | 14 | | | 14 | | *** | 14 | 20 |
| 1 | *** | | *** | *** | | | | | *** | | *** | *** | *** | | |
| 2 | *** | 17 | | | | | *** | 33 | | | 17 | | | 33 | *** |
| 3 | *** | | 50 | | | 17 | | *** | 33 | | *** | | | | |
| 4 | | | 25 | *** | | 50 | | | 25 | | | | *** | | |
| 5 | *** | *** | *** | | | | | *** | | | | | | | |
| Total | 29 | 25 | 45 | 21 | 10 | 20 | 29 | 30 | 20 | | 20 | 5 | 21 | 15 | 10 |

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Enhance and encourage learning for all students.

LEA GOAL:

Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards.

SCHOOL GOAL #1:

All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes in English Language Arts and Writing. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classrooms and throughout the learning environment.

Data Used to Form this Goal:

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.

School-wide CAASPP RESULTS from April 2016 test data revealed that 83% of all students in grades 3-5 met or exceeded the ELA standards. At the end of May 2016, 73% of first graders met the standard for fluency and 82% met the standard for accuracy when assessed using the DIBELS Oral Reading Fluency assessment. In second grade, 81% of second graders met the fluency benchmark and 87% met the accuracy benchmark. In grades 3-5, the average percent meeting respective grade level fluency benchmark score was 72%, 83% and 84%, respectively. These numbers include those receiving intervention and/or are identified as eligible for EL support, a 504 plan to accommodate for learning disabilities, RSP and/or SDC services.

Findings from the Analysis of this Data:

Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input gathered from surveys corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. The school score of 83% of students in grades 3rd through 5th that met or exceeded standards on the spring 2016 SBAC tests demonstrates that collaboration, staff development, ELA intervention for identified learners and aide hours were successful in improving achievement. This was a 10% increase over results found in the previous tested year and one of the highest marks in El Dorado County and the surrounding region. Regardless, a significant number of students did not meet the standards and need to continue to improve in English and writing. This signals an on-going need for school personnel to continue to invest in early intervention, continued staff development with the new materials aligned with the California State Standards, and increased direct instruction in areas of need as identified by the multiple measures. Increased competency in standardized and local assessments recorded over time as students move from primary grades through 5th supports the philosophy that consistent assessment, early intervention and additional support materials are investments made by our school that increase performance in all students.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading Counts Lexile Scores, DIBELS measures, trimester grade reports, and parent/student survey results. Our school goal is at least a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS assessments in grades 3rd-5th (88%). Students in grades K-2 will have progress monitored using success on individual DIBELS scores. An improvement on the number of students reaching or exceeding fluency and accuracy benchmarks in second grade will be at least 10% higher than the same group scored on the previous year end tests (76% overall). Grades 3rd-5th will improve their fluency scores by 5% overall (88% total).

In all areas of ELA, more than 55% of students in each grade level will be assessed at Above Standard and less than 5% will be assessed at Below Standard.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------|----------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Alignment of instruction with content standards:</p> <p>1.1 Staff and students will use the district adopted, standards-based Benchmark Language Arts program, but will supplement with additional lessons designed to address the new California State Standards that do not align with that program.</p> <p>1.2 Classroom Assessments and district assessment data will be used to plan instruction, and develop flexible groupings based on student needs.</p> <p>1.3 Students will have opportunities to use technology tools for individual and collaborative writing, communicating, and publishing activities.</p> <p>1.4 Standards-based report cards will be used to inform students and parents of students' progress towards state standards.</p> <p>1.5 Students will continue to have daily opportunities for sustained silent reading of self-selected literature books.</p> <p>1.6 Students will participate in instructional activities on a regular</p> | 8/10/16-5/26/17 | Administration Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------|---|---|---|---|------------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>basis designed to address all stages of the writing process using Step Up To Writing materials as well as the district adopted ELA curricula.</p> <p>1.7 Students will have regular opportunities to assess their own writing using grade level rubrics while learning to identify key elements of effective writing.</p> <p>1.8 Collaboration days will be used by staff to develop or share differentiation techniques, intervention strategies to reach all students and ways to extend learning for advanced students.</p> | | | | | | |
| <p>Improvement of instructional strategies and materials:</p> <p>2.1 Additional materials will be purchased to support language arts and math instruction.</p> <p>2.2 Continue to support district wide "I love Reading Week" and other school wide reading incentive programs to increase student comprehension and fluency.</p> <p>2.3 Create leveled reading groups in grades K-3, based on current assessment data.</p> <p>2.4 Continue to use small group and differentiated instruction.</p> <p>2.5 The LIP Coordinator, Staff and Principal will collect and analyze student data (DIBELS scores, fluency, local assessments) in order to assist the staff in analyzing information and set instructional goals for students.</p> <p>2.6 The LIP Coordinator will provide ongoing support for the School Site Council and administration in</p> | 8/10/16-5/26/17 | Administration LIP Coordinator Teachers | <p>Literacy Intervention Coordinator-Salary and Benefits</p> <p>Writing/ELA Program Materials-Step Up To Writing</p> <p>Classroom Materials</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>Site Formula Funds</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> | <p>590</p> <p>1500</p> <p>9000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------|-------------------------|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| <p>implementing and monitoring performance targets.</p> <p>2.7 Throughout the year, teachers will make explicit reference to the standards as they plan and implement lessons being taught.</p> <p>2.8 Teachers will receive additional training in instructional strategies to meet the needs of low achieving students not meeting content standards using conferences or on site trainers.</p> <p>2.9 Purchase supplemental materials to enhance existing reading curriculum and support intervention.</p> | | | | | | |
| <p>Extended learning time:</p> <p>3.1 The Literacy Intervention program will continue in grades 3rd through 5th (400 instructional aide hours).</p> <p>3.2 The Literacy Intervention Coordinator will provide student data and assist staff in scheduling recommended students for additional support.</p> <p>3.3 To enhance both general education and special education programs, a part-time (390 hours/year) para educator will assist with both small and large groups to improve instruction in grades K through 3rd.</p> <p>3.4 Students will have access to online academic supports such as Typing Pal and Reflex Math.</p> | 8/10/16-5/26/17 | Administration Teachers | <p>Literacy Intervention Aide</p> <p>Literacy Intervention Aide Benefits</p> <p>Classroom Intervention Aide</p> <p>Classroom Intervention Aide Benefits</p> | <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> | <p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>District Funded</p> | <p>7600</p> <p>1540</p> <p>7000</p> <p>1400</p> |
| <p>Increased educational opportunity:</p> <p>4.1 Intervention programs will continue in grades kindergarten</p> | 8/10/16-5/26/17 | Administration | Before School Intervention | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 8500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|-----------------|-----------------------|---|--|--|--|
| | | | Description | Type | Funding Source | Amount |
| <p>through five to support students who have not reached grade level proficiency as measured by grade level trimester assessments.</p> <p>4.2 Step Up before school reading intervention will continue to be offered for 2nd-5th grade students who are at risk in reading or math.</p> <p>4.3 Participation in the Sacramento Region and El Dorado County Spelling Bees and the Festival of Oral Interpretation will continue.</p> <p>4.4 English Language Learners will receive additional instruction in English Language development by district ELL teacher.</p> | | | <p>Festival Of Oral Interpretation Participation and Spelling Bee Registration Fees</p> | <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Parent-Teacher Association (PTA)</p> | <p>600</p> |
| <p>Staff development and professional collaboration:</p> <p>5.1 Use grade level and cross grade level articulation on minimum days to analyze school wide writing prompts.</p> <p>5.2 Use grade level articulation meetings after school to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards.</p> <p>5.3 Use grade level articulation time to revisit the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data.</p> <p>5.4 Provide professional development in implementing California State ELA Standards through professional development classes offered through the County Office of Education.</p> | 8/10/16-5/26/17 | Administration | <p>PE Staff Development</p> <p>EDCOE teacher trainings</p> <p>Substitutes for release time</p> <p>Substitutes for Trimester Assessments</p> | <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Title II Part A: Improving Teacher Quality</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p> <p>District Funded</p> | <p>600</p> <p>2000</p> <p>2000</p> <p>5600</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------|--|---|--|---|-----------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>5.5 Provide release time for teachers to complete trimester assessments and participate in staff development.</p> <p>5.6 Provide release time for teachers to observe in other classrooms on site or within the county.</p> | | | | | | |
| <p>Involvement of staff, parents and community:</p> <p>6.1 Provide training for parents on existing academic programs used by staff such as Tools For Kindergarten Success, writing programs, etc.</p> <p>6.2 A description of grade level expectations and California State Standards will be presented to parents during Back-to -School-Night and referenced during yearly conferences.</p> <p>6.3 Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements.</p> <p>6.4 Parents will receive his/her student’s individual state assessment results.</p> <p>6.5 K-5 teachers will send home written communications describing current areas of curriculum focus.</p> | 8/10/16-5/26/17 | Administration Kindergarten Teachers | <p>Tools For Kindergarten Success Night</p> <p>Extra duty pay for Kindergarten Teachers</p> | <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Donations</p> <p>Local Categorical</p> | <p>450</p> <p>300</p> |
| <p>Auxiliary services for students and parents:</p> <p>7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year.</p> <p>7.2 Informational meetings for parents will be held throughout the year to discuss differentiation</p> | 8/10/16-5/26/17 | Administration Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------|----------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>opportunities and Individualized Learning Plans for students at both the site and district levels.</p> <p>7.3 The kindergarten lead teachers will organize student play dates and meetings for incoming students and their parents in order to better prepare them to begin school.</p> <p>7.4 Staff will share effective ways to increase learning through apps and online platforms that can be utilized at home.</p> | | | | | | |
| <p>Monitoring program implementation and results:</p> <p>8.1 Student achievement data will be used to monitor programs and implement changes in instructional programs. Under performing students will be identified and intervention plans developed to meet needs using the Response To Intervention model.</p> <p>8.2 Teachers will monitor and report student progress to parents at least three times a year using the standards-based report card. Parent conferences will be held at the end of the first trimester and as needed throughout the year.</p> <p>8.3 Effectiveness of school programs will be monitored by the Administration through discussions with Lake Forest staff, PTC and the School Site Council.</p> | 8/10/16-5/26/17 | Teachers Administration | | | | |

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Provide an innovative and engaging learning environment.

LEA GOAL:

Provide an innovative and engaging learning environment that effectively supports learning to ensure that our students are well-prepared for success in high school, career and college.

SCHOOL GOAL #2:

Provide an innovative environment that integrates technology into the learning process, and supports success in math and science to ensure that our students are engaged and well-prepared for success in high school, career and college.

Data Used to Form this Goal:

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, 2016 SBAC assessment data, Math adoption (GO Math) assessments were used to form this goal.

