

**Rescue Union School District
2390 Bass Lake Road, Rescue, California 95672**

**BOARD OF TRUSTEES
REGULAR MEETING MINUTES**

Tuesday, January 24, 2017 - 7:00 p.m. Open Session (Closed Session at 6:00 p.m.)

Rescue District Office Board Room

Teleconference site: 1359 Broadway, Alameda, CA 94501

DISTRICT MISSION

Rescue Union School District, in partnership with families and the community, is dedicated to the success of every student by providing a challenging, comprehensive, and quality education in a safe environment in which all individuals are respected, valued, connected, and supported.

ITEM	ITEM DESCRIPTION
CALL TO ORDER:	Board president called the meeting to order.
ROLL CALL:	<ul style="list-style-type: none"> ✓Nancy Brownell, President ✓Kim White, Vice President ✓Suzanna George, Clerk ✓Tagg Neal, Member ✓Stephanie Kent, Member ✓David Swart, Superintendent and Board Secretary ✓Sid Albaugh, Assistant Superintendent of Business Services ✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
PUBLIC COMMENT:	Opportunity for members of the public to address the Board concerning items on the Closed Session Agenda.
CLOSED SESSION: District Conference Room	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Real Property Negotiator	<p>Conference with Real Property Negotiator pursuant to Government Code Section 54956.8, regarding:</p> <ul style="list-style-type: none"> - Property: APN 115-400-12 - Negotiating Parties: American River Conservancy, El Dorado Hills Community Service District and the Rescue Union School District - Agency Negotiators: David Swart, Sid Albaugh, Kevin Loewen and Alan Ehrgott - Under Negotiations: Terms and Conditions of Purchase
Conference with Labor Negotiator	Discussion with the District's chief negotiators, Darrien Johnson, and Sid Albaugh regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, Administrative Management, and Yard Duty Supervisors.
OPEN SESSION:	The meeting was called to order at 7:01 p.m.

Welcome	The Board president provided an introduction to Board meeting proceedings.
Flag Salute	A Marina Village School student led the flag salute.
1. Adoption of Agenda (Consideration for Action)	Trustee White moved and Trustee George seconded to approve the agenda as presented. Roll Call Vote: Aye: Trustee Kent, George, White, Neal and Brownell The motion passed 5-0.
STUDENT SUCCESS / RECOGNITION:	
Marina Village School	Marina Village Middle School principal, George Tapanes and assistant principal, Samantha Schlesinger provided a site update and presentation highlighting student successes.
REPORTS AND COMMUNICATION:	
Report from Closed Session	Board president reported no action taken in closed session.
2. Board Member Reports	This item is provided as an opportunity for trustees to give District related reports.
3. Superintendent's Report (Supplement)	<ul style="list-style-type: none"> - Enrollment/Staffing Report; Currently at 3774 which is up 40 students from last month - Conversations are continuing with United Education regarding the Chinese visitations. They have extended the invitation to all the schools in our district. The Chinese delegation is interested in continuing the relationship and has invited administration to visit China in advance of a student trip. - A thank you to Nancy Brownell for the LCAP Updates and Accountability training on January 23, hosted by the EDCSBA - The superintendent will be attending the CSBA New Board Member workshop with Trustee Kent and Trustee Neal - We will be hosting a Guest Teacher reception on Tuesday, January 31 from 4:00 to 5:30 - Superintendent Swart played the draft video from the California Lottery video featuring Pleasant Grove and Project Lead the Way
4. Department Update: Curriculum and Instruction/Technology Facilities Special Services	<p>The Board will receive updates on current activities within these departments.</p> <p><u>C &I:</u> Dave Scroggins reported on professional development throughout the district.</p> <ul style="list-style-type: none"> - Growth mindset sub-committee module 2 delivered - Differentiation for Gifted and High Achieving Students - Benchmark Demonstrations Lessons - Team of teachers participating in the StudySync and Benchmark Collaboratives at EDCOE - Aeries.net training for all secretaries - Library Committee met to revise the library plan. The focus for

	<p>this year is on collaboration between libraries and the classroom, tools and practices to support quality research and professional development for the library media clerks.</p> <ul style="list-style-type: none"> - Team of administrators will be attending the Bridges out of Poverty Workshop sponsored by EDCOE <p><u>Facilities:</u> Phil Jones reported briefly on the Marina Village Classroom project that was discussed at the January Board Study Session. With the continuing rain, the maintenance department is working on drainage, erosion and roof repairs around the district. Meetings will be scheduled with some roofing contractors to get the harder problems solved. Our new HVAC Technician will be starting later this month and will be replacing filters districtwide. Mr. Jones also attended a California's Coalition for Adequate School Housing (CASH) workshop regarding new Division of State Architect (DSA) regulations.</p> <p><u>Support Services:</u> Laura Hendrix provided an update on Special Education numbers for our district. Currently we are at 260 which is an increase of 23 students from January of 2016. The most pressing issue that schools are dealing with is students with social/emotional or mental health needs. Tutoring is underway for English Learners at Green Valley. The annual Multicultural Fair is scheduled for Friday, February 10 from 3:30 to 6:00 at Marina Village. Transportation will be available for pick up and drop off at Rescue and Green Valley for families on this end of the district.</p>						
PUBLIC COMMENTS:	<p><i>Public comments:</i></p> <p>Sheila Fruge - Parent RE: Support for Special Education parents and students</p> <p>Jennifer Slade - Parent RE: Concerns regarding implementation of full day kindergarten program</p>						
GENERAL:							
<p>5. Board Policy - Revision (Supplement) (First Reading and Possible Consideration for Action) Superintendent</p>	<p>Periodically, the Board reviews, revises and/or adopts Board Policy. The following policies are provided for first reading and possible consideration for action.</p> <table border="1" data-bbox="743 1486 1390 1587"> <tr> <td colspan="2"><i>First Reading</i></td> </tr> <tr> <td>BP/AR 0450</td> <td>Comprehensive Safety Plan</td> </tr> <tr> <td>BP/AR 5116.1</td> <td>Intradistrict Open Enrollment</td> </tr> </table> <p>Trustee White moved and Trustee George seconded to approve the revisions to the BP/AR 0450, BP 5116.1 and to adopt AR 5116.1. Roll Call Vote: Aye: Trustee Kent, George, White, Neal and Brownell The motion passed 5-0.</p>	<i>First Reading</i>		BP/AR 0450	Comprehensive Safety Plan	BP/AR 5116.1	Intradistrict Open Enrollment
<i>First Reading</i>							
BP/AR 0450	Comprehensive Safety Plan						
BP/AR 5116.1	Intradistrict Open Enrollment						

PERSONNEL:	
<p>6. Public Hearing Proposals for RUFT Negotiation Openers in 2016-2017</p> <p>(Supplement)</p> <p>(Hearing)</p> <p>Director of Human Resources</p>	<p>To comply with Government Code 3547, the Board is holding a public hearing for comment prior to the adoption of RUFT Negotiation Openers in 2016-2017.</p> <p>OPEN PUBLIC HEARING: 8:20 p.m.</p> <p>CLOSE PUBLIC HEARING: 8:21 p.m.</p> <p>There were no public comments.</p>
<p>7. Resolution #17-01 Reduction of Hours/Elimination of Positions – Classified Personnel</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Director of Human Resources</p>	<p>Due to lack of work, and/or lack of funds, certain services now being provided by the District must be reduced for the 2016-2017 school year. District administration recommends approval of Resolution #17-01.</p> <p>Trustee George moved and Trustee White seconded to approve Resolution #17-01 Reduction of Hours/Elimination of Positions – Classified Personnel.</p> <p>Roll Call Vote: Aye: Trustee Kent, George, White, Neal and Brownell The motion passed 5-0.</p>
BUSINESS AND FACILITIES ITEMS:	These items are provided for Board information, discussion, and/or action.
<p>8. Budget Update</p> <p>(Supplement)</p> <p>(Information Only)</p> <p>Assistant Superintendent of Business Services</p>	The Board heard an update on the current status of the District budget and new information that could have a bearing on the budget status for 2017-2018.
<p>9. Resolution #17-02 Adopting Lease-Leaseback Procedures</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Assistant Superintendent of Business Services</p>	<p>The Board will consider approval of Resolution # 17-02 adopting lease-leaseback procedures.</p> <p>Trustee George moved and Trustee Kent seconded to approve Resolution #17-02 Adopting Lease-Leaseback Procedures.</p> <p>Roll Call Vote: Aye: Trustee Kent, George, White, Neal and Brownell The motion passed 5-0.</p>
<p>10. Construction Services – Request for Proposals and Qualifications for Lease-Leaseback</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Assistant Superintendent of Business Services</p>	<p>The Board will consider authorizing the District to seek proposals and qualifications for lease-leaseback construction services on the Marina Village Middle School Two-Story Classroom Project.</p> <p>Trustee Neal moved and Trustee George seconded to approve the request for proposals and qualifications for lease-leaseback.</p> <p>Roll Call Vote: Aye: Trustee Kent, George, White, Neal and Brownell The motion passed 5-0.</p>

<p>11. School Attendance Boundary (Supplement)</p> <p>(Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board will consider a school attendance boundary adjustment for the developments in Bass Lake Hills, Serrano Village #5 and Serrano Village #6.</p> <p>After some discussion by the Board of Trustees this item was tabled.</p>
CURRICULUM & INSTRUCTION	
<p>12. School Plans (Supplement)</p> <p>(First Reading and Possible Consideration for Action) Assistant Superintendent of Curriculum and Instruction</p>	<p>Each School Site council develops and approves their Single Plan for Student Achievement. School Plans for Jackson, Lake Forest, and Pleasant Grove are presented to the Board for first reading and possible consideration for action.</p> <p>Trustee George moved and Trustee White seconded to approve the 2016-2017 Single School Plans for Jackson, Lake Forest and Pleasant Grove. Aye: Trustee Kent, George, White, Neal and Brownell. The motion passed 5-0.</p>
<p>CONSENT AGENDA:</p> <p>(Consideration for Action)</p>	<p>All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items. There will be no separate discussion of these items prior to the time the Board of Trustees votes on the motion unless Members of the Board, staff or public request specific items to be discussed or deleted from the consent agenda for separate action. District administration recommends approval of the following consent agenda items:</p> <p>Trustee George moved and Trustee White seconded to approve the Consent Agenda as presented. Aye: Trustee Kent, George, White, Neal and Brownell. The motion passed 5-0.</p>
<p>13. Board Meeting Minutes (Supplement)</p>	<p>Minutes of December 13, 2016 Regular Board Meeting.</p>
<p>14. Board Meeting Minutes (Supplement)</p>	<p>Minutes of January 10, 2017 Board Study Session.</p>
<p>15. District Expenditure Warrants (Supplement)</p>	<p>Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The supplement reflects expenditures from 12/15/16 through 1/19/17.</p>
<p>16. Williams Quarterly Report (Supplement)</p>	<p>Title 5, Chapter 5.1, Section 4600 requires school districts to report summarized data from the Uniform Complaint Process to the county superintendent quarterly.</p>

<p>17. Personnel (Supplement)</p>	<p>Rescue Union School District's long range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.</p>
<p>A. Certificated Personnel Employment:</p>	<p>Hailey Nelson, temporary teaching assignment, (1.0 FTE), Lakeview, effective 1/10/17</p>
<p>B. Classified Personnel Employment: Leave of Absence (LOA): Promotion: Resignation: Retirement:</p>	<p>Samuel Gillion, Lead Maintenance Tech (HVAC), (1.0 FTE), Maintenance and Operations , effective 1/30/17 Andrew Heath, Lead Custodian, (1.0 FTE), Lake Forest, effective 1/3/17 Jacob Lanthier, Custodian, (1.0 FTE), Pleasant Grove, effective 1/17/17 Kandace Page, Accounts Payable Clerk, (1.0 FTE), District Office, effective 1/23/17 Janice Araujo, Lead Custodian, (63 days), Pleasant Grove, effective 1/3/17 Janice Araujo, Custodial Supervisor, (.28 FTE/63 days), Maintenance and Operations, effective 1/3/17 Rene Buenrostro, Database Support Specialist, (1.0 FTE), District Office, effective 1/3/17 Daniel Royer, Lead Custodian, (1.0 FTE), Jackson, effective 1/3/17 Robin Khalar, Food Service Worker, (.3125 FTE), Food Services, effective 1/6/17 Elana Leyba, Health Office Nurse, (.4688 FTE), Jackson, effective 1/17/17 Dave Holm, Lead Maintenance Tech (HVAC), (1.0 FTE), Maintenance and Operations, effective 1/31/17</p>
<p>18. P-1 Attendance Report – (July – December) (Supplement)</p>	<p>In January the First Period Attendance Report (P-1) is filed with the state. This report is for Board information only.</p>
<p>19. Donations (Supplement)</p>	<p>The Board and District appreciate and accept the following donations: <u>Green Valley School</u> - \$115.39 donation from Mr. and Mrs. Daniel Anzini through the Wells Fargo Matching Gifts Program - \$818.02 donation from Mr. and Mrs. Marty Brown, Excel Photographers for the fall commission for pictures</p>

CLOSED SESSION:	The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
OPEN SESSION:	Reconvene open session.
REPORT FROM CLOSED SESSION:	The Board president will report any action taken in closed session.
ADJOURNMENT:	Trustee White moved to adjourn the meeting at 9:37 p.m.

7029

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1 LOC2 L3 SCH T9MPS	Account num	Liq Amt	Net Amount
------------------------------	--------------------	-------------	------------	-------------------------------------	---------------------------------------	-------------	---------	------------

103631/00	TAHMAHKERA, VIRGINIA							
	PV-170778	01/23/2017 MILEAGE		01-0000-0-5200-0000-7400-504-0000-00-000	NN			48.10
	PV-170778	01/23/2017 GIFT BOWL/DISH SOAP		01-0000-0-4300-0000-7400-504-0000-00-000	NN			2.14
		TOTAL PAYMENT AMOUNT				50.24 *		50.24

104260/00	TAPANES, GEORGE							
	PV-170781	01/24/2017 lunch/parking ASCA		01-1100-0-5200-0000-2700-024-0000-94-000	NN			31.66
		TOTAL PAYMENT AMOUNT				31.66 *		31.66

104986/00	TELEPACIFIC COMMUNICATIONS							
	PV-170765	01/23/2017 86555148-0		01-0000-0-5901-0000-7600-081-0000-00-000	NN			1,508.51
	PV-170765	01/23/2017 PRIOR CREDIT		01-0000-0-5901-0000-7600-081-0000-00-000	NN			-130.17
	PV-170765	01/23/2017 ADJ		01-0000-0-5901-0000-7600-081-0000-00-000	NN			-479.97
		TOTAL PAYMENT AMOUNT				898.37 *		898.37

101652/00	THOMPSON, KECIA							
	PV-170773	01/23/2017 CANDY CANES CHIOR/WALMART		01-9420-0-4300-1110-1000-020-0000-90-000	NN			8.64
		TOTAL PAYMENT AMOUNT				8.64 *		8.64

TOTAL BATCH PAYMENT	411,207.95 ***	0.00	411,207.95
TOTAL USE TAX AMOUNT	65.18		
TOTAL DISTRICT PAYMENT	411,207.95 ****	0.00	411,207.95
TOTAL USE TAX AMOUNT	65.18		
TOTAL FOR ALL DISTRICTS:	411,207.95 ****	0.00	411,207.95
TOTAL USE TAX AMOUNT	65.18		

Number of checks to be printed: 60, not counting voids due to stub overflows.

Pursuant to Rescue Union School District policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named herein.

District Designee

Date

 1-25-17

7030

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT GOAL	FUNC LC1	LOC2 L3 SCH T9MPS		
100001/00	VERIZON WIRELESS							
	PV-170800	01/18/2017	9778909701			01-0000-0-5901-0000-7600-081-0000-00-000 NN		856.81
				TOTAL PAYMENT AMOUNT		856.81 *		856.81
104284/00	WATER RITE PRODUCTS INC		680403932					
175023	PO-170061	02/01/2017	CLOSE PER J.SHIRKMAN	1	01-8150-0-4300-0000-8110-085-0000-00-000 NN C		1,000.00	0.00
				TOTAL PAYMENT AMOUNT		0.00 *		0.00
001585/00	WESTERN PSYCHOLOGICAL SERVICES							
175674	PO-170658	01/20/2017	70128924	1	01-5640-0-4300-0000-3120-089-0000-00-000 NN F		123.12	123.12
175674	PO-170658	01/20/2017	70128924	2	01-6512-0-4300-5770-3110-063-9000-00-000 NN F		440.14	440.14
				TOTAL PAYMENT AMOUNT		563.26 *		563.26
104101/00	WHITE CAP CONSTRUCTION SUPPLY		260100647					
175024	PO-170060	02/01/2017	CLOSE PER J.SHIRKMAN	1	01-8150-0-4300-0000-8110-085-0000-00-000 NN C		1,000.00	0.00
				TOTAL PAYMENT AMOUNT		0.00 *		0.00
				TOTAL BATCH PAYMENT		82,650.11 ***	0.00	82,650.11
				TOTAL USE TAX AMOUNT		538.58		
				TOTAL DISTRICT PAYMENT		82,650.11 ****	0.00	82,650.11
				TOTAL USE TAX AMOUNT		538.58		
				TOTAL FOR ALL DISTRICTS:		82,650.11 ****	0.00	82,650.11
				TOTAL USE TAX AMOUNT		538.58		

Number of checks to be printed: 45, not counting voids due to stub overflows.
 Number of zero dollar checks: 4, will be printed.

Pursuant to Rescue Union School District policy, the El Dorado County Superintendent of Schools is hereby authorized and directed to issue individual warrants to the payees named hereon.

 2-1-17

District Designee

Date

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Certificated Personnel

BACKGROUND:

Periodically changes in certificated staffing occur due to hiring, resignations or request for leaves of absence. The Board must formally approve these requests.

STATUS:

The following certificated personnel changes are listed on the agenda.

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Christina Brazzel	Employment (Temp)	1.0	Teacher	Rescue	2/1/17
Christina Drever	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/17
Kathleen Gezi	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/17
Laura Jarecki	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/17
Jodi Laird	Job Share / .20 LOA	.80	Teacher	Green Valley	7/1/17
Tricia Wilson	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/17
Jennifer Wooster	Job Share / .80 LOA	.20	Teacher	Green Valley	7/1/17
Pamela Nessenson	100% LOA (4/5/17-5/26/17)	1.0	Teacher	Lakeview	4/5/17
Lynette Berry	.80 LOA (17-18)	.20	Teacher	Green Valley	7/1/17
Sandra Cornelius	.17 LOA (17-18)	.83	Teacher	Pleasant Grove	7/1/17
Jennifer Hedman	100% LOA (17-18)	1.0	Teacher	Pleasant Grove	7/1/17
Melissa Heninger	100% LOA (17-18)	1.0	Teacher	Jackson	7/1/17
Mary Carol "MC" Abajian	Temp Employment Ends	1.0	Teacher	Lake Forest	5/26/17
Shannon Alexander	Temp Employment Ends	1.0	Teacher	Lake Forest	5/26/17
Genevieve Andrews	Temp Employment Ends	1.0	Teacher	Jackson	5/26/17
Charlotte Asher	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/26/17
Christine Barisone	Temp Employment Ends	1.0	Teacher	Lake Forest	5/26/17
Jolynta Beijer	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/26/17
Gretchen Belleci	Temp Employment Ends	1.0	Teacher	Rescue	5/26/17
Christina Brazzel	Temp Employment Ends	1.0	Teacher	Rescue	5/26/17
Mary Brown	Temp Employment Ends	.23	Nurse	Lakeview	5/26/17
Amy Hadden	Temp Employment Ends	1.0	Teacher	Jackson	5/26/17
Daniel Hedman	Temp Employment Ends	1.0	Teacher	Lakeview	5/26/17
Kathy Kelleher	Temp Employment Ends	1.0	Teacher	Jackson	5/26/17
Terry Libbon	Temp Employment Ends	1.0	Counselor	Green Valley/Rescue	5/26/17
Ana Mountain	Temp Employment Ends	1.0	Teacher	Green Valley	5/26/17
Hailey Nelson	Temp Employment Ends	1.0	Teacher	Lakeview	5/26/17
Tonia Nichols	Temp Employment Ends	.43	Teacher	Jackson	5/26/17
Jessica Orman	Temp Employment Ends	.21	Teacher	Lake Forest	5/26/17
Rebecca Peters	Temp Employment Ends	1.0	Teacher	Lake Forest	5/26/17
Alyssa Pierce	Temp Employment Ends	1.0	Teacher	Lake Forest	5/26/17
Kristen Rickey	Temp Employment Ends	1.0	Teacher	Rescue	5/26/17
Julia Yorke	Temp Employment Ends	1.0	Teacher	Jackson	5/26/17

FISCAL IMPACT:

Fiscal impact will be reflected in the 2016-17 and 2017-18 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 providing quality education for our students.

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

ITEM #: 15B
DATE: February 14, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel

BACKGROUND:

Periodically changes in classified staffing occur due to hiring, resignations or requests for leaves of absence. The Board must formally approve these requests.

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School/Dept.	Effective Date
Janice Araujo	LOA 51 days	1.0	Lead Custodian	Pleasant Grove	2/13/17
Teri Behar	Resignation	1.0	Health Office Nurse	Rescue	2/16/17

FISCAL IMPACT:

Fiscal impact will be reflected in the 2016-17 budget years.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Job Description: English Language (EL) Program Coordinator (Management)

BACKGROUND:

The Board approves all job descriptions. The Superintendent is recommending the establishment of the position of English Language (EL) Program Coordinator.

STATUS:

The Board will consider approval of the job description for the position of English Language (EL) Program Coordinator.

FISCAL IMPACT:

Fiscal impact will be reflected in the 2017-2018 budget.

BOARD GOAL(S):

Board Focus Goal I- STUDENT NEEDS:

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

Board Focus Goal 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:

Board approve the job description.

RESCUE UNION SCHOOL DISTRICT

POSITION TITLE: English Learner (EL) Program Coordinator – Support Services

CLASSIFICATION: Certificated Management

SUPERVISOR: Director of Student Support Services

BASIC FUNCTION:

Under general supervision of the Director of Student Services, plan, organize, implement, and direct a variety of programs, projects, and activities related to English Learners (EL), including federal and state projects related to English Learners (EL); provide effective leadership, technical assistance, training, and compliance monitoring to maximize student achievement, and create a more equitable educational system for all students.