School-wide CAASPP RESULTS from April 2016 test data revealed that 74% of all students in grades 3-5 met or exceeded the Math standards. This was an increase of 5% from results gathered from 2015. At the end of May 2016, 46% of 5th graders achieved a score of 80% or better on the GO Math end of year assessment. These numbers include those receiving intervention or are identified as eligible for EL, 504 plans to accommodate for learning disabilities, RSP and/or SDC services.

Science growth will be measured through classroom units, as taught by the Prep and general education staff. No CST will be given in 2017, but a pilot for the new Science standards will be administered. However, results from the pilots tests will not be shared with schools this year.

Findings from the Analysis of this Data:

Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. In addition, continuing attention to explanation of thinking when solving math problems is necessary to ensure that pupils have both computation and problem solving skills.

Overall student achievement in math skills increased from 2015 to 2016 by 5%. In 2015, student math scores on the SBAC revealed that the number of children reaching proficiency in each grade level decreased from grades 3rd to 5th. In 2016, proficient scores in each grade level still dipped from 3rd to 5th (76% in 3rd, 75% in 4th and 70% in 5th), but the gap was much smaller than in the previous testing year. One reason for the improvement could be the increased familiarity of common core content by the staff and the students. Last year was the first that all students at Lake Forest had only been taught by instructors using common core materials from Kindergarten on. Also, after three years, the comfort of the staff in upper grades had increased as well through training, district collaboration, and grade level planning.

As in Goal #1, competency when using technology is also an area of need to ensure that students are comfortable working with computers, learning applications and online learning platforms in an ever changing and more connected world. Also a concern is eliminating potential barriers that face students in using technology during instruction and in testing situations by delivering instructional support for students and staff. Writing skills are also a factor in student success on the state testing which requires, "demonstrating ability to support mathematical conclusions". Actions present in Goal 1 will apply to this area as well.

Science CAASPP testing will be taken as a pilot in 2017 by our 5th graders. Increased attention will be placed on supporting all students in science through increased educational opportunity ("Science Fair" and in-class projects) as well as additional staff development in our current science standards while looking ahead to the new science standards that will be adopted in the coming years.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Digital Literacy Compliance reports, and parent/student survey results. Our school goal is 5%, an increase to 79% overall, in the total number of students meeting or exceeding grade level math standards as measured by the SBAC Summative Assessment. Special focus will be placed on 5th grade progress so that the previous year scores increase to at least 75% proficiency. This will be established through leveled groups and increased intervention opportunities for 5th graders.

In all areas of math, more than 45% of students overall will be assessed at Above Standard and less than 5% will be assessed at Below Standard on the 2017 Smarter Balanced Assessment.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|----------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Alignment of instruction with content standards: 1.1 Staff and students will continue to use the district adopted standards-based programs in science and math. 1.2 Teachers will continue to use the Sequential Timed Math and Reflex online programs in grades 1-5 to assist students with basic facts and | 8/10/2015-5/26/2017 | Administration Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|-------------------------|--|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| <p>increase proficiency as measured by weekly assessments.</p> <p>1.3 Teachers/students will use Go Math technology components to complement California Standards instruction and stimulate learning in a challenging way.</p> <p>1.4 Standards-based assessments provided with the core textbooks will continue to be used to measure the ongoing progress made by students in both math and science.</p> <p>1.5 Teachers will meet together to analyze data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.</p> | | | | | | |
| <p>Improvement of instructional strategies and materials:</p> <p>2.1 Purchase supplemental and consumable science materials to enhance existing program and the newly adopted math curriculum.</p> <p>2.2 Grade level parent volunteers will act as Mr. or Mrs. Wiz and will work to present standards-based science lessons.</p> <p>2.3 Additional materials will be purchased to support science and math instruction.</p> <p>2.4 Classrooms will be updated with improved technology, as needed, to improve math and science instruction.</p> | 8/10/2015-5/26/2017 | Administration Teachers | <p>Science Materials</p> <p>Technology Improvements and new equipment. Chrome Books and other computer upgrades.</p> <p>Technology Improvements and new equipment. Chrome Books.</p> <p>Technology Improvements and new equipment. Chrome Books.</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Donations</p> <p>District Funded</p> | <p>750</p> <p>15000</p> <p>6500</p> <p>6500</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|-------------------------|---|---|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Extended learning time:</p> <p>3.1 Participation in Step Up math intervention will be promoted for at-risk students in grades 2nd -5th.</p> <p>3.2 Lake Forest School will support science standards and beautify the school by supporting our school garden developing and connected grade appropriate lessons.</p> | 8/10/2015-5/26/2017 | Administration Teachers | Before School Math Intervention Classes | 1000-1999: Certificated Personnel Salaries | District Funded | 2500 |
| | | Garden Coordinator | Before School Intervention Benefits | 3000-3999: Employee Benefits | District Funded | 475 |
| | | | Gardening Instruction Stipend for yearlong coordinator | 2000-2999: Classified Personnel Salaries | Site Formula Funds | 4000 |
| | | | Garden Coordinator Benefits | 2000-2999: Classified Personnel Salaries | Site Formula Funds | 250 |
| <p>Increased educational opportunity</p> <p>4.1 A list of tutors from Oak Ridge High School will be available for parents.</p> <p>4.2 Field trips, guest speakers and assemblies will continue to enhance standards-based curriculum.</p> <p>4.3 Support a Math Fest event that provides different opportunities in math for all grade levels.</p> <p>4.4 Students will have access to online programs to enhance skills such as Reflex Math, typing Pal and Ten Mark Math.</p> | 8/10/2015-5/26/2017 | Administration Teachers | Math Fest | 0001-0999: Unrestricted: Locally Defined | Parent Teacher Association/Parent Faculty Club (PTA/PFC) | 425 |
| | | | | 4000-4999: Books And Supplies | Donations | 100 |
| <p>Staff development and professional collaboration</p> <p>5.1 Use grade level and cross grade level articulation to monitor progress of instruction by analyzing students' assessment data (trimester/unit math tests, science assessments).</p> <p>5.2 Use grade level meetings to strategize differentiation, interventions, and to share instructional techniques to reach all students.</p> <p>5.3 Provide additional training for GO Math curricula as needed.</p> | 8/10/2015-5/26/2017 | Administration | Conference fees for teachers to attend training in math and science | 5800: Professional/Consulting Services And Operating Expenditures | Local Categorical | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|----------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 5.4 Provide differentiation training to teachers to help them meet the needs of all learners. | | | | | | |
| Involvement of staff, parents and community: 6.1 Communicate student progress regularly to parents through report cards, progress reports, and conferences. 6.2 Volunteer parent docents will present grade level standards-based science lessons. 6.3 Intervention of identified grade levels will be offered in fall and winter. | 8/10/2015-5/26/2017 | Teachers | | | | |
| Auxiliary services for students and parents: 7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year. 7.2 Informational meetings for parents will take place throughout the year to discuss differentiation opportunities and Individualized Learning Plans for students. 7.3 Teachers will use individual class websites to communicate homework and other classroom activates. 7.4 Teachers will share links to app and online learning platforms to supplement school lessons. | 8/10/2015-5/26/2017 | Administration Teachers | | | | |
| Monitoring program implementation and results: 8.1 Assessment of student achievement and analysis of results | 8/10/2015-5/26/2017 | Administration Teachers | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| for future planning. 8.2 Grade level teams will review trimester data and discuss groupings/actions for improving performance in Math and Science. | | | | | | |

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Support the teaching and learning process. |
| LEA GOAL: |
| Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students |
| SCHOOL GOAL #3: |
| Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students, particularly in physical education, safety, and health. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Results of the Fitnessgram will be used to gauge progress in physical fitness. the results from spring 2016 are not yet available. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for more rigorous, relevant materials, including library services, media, and technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using information from trimester fitness testing and the 5th grade Fitnessgram results to effectively evaluate health and wellness programs. Current year results for the Fitnessgram are not currently available, however, traditionally student goals for achieving competency in at least 5 of 6 tested areas ranges near 85%. Updated scores from spring 2016 will be reviewed when available from the California Department of Education. |
| Data surrounding social emotional programs are of a more confidential nature, but information regarding program success can be accumulated through the number of office referrals from teachers and yard supervisors. Parents have communicated a greater need for social programs through surveys and discussions (PTC surveys). Suspension and Expulsion rates will also be reviewed to evaluate progress in this area. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|---|------------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| Alignment of instruction with content standards: 1.1 Students will be provided with at least 200 minutes of physical fitness education every 2 weeks. | 8/10/2016-5/26/2017 | Administration Teachers Parent Volunteers | President's Challenge Awards | 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC) | 150 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|-------------------------|-------------------------------|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>1.2 All students grades K-5th will be tested three times during the year using the President's Challenge fitness activities.</p> <p>1.3 A PE Parent docent program will be developed that will create simple standards based PE lessons to be led by volunteers</p> | | | | 4000-4999: Books And Supplies | Donations | 225 |
| <p>Improvement of instruction strategies and materials:</p> <p>2.1 All students will participate in the Character Counts character education program. A different positive character trait will be emphasized each month and activities related to the these will be conducted in classrooms.</p> <p>2.2 School wide fitness activities will be developed and implemented along with the use of community resources to increase student awareness of healthy lifestyles.</p> <p>2.3 Materials and resources will be inventoried to be sure each teacher has access to P.E. equipment such as: rubber balls, basketballs, jump ropes, etc.</p> <p>2.4 Additional physical education materials will be purchased.</p> <p>2.5 Students will receive recognition for achievement in the President's Fitness Challenge Program as measured by the level of performance achieved.</p> | 8/10/2016-5/26/2017 | Administration Teachers | PE and Recess Equipment | 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC) | 2500 |
| <p>Extended learning time:</p> <p>3.1 Lake Forest will continue to provide athletic opportunities for students (volleyball, basketball, and</p> | 8/10/2016-5/26/2017 | Adminstration Teachers | Coaching Stipends (4 X \$550) | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 2200 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|-------------------------|--|---|--|---|
| | | | Description | Type | Funding Source | Amount |
| <p>cross-country teams) to increase fitness.</p> <p>3.2 Coaches' stipends will be provided for the athletic team coaches (\$550 each).</p> <p>3.3 Students will set personal fitness goals to increase fitness levels as measured by an increase in the number of students achieving at the 85% and above on the President's Physical Fitness Challenge tests.</p> <p>3.4 Students will continue to participate in community service projects such as the canned food drive (Kidz Can), clothing drives and charitable fundraisers such as Pennies for Patients and the Leukemia and Lymphoma Society.</p> <p>3.5 Students will be offered additional interest based clubs and enrichment during lunch or after school hours.</p> | | | <p>Coaches Benefits</p> <p>Sports Equipment</p> <p>Enrichment Activities</p> | <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>0000: Unrestricted</p> | <p>Site Formula Funds</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> | <p>225</p> <p>400</p> <p>1000</p> |
| <p>Increased educational opportunity:</p> <p>4.1 Students in grades 2nd through 5th will receive beginning jazz and hip-hop dance instruction.</p> <p>4.2 Students in grades 4th will receive beginning folk or square dance instruction.</p> <p>4.3 Fifth grade students will receive training and will serve as Safety Patrol officers to assist with the safe arrival and departure of students.</p> <p>4.4 Art Instruction, through the teacher lessons, parent docents programs (Arts Attack) and/or guest instructors will deliver grade appropriate activities in grades K-5.</p> <p>4.5 Fourth graders will participate in</p> | 8/10/2016-5/26/2017 | Administration Teachers | <p>Dance Performances</p> <p>Safety Patrol Supplies</p> <p>Art Supplies</p> <p>A Touch Of Understanding Assembly</p> | <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> | <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Donations</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> | <p>4000</p> <p>200</p> <p>1250</p> <p>900</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|-------------------------|---|---|--|--------|
| | | | Description | Type | Funding Source | Amount |
| a presentation from the "A Touch Of Understanding" organization which teaches tolerance for people with disabilities. | | | Square Dancing Instruction | 5800: Professional/Consulting Services And Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC) | 475 |
| Staff development and professional collaboration: 5.1 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data. 5.2 Staff will participate in staff development with focus on fitness activities when offered. | 8/10/2016-5/26/2017 | Administration Teachers | Staff Development/Training led by CSUS professor, Dr. Craig Tacla in elementary PE strategies | 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 600 |
| Involvement of staff, parents, and community: 6.1 The PTC sponsored Dolphin Dash Fun Run and Dance Extravaganza. 6.2 The district safety committee will continue to meet to discuss ongoing safety concerns. 6.3 The site Crisis Response and Safe School Plan (AB187) will be updated with the input of the Safety Committee and parent surveys. | 8/10/2016-5/26/2017 | Administration PTC | | | | |
| Auxiliary services for students and parents: 7.1 The Student Success Team and Student Achievement Review Team will meet to facilitate increased mutual support and problem solving among staff and parents to plan and generate alternative instructional and behavior management strategies for identified students. 7.2 Parking lot safety will be | 8/10/2016-5/26/2017 | Administration | Restock Emergency Backpacks | 4000-4999: Books And Supplies | Site Formula Funds | 100 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|-------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>discussed at Kindergarten Orientation and Back-to-School Night; a brochure describing safe arrival and departure practices for vehicles will be given to parents; periodic reminders about safety issues will be put into the site newsletter and issues addressed in the Safe School Plan.</p> <p>7.3 All classroom emergency backpacks will be inventoried and restocked with appropriate supplies.</p> <p>7.4 School rules will be reviewed and published for recess games and provided to teachers and yard supervisors.</p> <p>7.5 Parent and student volunteers will wear identification badges or visitor/volunteer stickers while visiting on campus.</p> | | | | | | |
| <p>Monitoring program implementation and results:</p> <p>8.1 Assessment and analysis of 5th grade student Fitnessgram and President's Physical Fitness assessments (1st through 5th).</p> <p>8.2 Healthy Kids survey results will be administered in November and the results reviewed.</p> <p>8.3 The annual Parent Survey will be available online in May and the results will be analyzed and reported in the school newsletter and in the Single Plan.</p> <p>8.4 Safety Committee feedback will be reviewed, and the Safe School Plan and the School Crisis Plan updated and sent to the RUSD Board for approval in February 2017.</p> | 8/10/2016-5/26/2017 | Administration Teachers | | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Enhance and encourage learning for all subgroups of students. |
| LEA GOAL: |
| Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment. |
| SCHOOL GOAL #4: |
| Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, and at-risk students through access to quality instruction, literary materials, academic intervention and social support programs. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, CELDT assessments, and DIBELS metrics were used to form this goal. Currently, Lake Forest has seen a very low number of students who are classified as foster youth or homeless. Regardless, both office and teaching staff will be surveyed to find eligible students and educated on programs available to these families. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists, and nurses corroborated these findings, and also indicated that there is a need for more professional development and supportive services to meet these goals. School-wide SBAC data revealed that 83% of students in grades 3rd-5th met or exceeded the ELA standards and 74% of students in grades 3rd-5th met or exceeded the math standards. Students who were placed in intervention courses (including EL designated and those with IEPs) in ELA in grades 2nd-5th gained in reading fluency on an average of 14% from November 2015 to May of 2016. This rate was higher than students who were not receiving additional before or during school intervention. CELDT testing for the 13 identified students that was conducted in fall of 2016, showed that 8 students increased at least one fluency level, 4 stayed at the previous level and only one fell a level from the previous year. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates. Our school goal is a 5% increase in the number of EL students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|--------------------------|--|---|--|-------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>Collection: Alignment of instruction with content standards</p> <p>1.1 Staff will complete and analyze annual school collection history and determine priorities for purchase.</p> <p>1.2 Through fundraising efforts (such as annual Book Fairs), staff and parent community members will continue to support the goal of 25+ books per student.</p> <p>1.3 Library staff will complete annual CDE Online School Library Survey.</p> <p>1.4 The library collection will support the linguistic and cultural diversity of the student population and meet the needs of all students.</p> <p>1.5 The library collection will support the state standards and frameworks in all curricular areas.</p> | 8/10/2016-5/26/2017 | Administration Librarian | <p>Purchase Books for the Library</p> <p>Library Books</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>Donations</p> <p>Site Formula Funds</p> | <p>5000</p> <p>2500</p> |
| <p>Library Access and Use: Increased educational opportunity</p> <p>2.1 Track information on number of classes that use the library and compare yearly with the goal of 85% of classes using the library every week.</p> <p>2.2 The library provides barrier-free access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed.</p> <p>2.3 Students will work individually or in small groups on grade level specific research and collaborative projects.</p> <p>2.4 Students will have access to eBooks that can be viewed in the library or on classroom devices.</p> | 8/10/2016-5/26/2017 | Librarian Teachers | eBook purchases | 4000-4999: Books And Supplies | Donations | 1500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|--------------------------|---------------------------------|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>Library Program Elements: Increased educational opportunity</p> <p>3.1 Continue to support district wide “I love Reading Week” and other school-wide reading incentive programs to increase student comprehension and fluency.</p> <p>3.2 Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively.</p> <p>3.3 Provide instructional materials and support to classroom instructional goals and priorities.</p> <p>3.4 Through motivational activities, the library will support grade level goals for number of books read annually by students as measured by increased circulation and classroom incentive programs.</p> <p>3.5 The library will be incorporated into Lake Forest’s technology infrastructure, and organized and accessible to all students.</p> <p>3.6 Library media coordinator and Technology Teacher will collaborate with classroom teachers to provide resources and activities related to curriculum units and lesson integration.</p> <p>3.7 The partnership and cooperative activities between the school and public library will be fostered to expand access to resources and services for teachers and students.</p> | 8/10/2016-5/26/2017 | Administration Librarian | Annual Creative Writing Contest | 4000-4999: Books And Supplies | Donations | 175 |
| Monitoring program implementation and results: Involvement of staff, parents and community | 8/10/2016-5/26/2017 | Librarian | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>4.1 Library Program support to instructional program will be measured by feedback from parent and teacher surveys.</p> <p>4.2 Library/Media Coordinator will provide annual update on library access, use and collection data.</p> <p>4.3 Continue inventory of library collection and program priorities and determine funding options.</p> | | | | | | |
| <p>Increasing student "Emotional Intelligence" through social programs and services</p> <p>5.1 Lake Forest, through collaboration with the Peer Intervention Program (PIP) will provide student counseling and social support for identified students in grades K-5.</p> <p>5.2 With the help of our school psychologist and resource teacher, staff and yard duty will implement "Check In/Check Out" policy where identified students will communicate daily with a designated adult to monitor behavior and provide support.</p> <p>5.3 Additional programs, such as "Superflex", will be implemented within primary grades to increase awareness about emotions, the feelings of others, and provide tools for dealing with low level school social issues.</p> <p>5.4 The Lake Forest Student Leadership Team will assist staff in mentoring primary age students in acceptable play and role model positive behavior on the playground.</p> | 8/10/2016-5/26/2017 | Administration Teachers Yard Duty Psychologist Resource Teacher Peer Intervention Program professionals Student Leadership | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|---|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 5.5 School Psychologist will conduct short age-appropriate lessons on good choices, friendship and self advocacy in primary classrooms throughout the school year. | | | | | | |
| Providing support for disadvantaged students 6.1 Staff will be educated and surveyed on programs available to both foster youth and economically disadvantaged students. EDCOE programs will be offered to families who are identified as eligible, such as McKinney-Vento funds for the homeless and Kinship Care services. | 8/10/2016-5/26/2017 | District and Site Administration Teachers Yard Duty Psychologist Resource Teacher Peer Intervention Program professionals | | | | |

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Attract and retain diverse, knowledgeable, dedicated employees. |
| LEA GOAL: |
| Attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students. |
| SCHOOL GOAL #5: |
| Attract, support, and retain employees who are committed, diverse, knowledgeable, and dedicated to providing quality education for our students. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| Approximately 98% of RUSD teachers are "highly qualified". |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using the Highly Qualified Teacher report generated from the RUSD Human Resources Department. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|--------------------------------------|---|--|--|----------------|
| | | | Description | Type | Funding Source | Amount |
| Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2016. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual professional goals by October of 2016. 1.3 The administrator will receive written updates from teachers in February of 2017 to discuss progress | 8/10/2016-5/26/2017 | Administration Human Resources Dept. | Release time to conduct conferences to discuss professional goals BTSA support for new teachers-release time for meetings with support provider and to observe veteran staff | 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries | Site Formula Funds Title II Part A: Improving Teacher Quality | 250 300 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>made on their goals and the evidence to support their goals.</p> <p>1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits.</p> <p>1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE BTSA program. Participating Teachers commit to spending 60 hours each year on BTSA related activities/professional development. BTSA teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as BTSA Support Providers for our Participating Teachers.</p> <p>Staff Evaluation/Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p> <p>Staff Support:</p> <p>3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that teachers can discuss best teaching practices, design trimester</p> | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| benchmark assessments and support one another professionally. 3.3 New teachers will receive BTSA training and support as needed. 3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed. | | | | | | |