REPRESENTATIVE DUTIES

ESSENTIAL DUTIES: (Incumbents may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this position, but is intended to accurately reflect the principle job elements.)

- Provide collaborative consultation and professional development to staff in order to support the integration and inclusion of students who are English Learners including information regarding the California English Language Development Test (CELDT)/English Language Proficiency Assessments for California (ELPAC) levels of students and how to support students at the various levels.
- Provide teachers with coaching in the area of English Language Arts that supports increased capacities to assess and instruct English learners.
- Model exemplary practices pertaining to English learners, assessment, as well as use of the data-inquiry methodology to improve instruction and increase student learning.
- In coordination with the Curriculum and Instruction department, may provide school staffs with workshops or professional development relating to English learners and bilingual/bicultural education.
- Keep abreast of the innovative instructional practices that advance academic achievement and language acquisition related to English learners.
- Seek and maintain a thorough understanding of the needs of the multilingual community members.
- Assist teachers, administrators, and parents in identification and services for English learners, including coordinating the CELDT/ELPAC administration process, and maintaining CELDT/ELPAC information and EL status in the district data system.
- Assists school personnel with the appropriate placement of students in accordance with the state and federal laws.
- Assists in the articulation of the English learner programs among elementary, and middle schools.
- Design and provide intensive direct support, strategies, and intervention for teachers of English learners at identified schools.
- Organize and work with all required community and parent advisory groups, the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC).
- Maintain knowledge of state and federal legislation and regulations affecting students who are English learners.
- Assists in administering the primary language test to assess and collect data on students whose dominant language is other than English.
- Collect, monitor and report on a variety of narrative and statistical reports on the academic progress and English language acquisition of English learners.
- Coordinate with the Media and Technology Clerk, and/or other District personnel to ensure English Learner data is correct for district reports.
- Provide consultation to Student Study Teams (SST) and Individual Education Plan (IEP) teams regarding English learners.
- Compile data and provide written and oral reports on the effectiveness of school site interventions for English learners.

- Coordinate before and/or after school tutoring, intervention activities and extended year programs for English learners.
- Send required notifications to parents for Title III compliance.
- Consult with the Support Services Director and assist in revising the Master Plan for English learners.

OTHER DUTIES:

- Coordinate Multicultural Fair.
- Coordinate Reclassification Ceremony.
- Attend El Dorado County English Learner Network meetings.

SKILLS, KNOWLEDGE AND ABILITIES:

SKILLS: Ability to provide instructional coaching one-on-one and in small groups with teachers, provide guidance, training, and other resources as needed. Experience in planning, reflecting, and problem solving conversations as an instructional coach. Create positive relationships with teachers and administrators. Communicate and demonstrate researched-based instructional practices that result in increased student performance. Communicate effectively with all members of the school district and community. React to change productively and handle other tasks as assigned.

KNOWLEDGE: Understands, plans and executes culturally proficient instruction. Familiar with the instructional coaching model. Current research and theory of second language acquisition, effective English language development methods, and bilingual methodology. Purpose, rules, and regulations of state and federal categorical programs. Applicable laws, codes, regulations, policies, and procedures. Interpersonal skills using tact, patience, and courtesy. Evaluation approaches, strategies, and techniques. Operation of a computer and related software.

ABILITY: Bring evidence-based practices into classrooms by working with teachers and other school leaders. Plan, organize, implement and direct a variety of programs, projects, and activities related to English learners. Establish and maintain effective working relationships with staff, parents, and the public. Effective oral and written communication. Work independently with little direction to meet schedules and time lines. Plan and organize work to meet schedules and timelines. Prepare comprehensive narrative and statistical reports. Communicate with persons of varied instructional knowledge and backgrounds; working as part of a team; being attentive to detail and setting priorities.

EDUCATION AND EXPERIENCE: Master's Degree preferred; A minimum of five years of experience providing successful instruction to English learners; and minimum of three years of increasingly responsible administrative or supervisory experience.

CERTIFICATES, LICENSES AND OTHER REQUIREMENTS:

- Valid California Teaching Credential with English Language Authorization
- California Administrative Services Credential
- Valid Class C California Driver's License; Provide personal automobile and proof of insurance
- Tuberculosis (TB) Test clearance
- Criminal Justice Fingerprint/Background Clearance.

WORKING CONDITIONS:

ENVIRONMENT: Office and school environment; driving a vehicle to conduct work.

SAMPLE PHYSICAL DEMANDS: Dexterity of hands and fingers to operate a computer keyboard; hearing and speaking to exchange information and make presentations; seeing to view a computer monitor and read a variety of materials; sitting or standing for extended periods of time; lifting, carry, pushing or pulling light objects as assigned by the position; bending at the waist, kneeling or crouching; reaching overhead, above the shoulders and horizontally.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: School Accountability Report Cards (SARCs)

BACKGROUND:

All public schools in California are required annually to prepare School Accountability Report Cards (SARCs) and disseminate them to the public by February 1. Local educational agencies shall make these report cards available through the Internet or through paper copies. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals. State and federal laws require specific items to be reported in the following categories: demographic information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, postsecondary preparation, and fiscal and expenditure data.

STATUS:

Each school has updated their individual School Accountability Report Cards. This information has been posted to the District website and printed copies are available upon request.

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 community.

RECOMMENDATION:

District administration recommends the Board of Trustees approve the proposed 2015-2016 School Accountability Report Cards (published in 2016-2017).

Green Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Green Valley Elementary School
Street	2380 Bass Lake Rd.
City, State, Zip	Rescue, CA 95672
Phone Number	530.677.3686
Principal	Michelle Winberg
E-mail Address	Mwinberg@rescueusd.org
Web Site	www.mygreenvalleyschool.com
CDS Code	09619786098693

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	David Swart
E-mail Address	dswart@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2016-17)

At Green Valley School, our students come first. We remain dedicated to the idea that within each child lies a true passion for learning and an ability to develop the academic and social competencies needed for a highly successful future. It is our mission to provide a safe, positive academic environment in which all students will flourish.

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 455 students in TK through 5th grade. We employ 19 classroom teachers, one Special Education teacher and one part time PE Teacher. Our support staff includes our principal, assistant principal, part time counselor, two secretaries, one librarian, one Health Aide, two custodians, eight paraeducators and nine yard supervisors. We receive district staffing support for the following positions: Music Teacher, two EL paraeducators, District Nurse and District Psychologist. We are proud to offer a 24:1 teacher to student ratio in our classrooms. A speech and language specialist and part-time occupational therapist are provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

We offer a balanced, rigorous instructional program which includes academic challenge, as well as intervention. Our district-adopted curricular materials include Benchmark (ELA), Go Math, Step-Up to Writing, Scott Foresman Science, Scott Foresman Social Studies, Handwriting Without Tears (K-2), D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live, Reading Counts, Standards Plus, core literature and Seeing Stars. Math instruction is supplemented with ST Math, Reflex Math and Timed Math. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Response to Intervention (RtI) program, which runs 24 weeks out of the school year. Before and after school intervention is provided through our robust tutoring program. Teachers and instructional aides work together to provide outstanding academic support to our students.

At Rescue Union School District and Green Valley School, WE CARE! We promote and require a safe, respectful environment. School-wide Gator Gatherings are held each Monday morning to welcome our students, make announcements and foster a sense of community. We offer successful social/emotional programs through character building and anti-bullying instruction. Monthly character traits, GLAD personal standards and Gator Manners are modeled and taught to all children. Teachers facilitate age appropriate anti-bullying lessons each year. Our principal delivers anti-bullying lessons to 4th and 5th grade classes. Our counselor leads friendship/social-emotional student groups and delivers classroom lessons on topics such as, career readiness, respect, self-esteem, and assertiveness. Students who are referred for individual counseling meet with our counselor weekly. Yard Supervisors work to maintain a safe, friendly, fair and firm recreational environment.

Technology is an important part of Green Valley School. I Pads have been provided for every teacher. Each classroom houses a document camera, projector and eight student computers/laptops. Our 4th and 5th grade classrooms are fortunate to each have classroom sets of Chrome books for student use. Additionally, Promethean Boards are installed in nine of our classrooms. A part-time technology teacher works with our students on Fridays, to offer technology instruction based on the RUSD Technology Scope and Sequence.

Thirty six percent of Green Valley School's population are socio-economically disadvantaged; therefore we are identified as a Title I school. As a Title I school, we receive additional funding from the Federal Government. Seventeen percent of Green Valley's student population are English Language Learners. Our highly trained teachers work to support EL students with integrated and designated instructional support. We have two bilingual paraprofessionals who support our EL students each day.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students (2-5). Music (TK-3) and dance (TK-5) programs are offered in the spring, and parent docents are trained to offer the Arts Attack program to every class at Green Valley School. Students can participate in Student Council and our student leadership group, IMPACT (4-5).

We promote reading for all students through our Reading Counts program. Students are encouraged to read books and take comprehension quizzes on a consistent basis. Top readers' names are posted in our library and in our newsletter. Students who meet Reading Counts goals are recognized at our Reading Counts assemblies each trimester. A school-wide goal for words read is set each year. Green Valley students are rewarded with a school-wide Reading Counts Carnival celebration at the end of the year, once the goal is met.

The library at Green Valley is a wonderful place to visit. Our librarian reads to each class and supervises check-out on a weekly basis. She is available in the library before and after school. Kindergarten EL students are invited to the library for an additional visit each week to hear a special story in Spanish and English. EL parents are encouraged to attend; book check-out support is offered, as well as child literacy advice. On Wednesdays, our librarian offers a Book Club program to 5th grade students.

Green Valley students are fortunate to attend outstanding field trips. Our first grade students travel to Apple Hill and the Harris Center in Folsom. Second grade students travel to the Folsom Zoo. Third grade students participate in the Fields of Learning Program and travel to Smokey Ridge Farm. They also travel to Maidu Center in Roseville and Farm Day at the El Dorado County Fairgrounds. Fourth grade students attend the wonderful overnight program with Coloma Outdoor Education. Fifth grade students travel to the State Capitol.

Green Valley School is a wonderful place to learn and grow!