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Create and maintain facilities and grounds. |
| LEA GOAL: |
| Create and maintain facilities and grounds that are safe, clean and conducive to the learning process. |
| SCHOOL GOAL #6: |
| Create and maintain a safe, clean campus that is conducive to the learning process. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| See district facilities report. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal, in conjunction with the RUSD Facilities and Maintenance Department, using facility inspection reports and Help Desk Ticket Completion rates. The school will also use School Site Safety Plans, emergency drill records, California Healthy Kids Survey data, facility inspection reports, Williams Act claims, and incident/accident reports to evaluate progress towards this goal. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns. | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement.</p> <p>1.4 The administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns.</p> <p>1.6 The administrator will provide feedback to custodial staff throughout the year and will evaluate staff as stated in the contract.</p> <p>1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus.</p> <p>1.8 School staff will alert the administrator regarding safety or health concerns on campus.</p> <p>1.9 Teachers and yard duty staff will encourage students to increase beautification by picking up trash on the playground.</p> | | | | | | |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 0000: Unrestricted | 1,000.00 |
| 0001-0999: Unrestricted: Locally Defined | 425.00 |
| 1000-1999: Certificated Personnel Salaries | 22,240.00 |
| 2000-2999: Classified Personnel Salaries | 18,850.00 |
| 3000-3999: Employee Benefits | 3,640.00 |
| 4000-4999: Books And Supplies | 53,650.00 |
| 5000-5999: Services And Other Operating Expenditures | 3,350.00 |
| 5800: Professional/Consulting Services And Operating | 6,975.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|--|--------------------|
| 1000-1999: Certificated Personnel Salaries | District Funded | 8,100.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 14,600.00 |
| 3000-3999: Employee Benefits | District Funded | 3,415.00 |
| 4000-4999: Books And Supplies | District Funded | 6,500.00 |
| 4000-4999: Books And Supplies | Donations | 14,150.00 |
| 1000-1999: Certificated Personnel Salaries | Local Categorical | 300.00 |
| 5800: Professional/Consulting Services And | Local Categorical | 1,000.00 |
| 0000: Unrestricted | Parent Teacher Association/Parent Faculty | 1,000.00 |
| 0001-0999: Unrestricted: Locally Defined | Parent Teacher Association/Parent Faculty | 425.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty | 30,400.00 |
| 5000-5999: Services And Other Operating | Parent Teacher Association/Parent Faculty | 150.00 |
| 5800: Professional/Consulting Services And | Parent Teacher Association/Parent Faculty | 5,375.00 |
| 5000-5999: Services And Other Operating | Parent-Teacher Association (PTA) | 600.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 13,540.00 |
| 2000-2999: Classified Personnel Salaries | Site Formula Funds | 4,250.00 |
| 3000-3999: Employee Benefits | Site Formula Funds | 225.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 2,600.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 300.00 |
| 5000-5999: Services And Other Operating | Title II Part A: Improving Teacher Quality | 2,600.00 |
| 5800: Professional/Consulting Services And | Title II Part A: Improving Teacher Quality | 600.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 48,680.00 |
| Goal 2 | 37,500.00 |
| Goal 3 | 14,225.00 |
| Goal 4 | 9,175.00 |
| Goal 5 | 550.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Bruce Peters | X | | | | |
| Julio Quinones | | | | X | |
| Tina Peterson | | | | X | |
| Jennifer Rouen | | | | X | |
| Tim Scharf | | | | X | |
| Sue Belli | | | X | | |
| Rebecca LaBau | | | | X | |
| Kelly Brancoli | | X | | | |
| Carol Tinney | | X | | | |
| Monica Baker | | X | | | |
| Numbers of members of each category: | 1 | 3 | 1 | 5 | |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Parent Teacher Council

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/24/2017.

Attested:

Bruce Peters

Typed Name of School Principal

Signature of School Principal

Date

Tim Scharf

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Pleasant Grove Middle School
CDS Code: 09619780101519
District: Rescue Union Elementary School District
Principal: Hope Migliaccio
Revision Date: December 10, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Hope Migliaccio
Position: Principal
Phone Number: 5306724400
Address: 2540 Green Valley Road
Rescue, CA 95672
E-mail Address: hmigliaccio@rescueusd.org

The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Pleasant Grove Middle School's Vision and Mission Statements

Pleasant Grove Middle School will provide every student with a high standard of academic learning combined with personal and social development in a collaborative, healthy, inclusive, and positive environment with PUMA PRIDE.

P = Positive

R = Responsible

I = Inquisitive

D = Diligent

E = Enthusiastic

School Profile

Since opening on August 18, 2003, Pleasant Grove has quickly established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 569 sixth, seventh, and eighth grade students.

The school day is broken up into seven 50 minute periods of math, science, English, history, physical education, an elective and a lunch period. Elective options include: Band, Choir, Computer Science, Spanish, Leadership, Speech/Drama, PLTW Robotics, PLTW Design and Modeling, PLTW Coding, PLTW Medical Detectives and AVID. The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits. The Pleasant Grove staff is committed to providing lessons that connect what the students are learning (content) to their interests, needs and long-term goals.

At Pleasant Grove, our primary goal is to help all of our students be successful. All programs and policies are established to accomplish this goal. Our ever growing population of students with special needs represents a unique opportunity and challenge given the school's commitment to providing a supportive culture of inclusion for all students. Our focus is to accurately identify students with diverse needs, fully integrate all students into the school community, and train our staff in inclusion practices that draws on an integrated and interdisciplinary approach, engaging all students in a classroom setting, which ultimately benefits every student. Teacher training techniques that foster creativity, differentiation, collaboration, communication, critical thinking, a global-focus, and effective technology use will be crucial to the success of all of our students and our school in general.

Pleasant Grove's unique and diverse student population consists of:

88 students with IEP's (23 students receiving SDC services and 65 students receiving RSP services) (15.5%)

146 students identified as low-socio economic, foster youth and/or LEP (26%)

40 students with 504 plans (7%)

19 students ELD identified (3%)

Students with special needs are provided special assistance through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts, history, science, and electives. This support is provided through direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Two Special Day Classes also serve our students who meet certain special education criteria. Class size in our SDC program is small to allow for individual attention; however, students are fully integrated in mainstream PE and elective classes with their general education peers.

To support students on a path of career and college readiness, Pleasant Grove is pleased to announce that we are an AVID school. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap,

making college access and success available to all students. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call School-wide AVID. Our AVID program focuses on skills and behaviors that promotes academic success, provides intensive support with tutorials and strong student/teacher relationships, creates a positive peer group for students, and develops a sense of hope for personal achievement gained through hard work and determination.

Additional support is provided by a full-time counselor, a district nurse (3.75 hours/day), a district psychologist (4 days per week) and a county speech/language specialist (2 days per week). Services include academic counseling, crisis intervention and referrals to outside agencies. A Student Success Team Program is in place to assist students, teachers, and parents. Also, tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting.

Communication with parents is a key component to student academic success. It is critical to provide a format where students, teachers, and parents can communicate to support the development of student-centered learning and student self-advocacy. Pleasant Grove uses an on-line grading program, Jupiter Grades, and a classroom informational system, Google Classroom, to provide a format for more effective communication between all stakeholders. Through these interactive and engaged practices parents have access to up-to-date information on student grades and upcoming assignments to support their student's academic success. Additionally, progress reports are available three times a year through the Aeries Portal mid-trimester and report card grades are available through the Aeries Portal at the end of each trimester.

Pleasant Grove promotes a positive learning environment where all students are held to high academic standards and are recognized for positive behavior and hard work. Positive behavior and achievement are recognized through honor roll, student recognition assemblies (Student of the Trimester), complement calls and letters home to parents/guardians, PUMA Pride Awards, presidential awards, and the National Junior Honor Society.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 186 | 210 | 185 | 204 | 184 | 204 | 99.5 | 97.1 |
| Grade 7 | 184 | 192 | 182 | 189 | 180 | 189 | 98.9 | 98.4 |
| Grade 8 | 213 | 204 | 203 | 200 | 202 | 200 | 95.3 | 96.6 |
| All Grades | 583 | 606 | 570 | 593 | 566 | 593 | 97.8 | 97.4 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 2532.3 | 2552.4 | 14 | 26 | 38 | 36 | 34 | 22 | 14 | 15 |
| Grade 7 | 2577.0 | 2555.2 | 20 | 18 | 46 | 37 | 23 | 21 | 10 | 24 |
| Grade 8 | 2581.3 | 2574.2 | 16 | 12 | 43 | 43 | 24 | 28 | 17 | 18 |
| All Grades | N/A | N/A | 16 | 19 | 42 | 39 | 27 | 24 | 14 | 19 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 28 | 31 | 50 | 47 | 22 | 22 |
| Grade 7 | 27 | 27 | 54 | 46 | 19 | 27 |
| Grade 8 | 26 | 29 | 54 | 50 | 20 | 22 |
| All Grades | 27 | 29 | 53 | 48 | 20 | 23 |

| Writing Producing clear and purposeful writing | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 22 | 29 | 61 | 50 | 17 | 21 |
| Grade 7 | 37 | 28 | 51 | 51 | 12 | 21 |
| Grade 8 | 35 | 26 | 48 | 53 | 17 | 22 |
| All Grades | 31 | 28 | 53 | 51 | 16 | 21 |

| Listening Demonstrating effective communication skills | | | | | | |
|---|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 14 | 28 | 71 | 64 | 15 | 8 |
| Grade 7 | 17 | 24 | 74 | 61 | 8 | 15 |
| Grade 8 | 18 | 15 | 67 | 77 | 15 | 9 |
| All Grades | 16 | 22 | 71 | 67 | 13 | 10 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 19 | 39 | 68 | 54 | 13 | 6 |
| Grade 7 | 32 | 25 | 56 | 56 | 13 | 19 |
| Grade 8 | 26 | 24 | 60 | 61 | 14 | 15 |
| All Grades | 25 | 30 | 61 | 57 | 13 | 13 |

Conclusions based on this data:

1. Overall, students are succeeding in the area of ELA. It will be important for our ELA teachers to specifically identify areas of weaknesses and utilize the new curriculum to target specific areas of need.
2. Reading continues to be an area of improvement, especially in the area of "Demonstrating understanding of literary and non-fiction texts. A focus on student reading fluency is always a priority and is supported by our school-wide Reading Counts program. Providing content area teachers with class-sets of literature to support their specific content area will be an area of focus as it is important to acknowledge that literacy skills is not an English department specific goal. Language arts is a skill used across the disciplines and is the responsibility of all departments (math, science, social science and English/Language Arts) to integrate the interdisciplinary nature of the skills (reading, writing, listening and research) into their program.
3. As the students are required to read and comprehend data and literature across the curriculum, we will need to target student's reading proficiency as the number one school-wide intervention goal.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

| Overall Participation for All Students | | | | | | | | |
|--|------------------------|---------|----------------------|---------|---------------------------|---------|-------------------------------|---------|
| Grade Level | # of Students Enrolled | | # of Students Tested | | # of Students with Scores | | % of Enrolled Students Tested | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 186 | 210 | 185 | 204 | 183 | 204 | 99.5 | 97.1 |
| Grade 7 | 184 | 192 | 182 | 189 | 182 | 189 | 98.9 | 98.4 |
| Grade 8 | 213 | 204 | 203 | 201 | 201 | 200 | 95.3 | 97.1 |
| All Grades | 583 | 606 | 570 | 594 | 566 | 593 | 97.8 | 97.5 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | |
|--------------------------------------|------------------|---------|---------------------|---------|----------------|---------|-----------------------|---------|--------------------|---------|
| Grade Level | Mean Scale Score | | % Standard Exceeded | | % Standard Met | | % Standard Nearly Met | | % Standard Not Met | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 2543.3 | 2552.0 | 17 | 26 | 33 | 28 | 29 | 28 | 19 | 17 |
| Grade 7 | 2560.5 | 2544.3 | 20 | 19 | 30 | 21 | 32 | 37 | 18 | 24 |
| Grade 8 | 2572.7 | 2581.5 | 22 | 29 | 27 | 19 | 28 | 30 | 23 | 23 |
| All Grades | N/A | N/A | 20 | 25 | 30 | 23 | 29 | 32 | 20 | 21 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|--|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 | |
| Grade 6 | 34 | 36 | 40 | 39 | 26 | 25 | |
| Grade 7 | 34 | 26 | 39 | 43 | 27 | 31 | |
| Grade 8 | 32 | 38 | 39 | 32 | 29 | 31 | |
| All Grades | 33 | 34 | 39 | 38 | 27 | 29 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 16 | 27 | 53 | 54 | 31 | 19 |
| Grade 7 | 21 | 23 | 60 | 50 | 19 | 27 |
| Grade 8 | 28 | 27 | 54 | 54 | 18 | 19 |
| All Grades | 22 | 26 | 55 | 53 | 23 | 22 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | |
|--|------------------|---------|-----------------------|---------|------------------|---------|
| Grade Level | % Above Standard | | % At or Near Standard | | % Below Standard | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Grade 6 | 19 | 28 | 61 | 55 | 20 | 17 |
| Grade 7 | 21 | 21 | 67 | 55 | 12 | 24 |
| Grade 8 | 21 | 25 | 56 | 59 | 23 | 17 |
| All Grades | 20 | 25 | 61 | 56 | 18 | 19 |

Conclusions based on this data:

1. This is the second year of testing data we have on our students since the adoption of the new standards aligned math program, Big Ideas. As teachers and students learn to implement the new technology component and application strategies in the new textbook adoption we will see an increase in growth in the largest area of weakness, "Applying mathematical concepts and procedures". As our students are guided by our teachers in developing their abilities to think abstractly, solve problems, and consider multiple perspectives, we expect to continue to see growth in this area.
2. Our 7th grade students are the most successful in the area of "Demonstrating ability to support mathematical conclusions". This area of proficiency is also apparent in the ELA, as our 7th grade students also showed success in "Demonstrating effective communication skills". It will be important for us to focus on what practices our 7th grade teachers are implementing in their classrooms to promote student proficiency in this area.
3. More teacher training is needed in differentiating instruction and co-teaching to enhance math instruction across all three grade levels. Addition of co-taught Course 1E, 2E and 3E math classes for struggling students should show an increase in student achievement as the essential classes specifically target students in the "% at or near" level, as it is where we find the majority of our students.

School and Student Performance Data

CELDT (Annual Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT Annual Assessment | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| 6 | | 20 | | 33 | 30 | 50 | 67 | 40 | 17 | | 10 | | | | 33 |
| 7 | | | 50 | *** | 71 | 40 | | 29 | 10 | *** | | | | | |
| 8 | 50 | 20 | 40 | 33 | 20 | 60 | 17 | | | | 20 | | | 40 | |
| Total | 21 | 14 | 33 | 36 | 41 | 48 | 36 | 27 | 10 | 7 | 9 | | | 9 | 10 |

Conclusions based on this data:

1. The majority of our ELD students are at the Intermediate to Advanced level. 100% (5) 6th grade ELD students are also part of our low-socioeconomic subgroup and one (1) of the five (5) also receives special education services. 50% (2) of our 7th grade ELD students are also part of our low-socioeconomic subgroup. 100% (9) 8th grade ELD students are also part of our low-socioeconomic subgroup and four (4) of the nine (9) receives special education services. This data validates that we are providing quality language instruction to our EL learners. We saw little to no connection with growth in academic achievement of our ELD students who attended the after school homework club in the 2013-14 (no transportation services) or 2014-15 school year (with transportation provided); therefore, more support has been provided throughout the school day to increase student achievement with a targeted emphasis on our 8th grade ELD students. Preliminary data has shown that this method is showing success in overall student grades.
2. Our ELD students continue to struggle with access to learning; however, they possess the skills needed to be successful, and the struggle is directly related to not feeling connected to the school culture as defined by one-on-one interviews with the students on how we can help them be more successful in school during the 2014-15 school year. All of our ELD students expressed a need to be more connected with their peers and said that participating in our general education elective program instead of the ELD elective would promote acceptance of their peers. The inclusion of our ELD students in our elective program will provide them with opportunities to participate in our 2 year Spanish elective, Project Lead the Way, Targeted Reading Instruction, Speech and Drama, Technology, AVID, Choir and Band. We feel that this will enhance their learning by connecting them with their peers and the school in general. We are continuing to monitor progress. Student interviews and grade checks have shown an increase in student success and overall connectedness to the school. The implementation of school-wide AVID organizational strategies has been instrumental in the current success of our ELD students.
3. Parental involvement of our ELD families is also a crucial part in the academic achievement of the students in this subgroup. We have seen growth in student achievement of our ELD students as measured by grades in their academic classes, reclassification status, and CELDT scores of students we have successfully connected with parents.

School and Student Performance Data

CELDT (All Assessment) Results

| Grade | Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined) | | | | | | | | | | | | | | |
|--------------|---|-------|-------|----------------|-------|-------|--------------|-------|-------|--------------------|-------|-------|-----------|-------|-------|
| | Advanced | | | Early Advanced | | | Intermediate | | | Early Intermediate | | | Beginning | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| 6 | | 20 | | 29 | 30 | 50 | 71 | 40 | 17 | | 10 | | | | 33 |
| 7 | | | 58 | 25 | 75 | 33 | | 25 | 8 | 25 | | | 50 | | |
| 8 | 50 | 17 | 33 | 25 | 17 | 50 | 13 | | | | 17 | 17 | 13 | 50 | |
| Total | 21 | 13 | 38 | 26 | 42 | 42 | 32 | 25 | 8 | 5 | 8 | 4 | 16 | 13 | 8 |

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Enhance and encourage learning for all students.

LEA GOAL:

Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards.

SCHOOL GOAL #1:

All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classroom and throughout the learning environment.

Data Used to Form this Goal:

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and Reading Counts metrics were used to form this goal.

Findings from the Analysis of this Data:

Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals.

School-wide SBAC data revealed that:

62% of students in grade 6 met or exceeded the ELA standards (10% increase)

55% of students in grade 7 met or exceeded the ELA standards (11% decrease) - Population represents the majority of EL, low-socioeconomic and students with special needs.

55% of students in grade 8 met or exceeded the ELA standards (5% decrease)

54% of students in grade 6 met or exceeded the Math standards (4% increase)

40% of students in grade 7 met or exceeded the Math standards (10% decrease) - Population represents the majority of EL, low-socioeconomic and students with special needs.

48% of students in grade 8 met or exceeded the Math standards (1% decrease)

5% of ELD students met or exceeded the ELA standards (represents 22 students) - 100% of identified EL students are receiving targeted reading intervention/support throughout the school day and in 1:1 tutoring (when accessed). 97% of our identified EL student population is also part of our Low SES subgroup. 23% of EL students receive special education services.

43% of students identified as Hispanic or Latino met or exceeded ELA standards (represents 113 students)

0% of ELD students met or exceeded the Math standards (represents 22 students) - 100% of EL students are receiving targeted intervention in math through co-taught "E" courses, classroom aide support, 1:1 tutoring, AVID, and/or Special Education services.

30% of students identified as Hispanic or Latino met or exceeded Math standards (represents 113 students)

18% of Special Education students grade 6 met or exceeded the ELA standards

3% of Special Education students grade 7 met or exceeded the ELA standards

26% of Special Education students grade 8 met or exceeded the ELA standards

18% of Special Education students grade 6 met or exceeded the Math standards

3% of Special Education students grade 7 met or exceeded the Math standards

8% of Special Education students grade 8 met or exceeded the Math standards

40% of Low SES students grade 6 met or exceeded the ELA standards

33% of Low SES students grade 7 met or exceeded the ELA standards

36% of Low SES students grade 8 met or exceeded the ELA standards

33% of Low SES students grade 6 met or exceeded the Math standards

20% of Low SES students grade 7 met or exceeded the Math standards

29% of Low SES students grade 8 met or exceeded the Math standards

LEXILE data:

6th Grade:

43% Advanced/Proficient

41% Basic (of which 50% are within 100 points of the proficiency range)

16% Below Basic (92% of all students in the Below Basic band are receiving targeted intervention in reading).

The 8% not receiving services are parent "opt-out" for alternative elective/band and leadership.

7th Grade:

62% Advanced/Proficient

28% Basic (of which 55% are within 100 points of the proficiency range)

10% Below Basic (86% of all students in the Below Basic band are receiving targeted intervention in reading).

The 14% not receiving services are parent "opt-out" for band elective.

8th Grade:

60% Advanced/Proficient

27% Basic (of which 53% are within 100 points of the proficiency range)

13% Below Basic (68% of all students in the Below Basic band are receiving target intervention in reading).

11% not receiving services for reading specifically are parent "opt-out" for band elective.

56% not receiving services for reading specifically are receiving support for math in the 3E co-taught math class.