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	76
Grade 1	74
Grade 2	63
Grade 3	74
Grade 4	77
Grade 5	72
Total Enrollment	436

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	1.1
Filipino	0.9
Hispanic or Latino	29.4
Native Hawaiian or Pacific Islander	0
White	64.4
Two or More Races	3.9
Socioeconomically Disadvantaged	37.2
English Learners	14.7
Students with Disabilities	10.1
Foster Youth	1.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	24	22	23	173
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

At Green Valley Elementary School we are continually committed to the improvement of the school's facilities. We strive to make the facility as great as it can be. Over the last few years we have improved our facility in many different and important ways. All of the playground shade structures are now repaired and in full working condition. Our parent teacher organization has completed a seating area around our outdoor stage area. We have an ADA handicapped accessible outdoor lunch table. Also, our garden area has been improved to include outdoor benches, including an ADA approved bench, and tables for students to use when writing in the garden area. We were fortunate to have our staff parking lot and visitor parking lot repaved and repainted. We are proud of our school facilities at Green Valley, and it is our desire to continue to improve the campus for our students. This year, we have added an ADA handicapped accessible ramp to the back side (Foxmoore Drive) of our school site. We look forward to our upper field being resurfaced and replanted this summer.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace failed VCT, replace carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains		X		Replace flooring, fix leaking fountains
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Dry rotted siding needs addressed, repair leaking roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/17				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	56	57	67	71	44	48
Mathematics	49	46	62	64	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	70	97.2	58.6
	4	82	80	97.6	52.5
	5	74	72	97.3	59.7
Male	3	38	36	94.7	55.6
	4	41	40	97.6	50.0
	5	40	40	100.0	52.5
Female	3	34	34	100.0	61.8
	4	41	40	97.6	55.0
	5	34	32	94.1	68.8
Black or African American	4	--	--	--	--
Asian	4	--	--	--	--
Filipino	4	--	--	--	--
Hispanic or Latino	3	25	25	100.0	24.0
	4	18	18	100.0	44.4
	5	18	18	100.0	38.9
White	3	46	44	95.7	79.5
	4	57	56	98.3	57.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	51	49	96.1	65.3
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	31	30	96.8	30.0
	4	26	25	96.2	32.0
	5	24	23	95.8	34.8
English Learners	3	15	15	100.0	6.7
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	11	11	100.0	36.4
	5	12	11	91.7	27.3
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	72	70	97.2	58.6
	4	82	80	97.6	43.8
	5	74	72	97.3	37.5
Male	3	38	36	94.7	69.4
	4	41	40	97.6	47.5
	5	40	40	100.0	40.0
Female	3	34	34	100.0	47.1
	4	41	40	97.6	40.0
	5	34	32	94.1	34.4
Black or African American	4	--	--	--	--
Asian	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Filipino	4	--	--	--	--
Hispanic or Latino	3	25	25	100.0	28.0
	4	18	18	100.0	27.8
	5	18	18	100.0	16.7
White	3	46	44	95.7	75.0
	4	57	56	98.3	50.0
	5	51	49	96.1	42.9
Two or More Races	3	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	31	30	96.8	30.0
	4	26	25	96.2	32.0
	5	24	23	95.8	13.0
English Learners	3	15	15	100.0	20.0
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	11	11	100.0	45.5
	5	12	11	91.7	36.4
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83	86	76	89	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	74	72	97.3	76.4
Male	40	40	100.0	70.0
Female	34	32	94.1	84.4
Hispanic or Latino	18	18	100.0	61.1
White	51	49	96.1	81.6
Socioeconomically Disadvantaged	24	23	95.8	60.9
Students with Disabilities	12	11	91.7	72.7

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.3	29.2	55.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	3.7	2.6	3.8	2.8	2.1	2.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

A positive learning environment is fundamental to an effective school. All students are encouraged to show respect, make good decisions, and solve problems. Gator Manners are modeled and promoted by all staff. Staff members work to teach our students how to "fill buckets," by treating others with kindness. Measures to deal with discipline, tardiness and truancy are an important part of our program. There are many encouraging and motivating activities taking place in the school. Good News phone calls are made to parents by the administrators and teachers. School-wide positive incentives include awards assemblies and honor roll. Character Coupons are given to students who demonstrate good character. Recess activities are provided (ex. Drawing Club, Game Day, Music Mania, Mileage Club and School Community Service) to allow our students more choices for free time and peer interaction. IMPACT, our student leadership organization, offers leadership skill building and opportunities to provide service.

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

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	2		24	1	3		20	2	1	
1	27		2		20	1	2		25		3	
2	25		4		24		3		21		3	
3	30		2		28		3		25		3	
4	30		5		29		2		26		3	
5	28		4		28		5		24		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,673	\$1,816	\$6,857	\$73,122
District	N/A	N/A	\$6,518	\$73,286
Percent Difference: School Site and District	N/A	N/A	5.2	-0.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	20.8	2.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,408	\$44,507
Mid-Range Teacher Salary	\$67,782	\$68,910
Highest Teacher Salary	\$88,497	\$88,330
Average Principal Salary (Elementary)	\$111,293	\$111,481
Average Principal Salary (Middle)	\$108,812	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$152,881	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

Jackson Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Jackson Elementary School
Street	2561 Francisco Dr.
City, State, Zip	El Dorado Hills, CA 95762-8201
Phone Number	916-933-1828
Principal	Michele Miller
E-mail Address	mmiller@my.rescueusd.org
Web Site	www.myjacksonelementary.com
CDS Code	09619786005706

District Contact Information	
District Name	Rescue Union Elementary District
Phone Number	530.677.4461
Superintendent	David Swart
E-mail Address	dswart@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2016-17)

“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 is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 467 students in grades kindergarten through fifth. The educational program is supported by a staff of 21 classroom teachers, one music teacher, and one PE teacher.

- Jackson School was recognized as a 2002 California Distinguished School.
- California Distinguished School Honorable Mention 2006

The core educational program provided to the Jackson students is based on the California Common Core State Standards, and the California Curriculum Framework Standards. Beyond the core curriculum, the Jackson educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: a computer lab which supports and extends our core curriculum; language arts paraprofessionals supporting the individual needs of our student population; a physical education specialist providing a solid foundation for physical and social development; classroom music appreciation for students in grades K-5; extensive Visual and Performing Arts opportunities and an award winning school garden.

Students with special needs are provided additional support through our Speech and Language Services, Health Services, and the Resource Specialist Program. In addition to the support programs listed above, Jackson School has an active Student Success Team. The team, composed of parent(s), teacher(s), specialist(s), and the principal, collaboratively reviews and suggests program modifications to help students succeed and learn.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	65
Grade 1	76
Grade 2	69
Grade 3	65
Grade 4	80
Grade 5	75
Total Enrollment	430

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	7.9
Filipino	1.4
Hispanic or Latino	15.8
Native Hawaiian or Pacific Islander	0.9
White	70.9
Two or More Races	1.4
Socioeconomically Disadvantaged	9.8
English Learners	2.6
Students with Disabilities	13
Foster Youth	0.9

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	20	22	173
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman: History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Jackson School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student rest rooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule. We currently have no new facility improvements planned.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Address dry rot, repair leaking roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Rehabilitate field, repair asphalt, replace play components

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	65	73	67	71	44	48
Mathematics	68	68	62	64	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	67	98.5	71.6
	4	82	80	97.6	75.0
	5	77	76	98.7	71.0
Male	3	39	38	97.4	79.0
	4	51	50	98.0	72.0
	5	41	40	97.6	60.0
Female	3	29	29	100.0	62.1
	4	31	30	96.8	80.0
	5	36	36	100.0	83.3
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	15	15	100.0	66.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	11	11	100.0	45.5
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	47	46	97.9	71.7
	4	58	56	96.5	76.8
	5	55	54	98.2	74.1
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	14	14	100.0	50.0
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
Students with Disabilities	3	11	10	90.9	70.0
	4	22	20	90.9	40.0
	5	13	13	100.0	15.4
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	68	67	98.5	76.1
	4	82	80	97.6	66.3
	5	77	76	98.7	61.8
Male	3	39	38	97.4	81.6
	4	51	50	98.0	64.0
	5	41	40	97.6	55.0
Female	3	29	29	100.0	69.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	31	30	96.8	70.0
	5	36	36	100.0	69.4
Black or African American	3	--	--	--	--
	5	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	15	15	100.0	60.0
	5	11	11	100.0	36.4
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
White	3	47	46	97.9	78.3
	4	58	56	96.5	73.2
	5	55	54	98.2	63.0
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	14	14	100.0	57.1
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
Students with Disabilities	3	11	10	90.9	70.0
	4	22	20	90.9	35.0
	5	13	13	100.0	15.4
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	82	81	79	89	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	78	75	96.2	78.7
Male	42	39	92.9	82.1
Female	36	36	100.0	75.0
Hispanic or Latino	11	10	90.9	40.0
White	56	54	96.4	83.3
Students with Disabilities	13	13	100.0	53.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.3	22.4	13.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Our school staff enjoys a high level of community support and involvement in all aspects of our educational programs. Parents participate in collaborative planning of our school-based program through bi-monthly school site council meetings. Additionally, our PTO works with school staff to identify school-wide needs that can be supported through parent volunteers and community fund raising events. Outstanding examples of these events are the PTO Fall Festival, Read-A-Thon, Giving Gala, Jackson JOG, and Scrip sales. Proceeds from these events have provided our students with a computer lab, video production lab, dance studio, outdoor school garden, school-wide educational resources, steel school picnic tables, school marquee, kindergarten and elementary play structures, and many outstanding special events.

Parents have an opportunity to participate on a variety of levels. Parents assist in classrooms during the Language Arts block and during math lessons. Parents help in the school garden with classes and help with upkeep of the garden over the summer months. The library coordinator uses parent help in the library. The PTO board also offers a wide variety of opportunities to help support classrooms and school events.

Contact Person: Michele Miller

Contact Phone: 916-933-1828

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.1	0.9	1.5	2.8	2.1	2.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

The Ruppel Center, amphitheater, lunch facility, stage, and computer lab were completed in December 1999. Due to continued growth, the district is in the process of planning for additional future school sites. Jackson School is on a traditional schedule. Policies and procedures are in place regarding campus safety, fire drill exercises, earthquake preparedness and playground supervision. The Safe and Civil School team evaluate and implement rules and procedures for staff and students. The Safe School Plan sets goals each year for campus improvements and campus safety goals. The custodial staff maintains our campus to ensure cleanliness and maintenance.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27	1	2		24		4		28		2	
1	27		2		27		2		25		3	
2	26		2		26		2		22	1	2	
3	21	1	3		26		3		22	1	2	
4	24		2		25		2		29		2	
5	23	1	3		21	1	3		29		2	
Other					7	1			8	3		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,106	\$1,573	\$6,533	\$70,929
District	N/A	N/A	\$6,518	\$73,286
Percent Difference: School Site and District	N/A	N/A	0.2	-3.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	15.1	-1.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,408	\$44,507
Mid-Range Teacher Salary	\$67,782	\$68,910
Highest Teacher Salary	\$88,497	\$88,330
Average Principal Salary (Elementary)	\$111,293	\$111,481
Average Principal Salary (Middle)	\$108,812	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$152,881	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Teachers receive Professional Development on minimum days. This year topics include: Benchmark Advance, Growth Mindset, Readers/Writers Workshop, and Step Up to Writing. Teachers also have grade level meetings to analyze assessment data and target key standards. In addition, teachers meet to plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, State Standards, and other educationally related matters are provided for all teachers.

There are five minimum days for parent conferences and three days for report card preparation.

Lake Forest Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Lake Forest Elementary School
Street	2240 Sailsbury Dr.
City, State, Zip	El Dorado Hills, CA 95762-6984
Phone Number	(916) 933-0652
Principal	Bruce Peters
E-mail Address	bpeters@my.rescueusd.org
Web Site	lakeforestlakers.com
CDS Code	09619786109441

District Contact Information	
District Name	Rescue Union School District
Phone Number	530.677.4461
Superintendent	David Swart
E-mail Address	dswart@my.rescueusd.org
Web Site	rescueusd.org

School Description and Mission Statement (School Year 2016-17)

Lake Forest Elementary School, with the strong support and involvement of our parents and community, is committed to providing all students with the skills they need to become successful learners. 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 our students. At Lake Forest, we as a staff and community truly believe that our "future is limitless" as we nurture and challenge our students to fulfill their potential now and in the coming years.

We will provide our students with a broad range of educational experiences and skills 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. By offering multiple opportunities in several curricular areas, students are exposed to many exciting experiences that can inspire them to look beyond the basic materials and discover their personal strengths.

2015 was the 25th anniversary of our school! Lake Forest Elementary School, founded in 1990, began with high expectations and much enthusiasm by staff, parents, students and community members. All concerned knew that this school was going to be something very special! Lake Forest has grown from a starter school with six classes to its current 18 across grade levels Transitional K through 5th. Lake Forest has established itself as an outstanding school with high academic standards and rigorous expectations. This is accomplished through a thinking, meaning-centered curriculum that is built upon students' natural curiosity and involves them actively in their learning. The core educational program provided to Lake Forest students is based on the Common Core Content Standards and Frameworks. The core curriculum is enhanced through special learning activities such as: outdoor education, environmental science, dance, music, chorus, art, drama, field trips, guest speakers, health, fitness, visiting authors, and educational assemblies. The students in grades 4 and 5 also attend the Science Center 125 minutes per week learning through hands-on activities that support classroom lessons.

Lake Forest Elementary has been recognized for outstanding student achievement on both a state and national level. In 2004 and 2014, the school was chosen for the California Distinguished School Award. Because of our continued excellence, our selection qualified Lake Forest to become one of 35 California schools invited to participate in the No Child Left Behind National Blue Ribbon Award program. After an extensive application process, Lake Forest was named a nationally recognized Blue Ribbon School in the fall of 2005, one of only 193 public or private elementary schools in the nation. More recently, Lake Forest achieved an API score of 937 in 2012 (highest in district history), a 920 in 2013, and a score of 927 in 2014. In 2016, the SBAC results showed that our students continued to excel on new standardized testing as well. We saw that 74% scored in the proficient or above level in math and 83% ranked as high in English/Language Arts (a 10% improvement over the previous year). This consistently strong achievement places us among top performing schools in El Dorado county and the state.

Lake Forest School is supported by the services of a district nurse one day per week, a part-time health aide, a full time library/media coordinator, a full-time speech/language specialist, and a district psychologist. The district psychologist performs evaluations and meets with students as needed. One resource specialist and two aides serve those children with identified learning differences. Instructional aides also work with students as part of the Literacy Intervention Program. We also offer support before school for those who need additional help in Math or Reading.

The Student Success Team (SST) approach is utilized to provide assistance to children needing additional academic, social or emotional support. The Student Success Team, which consists of the parents, psychologist, nurse, teachers, and administrators meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents. Students at risk are monitored closely for growth and evaluated frequently to assess needs so that the most effective program of intervention is offered as soon as possible. Intervention options include specialized reading remediation, before school classes that assist in reading and math, and increased assistance from the school learning center.

Through the efforts of our Parent Teacher Council, Lake Forest is able to provide a number of enrichment activities, both during and after school. A 10-12 week dance instruction program is offered each spring, as well as music appreciation in grades TK-3rd and formalized music instruction in grades 4th and 5th. Also available, are art classes, science extension lessons (robotics and Legos), theater classes, cooking courses and foreign language. Additional differentiation occurs throughout the curriculum. Math instruction is leveled in grade 4 and reading groups are created in multiple grades.

The Single Plan for Student Achievement will continue to support and enhance student achievement as directed by the Rescue Union School District Local Control and Accountability Plan. Lake Forest Elementary School is a great place for students to learn, and our goal is to become even better. Welcome!

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	74
Grade 1	61
Grade 2	57
Grade 3	86
Grade 4	86
Grade 5	76
Total Enrollment	440

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	5.5
Filipino	1.4
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0
White	76.1
Two or More Races	5
Socioeconomically Disadvantaged	6.8
English Learners	3
Students with Disabilities	9.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	21	21	173
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman, History-Social Science for California Grade K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Lake Forest School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

In recent years, we have made improvements to the site through the efforts of the school, district and connections to the community. We have resurfaced the blacktop on the playground and the parking lot and also repainted lines accordingly. Wood signs have been refinished and the fifth grade class and Parent Teacher Council have donated a new school sign for the west entrance with a bench for students. Landscaping improvements at various locations have also been completed in recent months by district personnel, church organizations, community outreach, PTC and Scout troops. These include repairs to our garden boxes and irrigation, bark replacements in multiple areas of the school, and long term garden plans are made possible through our Landscaping Committee (connected with PTC). Business partnerships with Mercy Folsom Hospital and Intel in addition to coordinating educational efforts with the American River Conservancy have greatly increased our success in school beautification. This coordination of resources has many in the Lake Forest excited about our future plans for improving both our scenery and our health and environment education programs. All of these projects are much appreciated and have kept Lake Forest’s learning environment beautiful.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace flooring
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door closers need replaced, window replaced, gates refurbished

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	73	82	67	71	44	48
Mathematics	69	74	62	64	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	89	89	100.0	83.2
	4	87	87	100.0	75.9
	5	76	74	97.4	89.2
Male	3	45	45	100.0	80.0
	4	44	44	100.0	59.1
	5	40	38	95.0	86.8
Female	3	44	44	100.0	86.4
	4	43	43	100.0	93.0
	5	36	36	100.0	91.7
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	11	11	100.0	100.0
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
White	3	60	60	100.0	83.3
	4	66	66	100.0	80.3
	5	60	58	96.7	87.9
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	13	100.0	38.5
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	89	89	100.0	76.4
	4	87	87	100.0	74.7
	5	76	74	97.4	70.3
Male	3	45	45	100.0	82.2
	4	44	44	100.0	72.7
	5	40	38	95.0	73.7
Female	3	44	44	100.0	70.5
	4	43	43	100.0	76.7
	5	36	36	100.0	66.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	11	11	100.0	81.8
	4	--	--	--	--
	5	--	--	--	--
White	3	60	60	100.0	73.3
	4	66	66	100.0	77.3
	5	60	58	96.7	69.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	13	100.0	61.5
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	89	79	74	89	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	76	74	97.4	74.3
Male	40	38	95.0	79.0
Female	36	36	100.0	69.4
White	60	58	96.7	74.1

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.5	23	51.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

A high value is placed on families at Lake Forest School and parent involvement is strongly advocated. Many parents volunteer in classrooms on a very regular basis, and parent input is welcome and sought out in all areas. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage community input and involvement. The PTC organizes parent and community volunteers, plans family oriented social functions, and organizes fundraisers. The PTC Scrip Program purchases enrichment supplies and equipment for the Technology Center as well as technology in classrooms, and funds science education materials. The SSC helps develop a Single Plan for Student Achievement and works with the school staff, PTC, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, visual and performing arts, and fitness. Technology improvements, art docent programs and visual and performing arts activities/assemblies are offered annually to our students and supported through the fundraising efforts of the PTC and our Single Plan for Student Achievement.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.4	0.7	0.4	2.8	2.1	2.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

A positive school climate is the goal of each staff member at Lake Forest School. It is our belief that the best things will happen for children as we endeavor to help them make good judgments and choices. We look for the good in all children and try to help them discover their own self-worth. A positive discipline program is in place, and students are regularly recognized for their contributions to the positive school climate. The learning environment component reviews discipline procedures on an annual basis. The suspension and expulsion rates over the past five years have been very low when compared to district and state averages.

The school climate has been discussed by both staff and parents through our Safe and Civil Schools Team, which examines school issues such as safety, procedures, yard supervision and self-esteem improvement methods. We will continue our “What is a Laker?” program as part of our School Safety Plan. The image of a “Lake Forest Laker” is being taught to students in order to define a behavior standard, improve school spirit, and develop positive peer pressure. In addition, the school has added social programs which support students who have playground issues, and the adults who help them on campus. Our student leadership team assists in mediating minor playground problems and provide solid examples for younger students by modeling caring and productive attitudes.

Our School Safety Plan is updated yearly and includes goals and objectives for improving the physical environment and the school climate. This includes promoting our Character Counts program, anti-bullying lessons and assemblies, encouraging student participation in community service activities, creating a safe, nurturing environment, and celebrating our increasing cultural diversity. Students contribute to the community through service learning projects, which extend classroom learning time and increase students’ personal involvement in academics and active citizenry. In addition, the school special education staff (teacher and psychologist) have conducted lessons in social development in order to increase "emotional intelligence" on the playground. Also, in 2014, Lake Forest connected with the Vision Coalition to provide individual counseling in the area to students who struggle with social relationships.

Student recognition is an important part of honoring our students. Our district-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers emphasize each character trait on a monthly basis, discuss concepts and share lessons that explore the positive aspects that relate to student life. Academic achievement is recognized through our school Honor Roll program. Fourth and fifth grade students receive certificates of recognition for earning a grade point average of 3.5 (B+) or above.

We have a fully equipped library, full-sized gymnasium with indoor and outdoor stages, and an office with a staff lounge and workroom. In addition, we have a learning center, reading room, a technology center, Chrome book carts in all classes 2nd-5th (i Pads in TK-1st), a meeting room, and science room. We currently have 2 custodians and district utility technicians working diligently to keep the school in excellent condition.

For the safety of our students, fire, lock down, and “duck and cover” drills are conducted with students and staff, and an emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Students in fifth grade serve as Safety Patrol Officers. They assist in keeping the campus safe before and after school.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	2		24	1	2		27		2	
1	22		3		25		2		19	1	2	
2	26		2		26		3		20	1	2	
3	27		3		27		3		29		3	
4	29		2		29		2		21	2	2	
5	27		4		28		3		19	2	2	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,145	\$1,688	\$6,457	\$71,924
District	N/A	N/A	\$6,518	\$73,286
Percent Difference: School Site and District	N/A	N/A	-0.9	-1.9
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	13.7	0.4

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,408	\$44,507
Mid-Range Teacher Salary	\$67,782	\$68,910
Highest Teacher Salary	\$88,497	\$88,330
Average Principal Salary (Elementary)	\$111,293	\$111,481
Average Principal Salary (Middle)	\$108,812	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$152,881	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Fourteen Early Release Professional Development/Teacher Collaboration days are scheduled on various Mondays (typically two per month) throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices.

Five minimum days for parent conferences are also on the calendar in November and three days for report card preparation are scheduled at the end of each trimester.

Lakeview Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Lakeview Elementary School
Street	3371 Brittany Way
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	916-941-2600
Principal	Kathy Miracle
E-mail Address	kmiracle@rescueusd.org
Web Site	mylakevieweagles.com
CDS Code	09619780108258

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	David Swart
E-mail Address	dswart@rescueusd.org
Web Site	mylakevieweagles.com

School Description and Mission Statement (School Year 2016-17)

The mission of Lakeview Elementary is to inspire all students to be passionate, continuous learners and to prepare them with the skills to achieve their goals and flourish as responsible, caring citizens in a global community.

Lakeview Elementary School sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 600 students in grades Transitional Kindergarten through fifth grade. The enrollment continues to grow as new families relocate to nearby neighborhoods and our reputation for offering excellence in education travels throughout the community. Lakeview is a place where our school motto, "Soaring to Success," is a true reflection of what is happening each and every day.