34% are receiving math support, reading support in RSP or through accommodations/classroom aide support, 504 accommodation and are in our AVID elective.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading Counts Lexile Scores, trimester grade reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and Lexile measures.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|--|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>1.1 Continue to support Big Ideas math program implementation.</p> <ul style="list-style-type: none"> Attend middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. Support the vertical articulation and collaboration of math departments. Implement programs to support students struggling with basic mathematical skills. Specifically targeting the application of mathematical concepts and procedures. Addition of Course 1E, 2E, and 3E Math classes. AVID Tutorial Training/Implementation | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 1.1 Support Teachers release time to collaborate on Big Ideas Math Program | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 500 |
| | | | 1.1 Support Algebra cross-district collaboration and articulation with teachers from other school sites. | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 500 |
| | | | 1.1 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices that support the implementation the real-world application of mathematical concepts. | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 500 |
| | | | 1.1 Support vertical articulation with high school and 5th grade teachers to aid in student's success in acquiring the necessary skills to transition effectively. | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 500 |
| | | | 1.1 Support math teacher participation on the Middle School Curriculum Council | 1000-1999: Certificated Personnel Salaries | District Funded | 600 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|---|---|--|-------------|
| | | | Description | Type | Funding Source | Amount |
| | | | 1.1 AVID Tutorial Training/Implementation (Educator Effectiveness Grant) | 1000-1999: Certificated Personnel Salaries | Other | 4000 |
| <p>1.2 Support the successful implementation of the StudySync EL/A textbook adoption.</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for E/LA. Purchase Reading Counts Program Renew Reading Counts Quiz Subscription Purchase Sadlier Oxford Vocabulary Program for E/LA Classes Arrange for guest speakers. Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively. Purchase Read Live Reading Intervention program to assist students in identified reading intervention strategies. Attend training(s) to increase student achievement and proficiency in writing strategies. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>1.2 Purchase of StudySync EL/A textbook.</p> <p>1.2 Purchase Reading Counts Program (Annual fee).</p> <p>1.2 Purchase Sadlier Oxford Vocabulary Program</p> <p>1.2 Purchase Read Live Reading Intervention Program</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>Site Formula Funds</p> | <p>1000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|--|---|--|---|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Attend training(s) for the effective implementation of the StudySync EL/A textbook adoption. Continue to support Step-up to Writing program | | | | | | |
| <p>1.3 Continue monitoring student progress and analyze data to provide rigorous and engaging curriculum for all students.</p> <ul style="list-style-type: none"> Use beginning-of-the-year and end-of-the-year assessment results, Lexile data, and CELDT scores (grades 6, 7, 8) to drive instruction, purchase curriculum and place students appropriately. Use beginning of the year and end of the year classroom assessment results to place students and measure growth. Use classroom assessments to drive instruction, identify students in need of support, and reflect on success of teaching practices. Monitor goals set by staff/site council and collect data on specific goals to effectively implement and reflect on progress made towards the goals. Administer district, classroom | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>1.3 Purchase Jupiter Online grading system to provide access for parents to view daily student progress.</p> <p>1.3 Provide opportunities for school counselor to attend workshops and conferences.</p> <p>1.3 Provide opportunities for site secretaries to attend Aeries and QSS trainings.</p> <p>1.3 Provide opportunities for teachers to collaborate on student assessment data and plan for student-centered instructional practices.</p> <p>1.3 Fund SST Coordinator Adjunct Duty</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p> | <p>1351</p> <p>500</p> <p>500</p> <p>1000</p> <p>1800</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|--|--|--------------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>and SBAC assessment tests and review results to improve student achievement.</p> <ul style="list-style-type: none"> SST (Student Study Team) meetings to review student progress and accommodations developed in general education classrooms to make recommendations for support. Counselor and administrative lead student success conferences to help students set goals for his/her own success. Provide academic core teachers with training in utilizing JUNO software for establishing unit benchmarks and assessments to measure growth towards California State standards. | | | | | | |
| <p>1.4 Support PE/After School Sports Program and promote lifelong fitness.</p> <ul style="list-style-type: none"> Support after school athletics program. Cross Country Volleyball (Boys and Girls) Wrestling Track and Field Basketball (Boys and Girls) | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>1.4 Fund Athletic Director Stipend</p> <p>1.4 Purchase Materials for PE classes to replace broken and worn items</p> <p>1.4 Fund Coaching Stipends (Cross Country, Volleyball, Wrestling, Track and Field, Basketball)</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Site Formula Funds</p> <p>Donations</p> <p>Site Formula Funds</p> | <p>1850</p> <p>1000</p> <p>15300</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|---|--|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | 1.4 Referees for Sports Events | 5800: Professional/Consulting Services And Operating Expenditures | Donations | 1800 |
| | | | 1.4 Transportation for Sports Events | 5000-5999: Services And Other Operating Expenditures | Donations | 2200 |
| | | | 1.4 Purchase Apple TV | 5000-5999: Services And Other Operating Expenditures | Donations | 500 |
| | | | 1.4 League Fees for Sports | 5000-5999: Services And Other Operating Expenditures | Donations | 563 |
| | | | 1.4 Supplies and uniforms for after school sports program | 4000-4999: Books And Supplies | Donations | 3500 |
| <p>1.5 Support teacher collaboration and training opportunities in techniques that foster creativity, differentiation, collaboration, communication, critical thinking, is globally focused, and utilizes technology in meaningful ways.</p> <ul style="list-style-type: none"> • Research alternative schedules including block and the addition of an Advisory/Intervention period. • Provide teachers opportunities to observe other teachers, collaborate within disciplines, and share strategies. • Use minimum days, staff meetings and discipline specific district-wide meetings to collaborate, strategize | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 1.5 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 2000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|---|---|--|------------------------|
| | | | Description | Type | Funding Source | Amount |
| differentiation, interventions, and share instructional techniques. | | | | | | |
| <p>1.6 - Support the pilot of FLEX Intervention EL/A program for Resource and SDC classrooms.</p> <ul style="list-style-type: none"> Purchase/Support use of ScootPad program to work progress towards student IEP goals and represent data towards progress towards the goals. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>1.6 Support the pilot and adoption of the FLEX Intervention EL/A program for RSP and SDC classes.</p> <p>1.6 Purchase of ScootPad Program</p> | <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Special Education</p> <p>Donations</p> | <p>8000</p> <p>717</p> |
| <p>1.7 History</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for history/social studies. Continue to support and provide collaboration opportunities for implementation of the DBQ history bridge materials. Support history department in researching and piloting history textbook adoption. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 1.7 Release time to collaborate, research, pilot and adopt history textbook adoption. | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 500 |
| <p>1.8 Science</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for Science. Attend conferences and informational seminars to begin implementation of NGSS | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>1.8 Conferences and informational seminars to begin implementation of NGSS</p> <p>1.8 NTSA Conference for 2 science teachers/hotel and transportation.</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Donations</p> <p>District Funded</p> | <p>600</p> <p>3000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------|---|--|--|---|---------------------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> 2 teachers to attend GLAD Training | | | 1.8 Substitute coverage for 2 teachers @ NTSA conference. 1.8 GLAD Training 1.8 GLAD Training Teacher Release Time | 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries | Donations Title II Part A: Improving Teacher Quality Title II Part A: Improving Teacher Quality | 300 3690 1000 |
| 1.9 Support the 1st year implementation of the AVID school-wide organizational system. <ul style="list-style-type: none"> School-Wide Binder School-Wide Binder Checks Cornell note-taking system across all curricular areas. Purchase of student planners for all grade levels to manage and prioritize academic workload. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 1.9 AVID Program Expenses 1.9 AVID Program Training 1.9 Site funds allocated to support AVID expenses and trainings. 1.9 Purchase of Planners | 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 4000-4999: Books And Supplies | District Funded District Funded Donations Donations | 12000 1800 |
| 1.10 Enhance educational technology capabilities throughout the campus to support new EL/A, Math and History textbook adoption and access to the curriculum. Currently have 347 Chromebooks/Carts. For 1 cart for each CORE teacher's classroom, we would need an additional 325 Chromebooks. | 7/1/2016 - 6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 1.10 Purchase additional Chromebook/Carts (325 total) | 4000-4999: Books And Supplies | None Specified | 136000 |

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Provide an innovative and engaging learning environment. |
| LEA GOAL: |
| Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college. |
| SCHOOL GOAL #2: |
| Provide an innovative environment that integrates technology into the teaching and learning process, to ensure that our students are engaged and well-prepared for success in high school, career and college. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. Data was presented in Goal #1. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Digital Literacy Compliance reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and Lexile measures. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|--|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 2.1 Provide relevant media/materials for teaching and learning. <ul style="list-style-type: none"> AVID Weekly Subscription (20 teachers) | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 2.1 Purchase Junior Scholastic Magazine for History Department | 4000-4999: Books And Supplies | Donations | 550 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|--|--|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>2.2 Provide software to enhance teaching and learning.</p> <ul style="list-style-type: none"> • Scootpad (math, reading, E/LA/RSP and SDC) (Goal 1) • Ten Marks (math) • Digital Literacy Lessons • Read Live Reading Intervention (Goal 1) • Big Ideas On-line Resources | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 2.2 Purchase Software to Support Teaching and Learning | 4000-4999: Books And Supplies | Site Formula Funds | 1000 |
| <p>2.3 Continue to maintain/purchase equipment.</p> <ul style="list-style-type: none"> • Replace/Purchase keyboards, mice, and speakers. • Focus on innovative ways to fund the purchase of new Chromebooks/Carts. Progress towards a 1:1 (1 cart to 1 teacher) ratio, as new textbook adoptions are requiring that students have access to technology to access textbooks. Currently have 347 Chromebooks. (Allocated in Goal #1) • Replace broken Chromebooks (Do not have a funding source for this goal). | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 2.3 Replace/Purchase keyboards, mice and speakers. | 5000-5999: Services And Other Operating Expenditures | Donations | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|--|--|---|------------------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>2.4 Provide staff development opportunities to assist teachers in integrating technology into classroom lessons.</p> <ul style="list-style-type: none"> Continue to support 6th grade technology "rotation" elective. Continued support of technology standards scope and sequence. Build library of technology resources. Creation of teacher/student/parent resource page for access to tutorials to support the use of technology resources as a tool. Provide training on Google and Google Classroom applications. Continue to support 7th and 8th grade technology electives to the elective wheel. Continue to support PLTW electives into elective wheel in 6,7, and 8th grades. 8th grade PLTW classes (Robotics and Coding) to become year-long electives to increase academic rigor and long-term project development skills. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>Provide training opportunities for teachers in the implementation of technology</p> <p>Substitutes for trainings</p> <p>Build library of Technology Resources</p> <p>PLTW Lab Hardware</p> <p>PLTW Supplies</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> | <p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Donations</p> <p>District Funded</p> <p>District Funded</p> | <p>5000</p> <p>3000</p> <p>500</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>2.5 Provide Pleasant Grove teaching staff with support for implementation of the SBAC test.</p> <ul style="list-style-type: none"> • Staff Meetings. • Collaboration Meetings. • County and District opportunities. • Testing schedule that provides the least number of interruptions to classroom teaching time. • TOSA | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | Release time for technology support teachers to attend workshops and trainings. Support for teachers in the process for administering the SBAC. | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 500 |
| <p>2.6 Provide access to the computer lab, media lab, and the Chrome carts for classes working on writing, researching, and keyboarding skills.</p> <ul style="list-style-type: none"> • Grade level calendars for sharing access to Chromebook carts. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | | | | |
| <p>2.7 Utilize technology TOSA's (2 periods/day) to support the incorporation of technology in the classroom. Provide individualized, group, and co-teaching opportunities when requested.</p> <ul style="list-style-type: none"> • TOSA's to assist with the SBAC schedule, on-line resources and tutorial videos for teachers, students and parents. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 2.7 Technology TOSA's | 1000-1999: Certificated Personnel Salaries | District Funded | |
| <p>2.8 Use technology to increase communication of all stakeholders.</p> | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|--------------------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> JupiterGrades - Communicate with parents, on-line student gradebook and communication with parents regarding student discipline. Calendar in JupiterGrades used to update classroom assignments. (Expenditure in Goal #1). Aeries - Utilize student database for allowing parent/teachers/staff access to all student data needed to support student academic success, develop student-centered master schedule, and track attendance. Blackboard - Communicate via, email, text and/or phone important information. Google Classroom | | Staff, and School Site Council | | | | |