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. The curriculum is challenging and encompasses varied teaching strategies to best meet the needs of all learners. The core educational program provided to Lakeview students has transitioned to the Common Core Standards and is differentiated for both gifted students and those students with special needs. Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding that will open doors of opportunity and prepare them for thought and action in the wider world. Each student is known as a person and a learner who experiences the joys and challenges education brings. Further, we strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

A nurse, health aide, psychologist, librarian, resource teacher, and speech/language specialist support Lakeview students. Our librarian is available eight hours a day, each school day. The nurse is on campus one day each week, while the health aide assists with medical and health related issues daily. Our psychologist is on site two days each week. Our speech therapist offers services to students four days per week. Our Learning Center teacher is on site daily with 3 full-time aides to serve those students with identified learning disabilities. Our support program services students using both the pullout and push-in model to meet the individual needs of all our students in the least restrictive environment..

The Student Success Team (SST) approach is utilized to evaluate assistance to children needing additional support. The Student Success Team, which consists of the parents, psychologist, nurse, teachers, and administrator, meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Classes are offered to provide extensions and enrichment for all students before/after school.

The Single Plan for Student Achievement will continue to support three reading intervention aides, additional curriculum materials, and educational opportunities to support and enhance student achievement. The Lakeview Elementary School community is proud of the accomplishments achieved at our school.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	79
Grade 1	68
Grade 2	93
Grade 3	100
Grade 4	95
Grade 5	90
Total Enrollment	525

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.2
Asian	11.6
Filipino	1
Hispanic or Latino	7.8
Native Hawaiian or Pacific Islander	0
White	70.3
Two or More Races	8
Socioeconomically Disadvantaged	4.4
English Learners	2.5
Students with Disabilities	8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	26	25	26	173
Without Full Credential	0	0	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School building and grounds at Lakeview provide a clean, positive environment that is conducive to teaching and learning. All facilities are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. The Lead Custodian and Principal work to inspect concerns, request support from the District when needed, and ensure the facility is in excellent working order.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace failed VCT
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Repair, paint doors

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	63	78	67	71	44	48
Mathematics	68	75	62	64	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	100	100	100.0	77.0
	4	97	96	99.0	80.2
	5	90	88	97.8	77.3
Male	3	49	49	100.0	71.4
	4	40	40	100.0	77.5
	5	49	48	98.0	75.0
Female	3	51	51	100.0	82.3
	4	57	56	98.3	82.1
	5	41	40	97.6	80.0
Black or African American	3	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	13	13	100.0	100.0
	5	12	11	91.7	72.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	73	73	100.0	76.7
	4	67	66	98.5	80.3
	5	60	59	98.3	78.0
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	100	100	100.0	73.7
	4	97	96	99.0	81.3
	5	90	88	97.8	70.5
Male	3	49	49	100.0	75.5
	4	40	40	100.0	82.5
	5	49	48	98.0	77.1
Female	3	51	51	100.0	72.0
	4	57	56	98.3	80.4
	5	41	40	97.6	62.5
Black or African American	3	--	--	--	--
American Indian or Alaska Native	5	--	--	--	--
Asian	3	--	--	--	--
	4	13	13	100.0	100.0
	5	12	11	91.7	72.7
Filipino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	3	73	73	100.0	73.6
	4	67	66	98.5	78.8
	5	60	59	98.3	71.2

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	91	84	85	89	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	90	88	97.8	85.2
Male	49	48	98.0	89.6
Female	41	40	97.6	80.0
Asian	12	11	91.7	72.7
White	60	59	98.3	84.8

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.7	33.7	39.3

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents are viewed as valued partners in education. At Lakeview, this partnership is strongly advocated and volunteers are both encouraged and welcomed on a regular basis. Parent input and contributions to our learning community are an integral part of our decision-making process. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. The PTO organizes a host of events and fundraisers designed to offer financial support and bring families together in a social setting. Math, science, physical education, technology, language arts, and after school enrichment opportunities have been the focus of our PTO during the school year and will continue for the 2016-17 school year. The SSC develops Lakeview’s Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help defray the cost of programs and resources.

Contact Person: Kathy Miracle

Contact Phone No. 916-941-2600

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.3	0.2	0.4	2.8	2.1	2.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Important to each staff member at Lakeview School is the climate we create through warm, positive, and uplifting interactions on a daily basis. We have established operating principles that serve as foundation for our attitudes and behavior. We believe happy teachers (and staff) foster happy children. Programs are in place to recognize positive choices and reinforce our expectations for appropriate behavior. A discipline program is in place that emphasizes the importance of learning from our mistakes and taking responsibility for our actions.

Lakeview's Safe School Plan includes goals and objectives relative to school climate and the safety of the physical environment. Our Safety Committee (a sub-committee of School Site Council) meets to offer input for our annual Safe School Plan updates. Safety information is shared and input is requested from our parent community, SSC and PTO. A site-based Safe and Civil Schools/Safety Team meets monthly and assumes a leadership role in the development and implementation of our goals. In addition, our team continually assesses school operations and procedures to ensure Lakeview is a safe and nurturing environment for our entire school community.

For the safety of our students, monthly drills are conducted to practice safe evacuations, duck and cover procedures and lockdown procedures. The El Dorado Hills Fire Department assists with some drills. An emergency preparedness plan is in effect. Campus supervision is provided according to policies established by the District Board of Trustees. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

Students in fifth grade serve as Safety Patrol Officers. They accompany adult staff members in monitoring the campus for safety before and after school.

We currently have two full-time custodians and one 4-hour/week custodian who work diligently to keep the school in "tip top" shape. To maintain the beauty of our facilities and grounds, custodians work to ensure cleanliness, both inside our rooms and throughout our campus.

Our school-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers work to promote the monthly character trait and teach students how to exhibit positive behavior. Teachers and/or students nominate a student each month who they feel demonstrates the emphasized the monthly named trait.

Our 4th and 5th grade student leadership group, IMPACT, works to provide school service, community service and global service, while learning and practicing leadership skills.

We will continue fostering school pride and school spirit by reciting our Eagle Pledge and singing our school songs during school-wide assemblies and special events. Our Eagle Eye and Eagle's Nest programs have been successful in recognizing and reinforcing strong character traits and wise choices.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	26	1	3		21	2	2		23		2	
1	29		3		25		3		23		3	
2	24		3		23		4		24		4	
3	24		4		25		4		24		3	
4	29		4		29		3		21	1	3	
5	28		4		28		4		26	1	4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,882	\$1,677	\$6,205	\$72,429
District	N/A	N/A	\$6,518	\$73,286
Percent Difference: School Site and District	N/A	N/A	-4.8	-1.2
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	9.3	1.1

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,408	\$44,507
Mid-Range Teacher Salary	\$67,782	\$68,910
Highest Teacher Salary	\$88,497	\$88,330
Average Principal Salary (Elementary)	\$111,293	\$111,481
Average Principal Salary (Middle)	\$108,812	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$152,881	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Fourteen Early Release Professional Development/Teacher Collaboration days are scheduled on various Mondays (typically two per month) throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, adopted curriculum, technology, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices.

Five minimum days are scheduled for parent conferences and three minimum days are scheduled for report card preparation.

Marina Village Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Marina Village Middle School
Street	1901 Francisco Dr
City, State, Zip	El Dorado Hills, CA 95762
Phone Number	916-933-3993
Principal	George Tapanes
E-mail Address	gtapanes@rescueusd.org
Web Site	www.marinamustangs.com
CDS Code	09619786103527

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	David Swart
E-mail Address	dswart@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2016-17)

“The Rescue Union School District, working cooperatively with parents and community, will educate all students to their highest potential, preparing them to understand and appreciate the past, adapt to the ever-changing present, and make responsible decisions for the future.”

Marina Village School is located north of Highway 50 in El Dorado Hills. The school is 28 years old. It is a sixth/seventh/eighth grade school with an enrollment of 786 students. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule which provides students with more enrichment choices than on a semester schedule. Progress reports are mailed home shortly after the middle of each trimester. Grades are mailed home at the end of each trimester.

Marina Village has established a reputation for academic excellence. There are grade requirements for participating in extracurricular activities. The staff has high expectations for quality 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.

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. After school intervention classes provide instruction in reading and mathematics for students not yet proficient. Class size is small to allow for individual attention. Additional support is provided by a school counselor, a district nurse (1 day per week), a district psychologist (3 days per week), and a county speech/language specialist (1 day per week). Services include academic counseling, crisis intervention and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods, and after school through the HIP program (Homework is a Priority) for those students in need of extra help. A mandatory after school intervention program called ZAP (zeros are prohibited) is provided for students who are academically failing. Marina Village teachers work closely with the support staff.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	258
Grade 7	267
Grade 8	269
Total Enrollment	794

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.3
Asian	8.4
Filipino	1.4
Hispanic or Latino	12
Native Hawaiian or Pacific Islander	0
White	71
Two or More Races	5.8
Socioeconomically Disadvantaged	5.4
English Learners	0.3
Students with Disabilities	6.4
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	36	35	35	173
Without Full Credential	1	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	1	1	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	
Science	Prentice Hall: Science Explorer Grades 6-8	Yes	
History-Social Science	Prentice Hall: History-Social Science Grades 6-7 Glencoe/McGraw Hill: CA Discovering Our Past Grade 8	Yes	
Health	Botvin's LifeSkills Grades 6-8	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Marina Village provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student rest rooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

The Rescue School District custodial and maintenance personnel work hard to keep the campus clean, safe, and in good working order. A district deferred maintenance program is in place to repair or replace major areas of the campus, such as roofs, black top, carpet, and heating/air conditioning units. All efforts are made to ensure building safety, cleanliness, and adequacy. The school has built an outdoor science classroom that is maintained by students through elective classes and community service opportunities. Further projects and improvements are planned in areas such as additional landscaping and parking lot improvements.

In order to enhance safety and security, the school has upgraded and installed video surveillance cameras throughout the campus. The student leadership program and Marina Ohana Committee program have each installed storage units for supplies. The District has completed a full remodel of the school gym, adding a new wood floor, two new scoreboards, new record boards, and painting the gym interior. The District has also completed the remodel of the main office in order to provide a private health office space, an additional security exit, and a larger conference room. Plans are underway for the addition of a new two story building that will facilitate two new science classrooms, a new Project Lead the Way classroom, and approximately 9 general education classroom.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Re-carpet, replace buildings
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical		X		Replace broken lighting, fix dead outlets
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs			X	Repair dry rot, replace portable buildings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Repair doors, rehabilitate field, fix asphalt

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/17				
Overall Rating	Exemplary	Good	Fair	Poor
				X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	77	76	67	71	44	48
Mathematics	71	71	62	64	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	264	260	98.5	72.3
	7	276	271	98.2	77.9
	8	274	269	98.2	77.7
Male	6	126	125	99.2	64.8
	7	141	137	97.2	70.8
	8	155	153	98.7	74.5
Female	6	138	135	97.8	79.3
	7	135	134	99.3	85.1
	8	119	116	97.5	81.9
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--
Asian	6	19	19	100.0	89.5
	7	25	25	100.0	92.0
	8	23	22	95.7	72.7
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	32	32	100.0	78.1
	7	35	35	100.0	65.7
	8	31	31	100.0	74.2
White	6	193	189	97.9	68.8
	7	191	187	97.9	77.5
	8	197	193	98.0	79.8
Two or More Races	6	15	15	100.0	80.0
	7	17	17	100.0	82.3
	8	15	15	100.0	73.3
Socioeconomically Disadvantaged	6	--	--	--	--
	7	21	21	100.0	66.7
	8	17	17	100.0	52.9
English Learners	6	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	15	15	100.0	13.3

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	7	21	19	90.5	15.8
	8	19	17	89.5	17.6
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	264	260	98.5	67.3
	7	276	271	98.2	70.5
	8	274	269	98.2	76.2
Male	6	126	125	99.2	63.2
	7	141	137	97.2	72.3
	8	155	153	98.7	80.4
Female	6	138	135	97.8	71.1
	7	135	134	99.3	68.7
	8	119	116	97.5	70.7
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	6	--	--	--	--
	8	--	--	--	--
Asian	6	19	19	100.0	89.5
	7	25	25	100.0	88.0
	8	23	22	95.7	90.9
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	32	32	100.0	68.8
	7	35	35	100.0	45.7

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	8	31	31	100.0	77.4
White	6	193	189	97.9	64.5
	7	191	187	97.9	72.7
	8	197	193	98.0	75.1
Two or More Races	6	15	15	100.0	73.3
	7	17	17	100.0	76.5
	8	15	15	100.0	66.7
Socioeconomically Disadvantaged	6	--	--	--	--
	7	21	21	100.0	38.1
	8	17	17	100.0	58.8
English Learners	6	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	15	15	100.0	6.7
	7	21	19	90.5	26.3
	8	19	17	89.5	11.8
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	92	88	84	89	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	272	266	97.8	84.2
Male	155	152	98.1	88.8
Female	117	114	97.4	78.1
Asian	23	22	95.7	86.4
Hispanic or Latino	30	30	100.0	83.3
White	196	191	97.5	85.9
Two or More Races	15	15	100.0	73.3
Socioeconomically Disadvantaged	16	16	100.0	62.5
Students with Disabilities	19	16	84.2	31.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	10.8	21.6	61.6

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parent support of the school is very strong. Parent involvement includes, but is not limited to, Parent Teacher Club (PTC), School Site Council, Basketball Boosters, Music Boosters, Honor Society, chaperoning dances and field trips, volunteering with the office and in classrooms, and assisting with promotion activities. Weekly updates from the principal are sent to parents by email with announcements and reminders about school programs, activities, and events. Additional communication with parents regarding the school and individual students is maintained through an online grade reporting program (Jupitergrades), telephone calls, progress reports, letters, conferences, press releases, special flyers, e-mail, and school website (www.marinamustangs.com).

Contact Person: George Tapanes, Principal

Contact Phone No. (916) 933-3993

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	6.6	2.9	1.8	2.8	2.1	2.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Parents and students consistently provide feedback indicating that Marina Village promotes a positive learning environment and that students are challenged in all academic areas. Positive behavior and achievement are recognized in numerous ways. Staff members nominate student's for "Student Recognition" at the end of every trimester. These students are acknowledged for their special achievement at school assemblies. Academic achievement is recognized through Honor Roll and Principal's Honor Roll awards each trimester; and the school's chapter of Honor Society. Eighth grade students are eligible for the Mustang Pride Award for academic excellence.

High expectations for student citizenship are an important part of the Marina Village climate. All students participate in a merit system that encourages appropriate behavior and results in merit deductions and disciplinary action as a consequence for poor behavioral choices. Students who complete each trimester with a full complement of merits are rewarded with an educational assembly. Students who do not qualify for the assembly may participate in alternate activities to help them to learn about personal responsibility and positive choices.

Each year the school's safety plan and discipline policy are reviewed. The policy revisions have positively influenced student behavior. This year's committee will review the existing policy and may recommend additional revisions. Marina Village has implemented several programs to improve the climate and help students feel more connected to the school and their community.

The WEB program (Where Everybody Belongs) is made up of 8th graders who plan activities with 6th graders to help them with their transition to middle school. A variety of clubs meet after school, offering opportunities for positive social interaction. Marina students are involved in anti-drug, anti-tobacco, and community service activities. Marina Village students function in a safe, positive environment. Marina Village recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate.

A Site Safety Committee meets several times a year to update the School Safety Plan and identify areas of need. Eagle Scout projects and community outdoor work days are scheduled to improve facilities.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26	2	20		28	2	18		26		28	
Mathematics	20	13	13		11	2			24	10	22	
Science	27	1	18		29		18		28		27	
Social Science	27	1	19		29		19		29		27	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	795
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,898	\$1,702	\$6,196	\$74,594
District	N/A	N/A	\$6,518	\$73,286
Percent Difference: School Site and District	N/A	N/A	-4.9	1.8
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	9.1	4.2

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,408	\$44,507
Mid-Range Teacher Salary	\$67,782	\$68,910
Highest Teacher Salary	\$88,497	\$88,330
Average Principal Salary (Elementary)	\$111,293	\$111,481
Average Principal Salary (Middle)	\$108,812	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$152,881	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Fourteen Early Release Professional Development/Teacher Collaboration days are scheduled on various Mondays (typically two per month) throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop appropriate instructional practices.

At the middle schools three minimum days are provided for departmental collaboration, two days for parent conferences, three days for report card preparation and one day for middle school/high school departmental articulation.

Pleasant Grove Middle School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Pleasant Grove Middle School
Street	2540 Green Valley Road
City, State, Zip	Rescue, CA 95672
Phone Number	530-672-4400
Principal	Hope Migliaccio
E-mail Address	hmigliaccio@rescueusd.org
Web Site	www.pleasantgrovepumas.org
CDS Code	09619780101519

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	David Swart
E-mail Address	dswart@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2016-17)

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.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 6	211
Grade 7	199
Grade 8	210
Total Enrollment	620

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	1.3
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	0
White	71
Two or More Races	6.3
Socioeconomically Disadvantaged	21
English Learners	3.5
Students with Disabilities	15.5
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	27	30	27	173
Without Full Credential	0	0	2	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	98.2	1.8
All Schools in District	99.4	0.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	0
Science	Prentice Hall: Science Explorer Grades 6-8	Yes	0
History-Social Science	Prentice Hall: History-Social Science Grades 6-7 Glencoe/McGraw Hill: CA Discovering Our Past Grade 8	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Botvin's LifeSkills Grades 6-8	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Pleasant Grove provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student restrooms are clean and well maintained. Floors, walls, roofs, and plumbing are maintained on a regular schedule. All efforts to ensure building safety, cleanliness, and adequacy have been successful. Rescue School District custodial and maintenance personnel work hard to keep the campus clean, safe, and in good working order.

While our facility is still fairly new and in good working order, a district deferred maintenance program is in place to repair or replace major areas of the campus, such as roofs, black top, carpet, stucco, and heating/air conditioning units when eventually needed.

The facilities at Pleasant Grove Middle School are in very good condition. Recently added garden area was completed, courtesy of a Boy Scout Project.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace laminate, repair wall paper
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Fix leaking roofs, replace stucco
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Fix asphalt, failed window seals

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	59	57	67	71	44	48
Mathematics	50	47	62	64	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	213	206	96.7	62.1
	7	196	193	98.5	54.4
	8	207	203	98.1	54.2
Male	6	118	113	95.8	54.0
	7	113	112	99.1	44.6
	8	103	102	99.0	50.0
Female	6	95	93	97.9	72.0
	7	83	81	97.6	67.9
	8	104	101	97.1	58.4
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	6	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	6	39	38	97.4	44.7
	7	44	43	97.7	41.9
	8	33	33	100.0	39.4
White	6	158	152	96.2	66.5
	7	134	132	98.5	59.1
	8	147	144	98.0	59.0
Two or More Races	6	11	11	100.0	54.5
	7	12	12	100.0	50.0
	8	14	13	92.9	46.1
Socioeconomically Disadvantaged	6	41	40	97.6	40.0
	7	54	54	100.0	31.5
	8	42	40	95.2	35.0
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	36	35	97.2	17.1
	7	35	34	97.1	5.9
	8	27	26	96.3	23.1
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	213	206	96.7	53.9
	7	196	193	98.5	39.4
	8	207	204	98.5	47.8
Male	6	118	113	95.8	46.9
	7	113	112	99.1	37.5
	8	103	103	100.0	48.0

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Female	6	95	93	97.9	62.4
	7	83	81	97.6	42.0
	8	104	101	97.1	47.5
Black or African American	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
American Indian or Alaska Native	8	--	--	--	--
Asian	6	--	--	--	--
	8	--	--	--	--
Filipino	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Hispanic or Latino	6	39	38	97.4	34.2
	7	44	43	97.7	25.6
	8	33	33	100.0	30.3
White	6	158	152	96.2	58.5
	7	134	132	98.5	42.4
	8	147	144	98.0	52.8
Two or More Races	6	11	11	100.0	45.5
	7	12	12	100.0	50.0
	8	14	14	100.0	46.1
Socioeconomically Disadvantaged	6	41	40	97.6	32.5
	7	54	54	100.0	20.4
	8	42	41	97.6	30.0
English Learners	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--
Students with Disabilities	6	36	35	97.2	17.1
	7	35	34	97.1	8.8
	8	27	27	100.0	11.5
Foster Youth	6	--	--	--	--
	7	--	--	--	--
	8	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	89	82	75	89	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	205	201	98.1	75.1
Male	101	100	99.0	80.0
Female	104	101	97.1	70.3
Hispanic or Latino	32	32	100.0	50.0
White	146	142	97.3	82.4
Two or More Races	14	14	100.0	64.3
Socioeconomically Disadvantaged	40	39	97.5	56.4
Students with Disabilities	26	26	100.0	42.3

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	12.8	22.6	46.2

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parent support of the school is very high. Parent involvement includes, but is not limited to: Parent Teacher Organization (PTO), ELAC Committee, School Site Council, Music Boosters, Honor Society, chaperoning dances and field trips, volunteering within the classrooms, and assisting in promotion activities. Parent newsletters are sent home every trimester and posted electronically to the school's webpage (mypleasantgrove.com) and hard copies are available in the office. Communication with parents regarding the school and individual students is maintained through telephone calls, our marquee, progress reports, letters, conferences, press releases and special flyers, JupiterGrades, the ParentLink automated call/email program, and our school and district web sites.

Contact Person: Hope Migliaccio, Principal

Contact Phone No. 530-672-4400

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.4	4.6	5.3	2.8	2.1	2.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Parents and students believe that Pleasant Grove provides a positive learning environment and the students are challenged in all academic areas. Positive behavior and achievement are recognized by positive telephone calls, e-mails, and messages sent home by the teacher, vice principal and principal. Staff members nominate "Students of the Trimester" three times per year. These students are acknowledged for their special achievement. Academic achievement is recognized through the Honor Roll and the National Junior Honor Society. Eighth grade students are eligible for Presidential Awards for Academic Excellence. A committee of parents, teachers, students and administrators reviewed other middle school discipline policies and created a parent/student handbook for Pleasant Grove. Again this year, the committee will review the existing policy and may recommend additional revisions.

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of 16 members: 3 students, 3 parents, 3 teachers, classified employee, lead custodian, food service representative, principal, vice principal, school secretary, student service secretary, and consults with a member of our district's technology department. The school Safety committee meets monthly throughout the school year and the plan was last reviewed and updated in January of 2017. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our parking lot, asphalt courts, and play fields and we have evaluated, revised, and improved policies related to campus supervision, anti-bullying programs, and positive recognition events.