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Support the teaching and learning process. |
| LEA GOAL: |
| Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students |
| SCHOOL GOAL #3: |
| Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for more rigorous, relevant materials, including library services, media, and technology, that incorporates 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. Data represented in Goal #1. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using professional development evaluations and staff survey results. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 3.1 Emphasize literacy and writing skills across the curriculum. <ul style="list-style-type: none"> Increase the number of non-fiction novel class sets available to students and teachers to support reading in E/LA and history/social science in all grades. Identified area of needed improvement when reviewing SBAC data. "Demonstrating Understanding of Literary and | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 3.1 Purchase Novels for History, E/LA and Science where needed. | 4000-4999: Books And Supplies | Donations | 1000 |
| | | | 3.1 Provide replacements for novels in class sets. | 4000-4999: Books And Supplies | Donations | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|--|---|--|------------------------|
| | | | Description | Type | Funding Source | Amount |
| <p>Non-Fiction Texts."</p> <ul style="list-style-type: none"> • Provide for replacing copies of novels in class sets used to support reading in E/LA and history/social science. • Classroom setting for PE teachers to provide instruction on writing and literacy strategies across the curriculum. | | | | | | |
| <p>3.2 Provide teachers with time on Collaboration days for assessment and curriculum development.</p> <ul style="list-style-type: none"> • Continued articulation across grade levels, middle school sites, and departments. • Continued staff development focusing on the California Standards. • Provide teachers with 1 day of release time/year to review results, articulate with colleagues, and develop effective lessons and strategies for teaching the California Standards. • Collaborate with grade level/content specific teachers | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>3.2 Release time for teachers to attend district and county trainings and workshops.</p> <p>3.2 Registration fees for county trainings.</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Title II Part A: Improving Teacher Quality</p> <p>Donations</p> | <p>500</p> <p>2000</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|---|---|---|
| | | | Description | Type | Funding Source | Amount |
| <p>across the district to develop district-wide assessments.</p> <ul style="list-style-type: none"> Opportunities for Special Education teachers, paraprofessionals, and general education teachers to collaborate to work on curriculum and strategies to facilitate access of curriculum for students with disabilities. | | | | | | |
| <p>3.3 Provide professional growth opportunities for all staff.</p> <p>Goal specific Areas:</p> <ul style="list-style-type: none"> Differentiation Inclusion CoTeaching Integrating technology into classroom instructional practices Intervention strategies Enrichment strategies AVID GLAD PLTW | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>3.3 Google Training</p> <p>3.3 Substitute Coverage for Google Trainings</p> <p>3.3 PLTW Conference</p> <p>3.3 Substitute Coverage for PLTW Conference</p> <p>3.3 ACSA Every Child Succeeds Conference.</p> | <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> | <p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p> | <p>500</p> <p>500</p> <p>1100</p> <p>300</p> <p>200</p> |
| <p>3.4 Continue to support the Library as a crucial part of supporting teaching and learning.</p> <ul style="list-style-type: none"> Staff and community members will continue to support the goal of 25+ books per student. (Currently, 18/student). | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>3.4 Purchase Books to enhance library.</p> <p>3.4 Provide funds for reading incentives program (partial)</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> | <p>Donations</p> <p>Donations</p> | <p>2500</p> <p>200</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|---|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Library staff will complete annual CDE Online School Library Survey. Increase the number of books and supportive materials in the library and/or classrooms that are available to students and staff to support learning across the curriculum. Track information on the number of classes using the library and compare circulation numbers annually. The library provides barrier-free access for students, staff during the school day as well as before and after school hours. Provide reading motivational events and activities, author visits, assemblies, celebrations, etc. (Addition of BOB - Battle of the Books). Support grade level goals of words read annually by students through motivational activities. Movie incentive and prizes for success. Promote collaborative planning and teaching between classroom teacher and Library/Media Coordinator. The library program provides | | | 3.4 Provide funds for reading incentives program (partial) | 5000-5999: Services And Other Operating Expenditures | PTO | 500 |
| | | | 3.4 Professional Development for Library/Media Cord. | 5000-5999: Services And Other Operating Expenditures | Donations | 500 |
| | | | 3.4 Reading Counts Quiz Updates | 4000-4999: Books And Supplies | District Funded | |
| | | | 3.4 Provide opportunity to participate in library conference. | 5000-5999: Services And Other Operating Expenditures | Donations | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <p>support to instructional program and will be measured by the number of classes using the library/Reading Counts Program. Goal - 100% of all E/LA classes use the Reading Counts program to measure student progress towards independent reading goals.</p> <ul style="list-style-type: none"> Library/Media Coordinator will provide annual update on library access, use and collection data. Ensure that a process remains in place to prioritize library collection and program needs and determine funding options. Provide professional development opportunities for Library/Media coordinator. | | | | | | |

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|--|
| SUBJECT: Enhance and encourage learning for all subgroups of students. |
| LEA GOAL: |
| Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment. |
| SCHOOL GOAL #4: |
| Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, special education, and at-risk students through access to quality instruction, academic intervention and social support programs. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. |
| Findings from the Analysis of this Data: |
| Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists, and nurses corroborated these findings, and also indicated that there is a need for more professional development and supportive services to meet these goals. Data represented in Goal #1. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates. Our school goal is a 5% increase in the number of EL students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and Lexile measures. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|--|-------------------------------|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 4.1 Utilize SDAIE/CLAD expertise to enhance instruction to ELL with a fully supported inclusion program that draws on an integrated and interdisciplinary approach, engaging | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 4.1 Materials to support student access to curriculum. | 4000-4999: Books And Supplies | Site Formula Funds | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------------|--|---|---|--------------------------|--------------|
| | | | Description | Type | Funding Source | Amount |
| <p>all students in a classroom setting.</p> <ul style="list-style-type: none"> • Enhance and differentiate instruction for all content areas. • Utilize SDAIE and CLAD expertise to enhance instruction for ELL • Use CELDT testing information to provide differentiation within the general education classrooms. • Increase student support throughout the school day by increasing the number of hours EL coordinator is on campus. • Monitor student grades and work completion/reclassification • Communicate student progress with Spanish speaking families and families who do not have access to the internet. | | | | | | |
| <p>4.2 Explore and implement alternative intervention programs for students needing assistance in accessing curriculum within the student's school day.</p> | <p>7/1/2016-6/30/2017</p> | <p>Pleasant Grove Administration, Teachers, Support Staff, and School Site Council</p> | <p>4.2 Increase aide support (Intervention Aides)</p> | <p>2000-2999: Classified Personnel Salaries</p> | <p>Local Categorical</p> | <p>30848</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|--------------------------------|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> • Increase classroom aide time by continuing to support and fund 2 - 3 hour intervention aide positions to assist students in general education classes throughout the school day. • Explore intervention options: • Peer Tutoring (before/after school and at lunch) • Intervention classes that are not "drop in" classes. Contract with commitment to attend and student and parent support. • Intervention options throughout the school day. • Parent information nights on study techniques and homework support strategies. • Implementation of a Homework Lab in the evenings involving parents and students. | | | | | | |
| 4.3 Teacher choice to volunteer to provide teacher tutorials before school, lunchtime (15 minutes), and after school as desired by individual teachers. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | | | | |
| 4.4 Continue to support activities to increase student and parent engagement. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School | 4.4 INTEL Field Trip (PC Pals) | 5000-5999: Services And Other Operating Expenditures | Donations | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | | |
|--|----------|-----------------------|----------------------------------|--|--|--------------------|-----|
| | | | Description | Type | Funding Source | Amount | |
| <ul style="list-style-type: none"> • ELAC and DELAC Committee Involvement (Pathways to College, Guest Speakers) • Cinco De Mayo celebration • Support District-wide Multicultural Fair • Continue to support district-wide "I Love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency. Funds associated with this goal is found in Goal #3 (Library) • Sugarloaf Fine Arts Camp Program • ACSA's Every Child Succeed Award Nomination • Operation School Bell (Over 40 students assisted each year with clothing allowances) • INTEL PC Pal Program • PTO • PUMA Walk • Jupiter/JUNO on-line SIS system • Nominate 7th grade girls for the Davis Technology/Math/Science Convention • Oral Interpretation Festival • AVID • Parent Nights <p>Topics:</p> <ul style="list-style-type: none"> a. Jupiter Gradebooks b. Career and College Readiness c. Homework Support d. Expert Panel Discussion for parents and students: Educational Equity | | Site Council | 4.4 Oral Interpretation Festival | 5000-5999: Services And Other Operating Expenditures | Donations | 100 | |
| | | | | 4.4 National Geographic Geography Bee | 5000-5999: Services And Other Operating Expenditures | Donations | 120 |
| | | | | 4.4 Puma Walk | 5000-5999: Services And Other Operating Expenditures | Donations | 100 |
| | | | | 4.4 National History Day Project Entry Fees (Request to PTO to fund this was denied.) | 5000-5999: Services And Other Operating Expenditures | Donations | 600 |
| | | | | 4.4 PC Pal Coordinator | 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 400 |
| | | | | 4.4 INTEL PC Pal Events | 4000-4999: Books And Supplies | Donations | 250 |
| | | | | 4.4 Transportation to the PC INTEL Event | 5000-5999: Services And Other Operating Expenditures | Donations | 200 |
| | | | | 4.4 Cinco de Mayo Event | 5000-5999: Services And Other Operating Expenditures | Donations | 200 |
| | | | | 4.4 District-Wide Multicultural Fair | 5000-5999: Services And Other Operating Expenditures | District Funded | 500 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|--|--|---|----------------------|
| | | | Description | Type | Funding Source | Amount |
| and Opportunities <ul style="list-style-type: none"> • IEP (Over 100 meetings/annually) • 504 (Over 40 meetings/annually) • SST (Over 40 meetings/annually) • Parent/Teacher Conferences • Counselor • National History Day Project • Quarterly Parent Newsletters | | | | | | |
| 4.5 English Language Learners will receive additional instruction in English Language development by district ELL teacher. <ul style="list-style-type: none"> • Increase hours of ELL teacher to assist in student success. (On campus 3 hours/day). • 1.1 after school/during school tutoring with EL teacher | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | | | | |
| 4.6 Support all student through differentiation of California Standards within classroom. Provide enrichment opportunities and engaging elective classes for all students. <ul style="list-style-type: none"> • AI (Academic Intervention) program provided in 6th grade • JAZZ band before school program 3 days/week. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 4.6 Music Director Stipened 4.6 Jazz Band Before School Program 4.6 Stipends for ASB, Yearbook, CJSF | 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries | Site Formula Funds District Funded Site Formula Funds | 2040 3600 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|--|--------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> • PC pals Program with Intel Employees embedded within 2 of our 6th grade E/LA classes. • CJSF 7th and 8th (California Junior Scholastic Society) • ASB/Leadership Elective • Yearbook • WEB • AVID (School-wide and 6th grade trimester elective/8th grade YL Elective). • Drama/Speech Elective (6th) • Yearbook Elective (7th) • PLTW Electives at all grade levels • Band Electives for all grade levels • Addition of a Choir Elective • Spanish Electives for all grade levels • Computer Electives at all grade levels | | | 4.6 ASB Bookkeeper Stipend | 2000-2999: Classified Personnel Salaries | Site Formula Funds | 850 |
| | | | 4.6 Fees associated with participation in organizations | 5000-5999: Services And Other Operating Expenditures | Donations | 500 |
| | | | 4.6 Stipend for WEB leader | 2000-2999: Classified Personnel Salaries | Site Formula Funds | 1500 |
| | | | 4.6 Materials/Curriculum for Elective Classes | 4000-4999: Books And Supplies | Site Formula Funds | 500 |
| | | | 4.6 Jazz Band Supplies and Registration Fees | 5000-5999: Services And Other Operating Expenditures | Donations | 25000 |
| | | | | | | |
| <p>4.7 Include intervention electives throughout school day.</p> <ul style="list-style-type: none"> • Read Live Reading Intervention - Costs associated with this purchase of this program can be found in Goal #1 • Co-Teaching 6th, 7th and 8th grade course "E" math classes. • Explore/Implement co-teaching classes in different disciplines (currently only in math). • Continue to explore all options for intervention programs within | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|--|--|--|--|
| | | | Description | Type | Funding Source | Amount |
| <p>the school day.</p> <ul style="list-style-type: none"> Support implementation of AVID program. | | | | | | |
| <p>4.8 Provide A Safe and Supportive Climate</p> <ul style="list-style-type: none"> WEB Orientation for new students and parents/families. Parent conferences during the first trimester. Open House/Back-to-School Night. Continue providing parent resource materials from counselor and library. Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. Ensure that staff is well trained and has the capability to effectively communicate during emergency situations (Safety Committee) Sustain WEB (Where Everybody Belongs) Program to facilitate transition of new students. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>4.8 Support WEB Activities</p> <p>4.8 Behavior Incentives for Puma Pride Awards and Student of the Trimester</p> <p>4.8 Transportation for 5th grade "Welcome to PG" field trip</p> <p>4.8 Financial support for Leadership Elective</p> <p>4.8 Lunchtime activity sports equipment</p> | <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> | <p>Donations</p> <p>Donations</p> <p>Parent-Teacher Association (PTA)</p> <p>Parent-Teacher Association (PTA)</p> <p>Donations</p> | <p>500</p> <p>1000</p> <p>336</p> <p>1000</p> <p>300</p> |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Reward students for positive behaviors. CPR/First Aide Training AVID Leadership Team Members from each discipline make-up team of school advisors. Master Scheduling Committee. Members from each grade level and discipline to participate in the training and development of the Master Schedule for the 2017-18 school year. Students use Anonymous Tip Line to provide information and suggestions for a safer school climate in a confidential way. Student leadership elective class to provide input into day to day operation of school and programs offered. Student participation on SITE team and SAFETY committee. 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. Support SDC class in development and grant application for garden project. Support end-of-the year events at all grade levels. | | | | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|---|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Purchase equipment for lunch-time activities | | | | | | |
| <p>4.9 Student-Centered Collaboration Team Meetings(IEP's, 504's and SST's) to support all students achieving.</p> <ul style="list-style-type: none"> IEP meetings scheduled throughout the school day and substitute coverage provided for a general education teacher to attend each meeting on a rotating basis. Schedule articulation between 5th grade and 6th grade teaching staffs for transition to middle school. Schedule articulation with high schools for transition to 9th grade. (Students with 504's and IEP's) Utilize SST forum to evaluate services needed for under-performing students. Use promotion/retention and AB 1802 conferences to set goals for under-performing students. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | <p>4.9 5th - 6th Transition meeting teacher extra duty pay</p> <p>4.9 Release time for teachers to attend meetings during the school day.</p> | <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> | <p>Site Formula Funds</p> <p>Special Education</p> | 200 |
| <p>4.10 Provide Opportunities for Parent Communication and Resources.</p> <ul style="list-style-type: none"> Provide parent trainings and informational sessions to discuss the California Standards. | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 4.10 Expenditures associated with providing outreach, resources and communication to parents. | 5000-5999: Services And Other Operating Expenditures | Donations | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|--------------------|---|---|--|--|--------|
| | | | Description | Type | Funding Source | Amount |
| <ul style="list-style-type: none"> Regular Parent Updates using the ParentLink and Jupiter systems. Emails and phone calls from principal and vice-principal. Parent and Student Grades and communication regarding student progress through Jupiter. Jupiter/Google Classroom trainings for teachers, parents and students. Administrative participation with the Music Boosters and PTO. | | | | | | |
| <p>4.11 Coordinate services for at-risk students</p> <ul style="list-style-type: none"> Counseling ERMHS counseling for multiple students receiving mental health services through outside programs. SARB Data driven/Student-Centered IEP, SST and 504 meetings: <p>88 students with IEP's (23 students receiving SDC services and 65 students receiving RSP/Speech/Support services) (15.5%) 146 students identified as low-socio economic, foster youth and/or LEP (26%) 40 students with 504 plans (7%)</p> | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 4.11 Provide training for staff relating to students with ED (Emotional Disturbance) diagnosis. | 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--------------------|---|-------------------------------------|-------------------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 19 students EL identified (3%) - Current data in Aeries. | | | | | | |
| 4.12 Provide funds for classroom supplies and materials to support teaching and learning | 7/1/2016-6/30/2017 | Pleasant Grove Administration, Teachers, Support Staff, and School Site Council | 4.12 Classroom Budgets for Teachers | 4000-4999: Books And Supplies | Donations | 6000 |

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Attract and retain diverse, knowledgeable, dedicated employees. |
| LEA GOAL: |
| Attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students. |
| SCHOOL GOAL #5: |
| Attract, support, and retain employees who are committed, diverse, knowledgeable, and dedicated to providing quality education for our students. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| Approximately 98% of RUSD teachers are "highly qualified". |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal using the Highly Qualified Teacher report generated from the RUSD Human Resources Department. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| See District LCAP for Actions to be Taken to Reach this Goal. | | | | | | |

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

| |
|---|
| SUBJECT: Create and maintain facilities and grounds. |
| LEA GOAL: |
| Create and maintain facilities and grounds that are safe, clean and conducive to the learning process. |
| SCHOOL GOAL #6: |
| Create and maintain a safe, clean campus that is conducive to the learning process. |
| Data Used to Form this Goal: |
| Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. |
| Findings from the Analysis of this Data: |
| See district facilities report. |
| How the School will Evaluate the Progress of this Goal: |
| The school will measure the progress of this goal, in conjunction with the RUSD Facilities and Maintenance Department, using facility inspection reports and Help Desk Ticket Completion rates. The school will also use School Site Safety Plans, emergency drill records, California Healthy Kids Survey data, facility inspection reports, Williams Act claims, and incident/accident reports to evaluate progress towards this goal.. |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|-------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

| Total Allocations by Funding Source | | |
|-------------------------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |

| Total Expenditures by Funding Source | |
|--|--------------------|
| Funding Source | Total Expenditures |
| PTO | 500.00 |
| District Funded | 4,100.00 |
| Donations | 78,551.00 |
| Local Categorical | 30,848.00 |
| None Specified | 136,000.00 |
| Other | 4,000.00 |
| Parent-Teacher Association (PTA) | 1,336.00 |
| Site Formula Funds | 31,240.00 |
| Special Education | 8,000.00 |
| Title II Part A: Improving Teacher Quality | 15,490.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type

| Object Type | Total Expenditures |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries | 41,890.00 |
| 2000-2999: Classified Personnel Salaries | 33,698.00 |
| 4000-4999: Books And Supplies | 178,600.00 |
| 5000-5999: Services And Other Operating Expenditures | 54,077.00 |
| 5800: Professional/Consulting Services And Operating | 1,800.00 |

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

| Object Type | Funding Source | Total Expenditures |
|--|--|--------------------|
| 5000-5999: Services And Other Operating | PTO | 500.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 600.00 |
| 5000-5999: Services And Other Operating | District Funded | 3,500.00 |
| 1000-1999: Certificated Personnel Salaries | Donations | 300.00 |
| 4000-4999: Books And Supplies | Donations | 31,600.00 |
| 5000-5999: Services And Other Operating | Donations | 44,851.00 |
| 5800: Professional/Consulting Services And | Donations | 1,800.00 |
| 2000-2999: Classified Personnel Salaries | Local Categorical | 30,848.00 |
| 4000-4999: Books And Supplies | None Specified | 136,000.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 4,000.00 |
| 5000-5999: Services And Other Operating | Parent-Teacher Association (PTA) | 1,336.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 25,190.00 |
| 2000-2999: Classified Personnel Salaries | Site Formula Funds | 2,850.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 3,000.00 |
| 5000-5999: Services And Other Operating | Site Formula Funds | 200.00 |
| 4000-4999: Books And Supplies | Special Education | 8,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 11,800.00 |
| 5000-5999: Services And Other Operating | Title II Part A: Improving Teacher Quality | 3,690.00 |

Summary of Expenditures in this Plan

Total Expenditures by Goal

| Goal Number | Total Expenditures |
|--------------------|---------------------------|
| Goal 1 | 209,071.00 |
| Goal 2 | 11,550.00 |
| Goal 3 | 10,800.00 |
| Goal 4 | 78,644.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

| Name of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Hope Migliaccio | X | | | | |
| Nlta Franks | | X | | | |
| Natalie Hadden | | | X | | |
| Cindy Fackrell | | | X | | |
| Matt Hardt | | X | | | |
| Leslie Halket | | X | | | |
| Kari Fregoso | | | | X | |
| Diane Williams | | | | X | |
| Imelda Schwab | | | | X | |
| Adriana Edwards | | | | | X |
| Gino Tomasello | | | | | X |
| Carly Smith | | | | | X |
| Numbers of members of each category: | 1 | 3 | 2 | 3 | 3 |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/21/2015.

Attested:

Hope Migliaccio

Typed Name of School Principal

Signature of School Principal

Date

Nita Franks

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date