Pleasant Grove has several programs to further promote a positive climate and help students feel more connected to the school and their community. A WEB (Where Everybody Belongs) program is in place to assist new students and all incoming 6th grade students in meeting others and connecting to school. Pleasant Grove students function in a safe, positive environment. Pleasant Grove recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	6	12		25	5	11		24	5	20	
Mathematics	21	7	12		8	3			23	9	18	
Science	26	3	12		27	2	12		27	1	20	
Social Science	25	4	12		27	2	12		28		21	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	609
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,364	\$1,618	\$6,746	\$76,619
District	N/A	N/A	\$6,518	\$73,286
Percent Difference: School Site and District	N/A	N/A	3.5	4.5
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	18.8	7.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,408	\$44,507
Mid-Range Teacher Salary	\$67,782	\$68,910
Highest Teacher Salary	\$88,497	\$88,330
Average Principal Salary (Elementary)	\$111,293	\$111,481
Average Principal Salary (Middle)	\$108,812	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$152,881	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Fourteen Early Release Professional Development/Teacher Collaboration days are scheduled on various Mondays (typically two per month) throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data and develop effective instructional practices. Teachers and administrators regularly attend conferences and workshops to learn about and implement the most effective instructional practices.

Additionally, we provide two days for parent conferences, three days for report card preparation and one day for middle school/high school departmental articulation.

Rescue Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2016-17)

School Contact Information	
School Name	Rescue Elementary School
Street	3880 Green Valley Road
City, State, Zip	Rescue, CA 95672
Phone Number	530-677-2720
Principal	Dustin Haley
E-mail Address	dhaley@rescueusd.org
Web Site	www.rescueelementary.org
CDS Code	09619786005714

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530-677- 4461
Superintendent	David Swart
E-mail Address	dswart@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2016-17)

Rescue School, which serves students in grades TK-5, is a quiet oasis in a rapidly growing and changing Sierra Nevada foothill community. School buses pass the school on a road where cows are grazing with deer and wild turkeys appearing from time to time. Approaching on Green Valley Road from the west, you will see the Sierra Nevada Mountains in the background, covered with snow in winter. Farms, fields, and houses are scattered along the hillside. Rescue is a friendly place where people know each other and take the time to stop and talk. The bus drivers, principal, teachers, and secretaries are your neighbors. You meet them at the game, at the store, or at the Rescue Post Office. The school itself is part of the neighborhood, serving as a gathering place for meetings, soccer and Little League, Boy/Girl Scouts, community craft shows, carnivals, and recreational activities. Although Rescue School was built in 1958, it has been well maintained and remodeled to improve the buildings for safety and comfort. Rescue was recognized as a California Distinguished School in 2010 and 2014.

Twenty seven percent of Rescue School's population are socio-economically disadvantaged; therefore we are identified as a Title I school. As a Title I school, we receive additional funding from the Federal Government. Our cultural demographics include 1% Asian, 1% Pacific Islander, 1% Filipino, 1% African American, 14% Hispanic or Latino, 2% multiple ethnicities and 80% White.

Rescue Elementary has 18 regular education classrooms in grades TK-5. We have one physical education prep class for grades 4 & 5 and one Resource Specialist class for grades K-5. We offer band classes to students in grades 4-5. Our teachers are a highly qualified collection of nurturing and devoted professionals with consistently high standards for themselves and their students. We offer a balanced instructional program with the goal of meeting the needs of the whole child. Our district adopted curricular materials include Benchmark (English Language Arts, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, and Handwriting without Tears (K-2). ELA instruction is supplemented with Reading Counts and core literature. Math instruction is supplemented with Reflex Math and TenMarks. Academic differentiation is provided through a variety of methods including, but not limited to, small group, leveled group, and challenge group instruction. Our Learning Center is also used to support students. Teachers continue to receive staff development and collaboration time to work on California State Standards and with curriculum. Rescue teachers are in the process of becoming certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Two computer labs fully equipped with 31 computers. Each classroom in grades 3-5 are equipped with 16 Chromebooks for their classroom to use. All classrooms have projectors and ELMOs to support student learning. Most have SMART Board Technology as well. Transitional Kindergarten through 5th grade students receive instruction in the lab from their classroom teachers at least once a week. Grades K-2 have a bank of tablets that they utilize.

All students at Rescue School receive a differentiated curriculum in the regular classroom. Appropriate learning experiences are provided during the school day, usually in the regular classroom. Enrichment activities, challenge groups, and intervention groups are designed to support students and meet their individual needs. Before and after school enrichment and tutoring is available for students who need extra support or desire to participate in extra activities.

Rescue School is supported by the services of a nurse, psychologist, and a speech and language specialist. Our nurse is available 1 day a week to meet the health needs of students including vision and health screenings. The district psychologist performs evaluations and also meets with students as appropriate. The speech/language specialist works with students five days a week. A Learning Center exists to support those children with identified learning disabilities. Rescue School also participates in Academic Assessment/Program Modification, and the Individual Education Program (IEP) planning process. During leveled reading, students are grouped by their reading level so that all students receive appropriate instruction. Reading aides also work with groups of students during leveled reading in order to achieve the lowest possible teacher student ratio. The overall goal is bringing all students to benchmark, and challenging advanced learners.

The Student Success Team (SST) approach is utilized to provide assistance to children experiencing difficulties. The SST, consisting of a teacher, parents, and the principal, meets regularly to develop an educational assistance plan for children referred by their teacher or parents. Rescue School is an excellent example of what can be achieved when parents, staff, and teachers work together to provide a strong educational foundation and create a meaningful and memorable school experience for their children.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5) and basketball (4-5). Other enrichment activities are offered through the school year including, but not limited to Art and Dance programs. Through the fundraising efforts of PTC, we are able to offer several assemblies tied to the California State Standards including an anti-bullying assembly. Students can participate in our Student Council (4-5) and organize many events that foster community in our school and supports our community as a whole. Our Garden Coordinator provides engaging lessons and experiences for all students throughout the year.

Our District motto "Rescue Cares" guides our positive, proactive philosophy. We promote and require a safe, respectful environment. We offer successful social/emotional programs through character building and anti-bullying instruction. All students are encouraged and taught to be respectful, be responsible and to be safe. Character traits are featured each month. Students are also taught to fill one another's "buckets" by being kind and helpful. We employ a part-time counselor to offer individual counseling to students in need, facilitate social skills groups and deliver classroom lessons, such as Building Friendships, Respect, College and Career Readiness and Self-Esteem. Monthly assemblies are scheduled to celebrate the academic and social achievement of our students.

The Mission Statement at Rescue School is as follows: At Rescue School we are committed to respecting the similarities and differences of others on our playgrounds, in our classrooms and community. We are dedicated to providing our students an excellent education in a safe, clean, and nurturing environment. We hold high expectations for all students and provide them with the support to meet their full potential.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	84
Grade 1	61
Grade 2	66
Grade 3	75
Grade 4	76
Grade 5	62
Total Enrollment	424

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.9
Asian	1.4
Filipino	0.5
Hispanic or Latino	14.9
Native Hawaiian or Pacific Islander	0.7
White	79.5
Two or More Races	1.2
Socioeconomically Disadvantaged	27.1
English Learners	3.5
Students with Disabilities	7.8
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	22	19	173
Without Full Credential	0	0	0	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.4	0.6
High-Poverty Schools in District	0.0	0.0
Low-Poverty Schools in District	99.4	0.6

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2015

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

School buildings and grounds at Rescue School provide a clean, positive environment that is conducive to teaching, instruction, and learning. Staff and student rest rooms are clean and well maintained. Floors, wall, roof, and plumbing are maintained on a regular schedule.

During the fall 2016, the water pump was replaced to help improve drainage. Our new "Buddy Bench" was installed on the blacktop in December. Two other benches were install in the front of the Kindergarten building to provide seating for families. Our campus is looking good!

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/26/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Replace flooring, laminate/carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Replace dry rot, fix leaking roofs
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Rehabilitate field, replace sun damaged play components

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/26/17				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	69	77	67	71	44	48
Mathematics	62	67	62	64	34	36

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	78	76	97.4	81.6
	4	78	78	100.0	80.8
	5	65	63	96.9	68.3
Male	3	29	29	100.0	75.9
	4	35	35	100.0	80.0
	5	34	33	97.1	60.6
Female	3	49	47	95.9	85.1
	4	43	43	100.0	81.4
	5	31	30	96.8	76.7
Black or African American	3	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	61	60	98.4	90.0
	4	65	65	100.0	81.5
	5	53	51	96.2	70.6
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	30	30	100.0	66.7
	4	26	26	100.0	61.5
	5	15	14	93.3	57.1
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	15	14	93.3	71.4
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	78	76	97.4	85.5
	4	78	78	100.0	62.8
	5	65	63	96.9	50.0
Male	3	29	29	100.0	86.2
	4	35	35	100.0	68.6
	5	34	33	97.1	51.5
Female	3	49	47	95.9	85.1

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	43	43	100.0	58.1
	5	31	30	96.8	48.3
Black or African American	3	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Native Hawaiian or Pacific Islander	3	--	--	--	--
White	3	61	60	98.4	91.7
	4	65	65	100.0	64.6
	5	53	51	96.2	56.0
Two or More Races	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	30	30	100.0	80.0
	4	26	26	100.0	46.1
	5	15	14	93.3	38.5
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	15	14	93.3	85.7
	4	--	--	--	--
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	89	90	86	89	85	80	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	66	65	98.5	86.2
Male	35	35	100.0	85.7
Female	31	30	96.8	86.7
White	53	52	98.1	88.5
Socioeconomically Disadvantaged	17	16	94.1	75.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	25.4	23.8	46

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Rescue enjoys support for school programs on many levels. Parents are actively involved and interested in every aspect of their children's education from classroom assistance to participation in the Parent-Teacher Council, School Site Council, and school-wide events. The Harvest Festival and the Chomp and Stomp have a long history of bringing together the Rescue School community for food and fun. Muffins for Mom and Donuts for Dad are the morning reading event that brings our parents to school to share good literature with their children. Our student council raises funds to support their goals and school-wide activities. The council also sponsors school spirit days and special events. Families are encouraged to participate in our Grandparents' Day in September and our Veterans' Day event in November. Rescue participates in the Watch DOG program and encourages male role models to volunteer one day a year at school.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.9	1.4	2.6	2.8	2.1	2.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Rescue School was the first school built in the district (1956). Currently the campus contains 18 regular education classrooms, a library, a Learning Center, a gymnasium, a technology center, an extended day room, and an administrative office. Students in grades 1-5 have access to a swing set, climbing apparatus and bars, asphalt play area, and an open grass field. The custodial staff maintains campus cleanliness.

In recent years, four classrooms, the library, and the office were completely modernized. Bathrooms attached to the Library building were completely rebuilt and the campus was made ADA accessible. A new Kindergarten complex with three classrooms was built and includes its own fenced play area with play equipment.

Rescue School is on a traditional schedule to maximize the use of facilities. Safety is a top priority at Rescue School. A school safety committee meets regularly to discuss and address school safety issues. Fire department and insurance officials inspect the campus on a regular basis. The district has adopted a comprehensive preparedness plan which is reviewed with staff every year. Emergency backpacks with items needed during a crisis are in every classroom. Staff members receive annual training re: child protective services. Teachers and aides supervise the playground with a ratio of approximately 1 adult to 75 students.

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	2	2		24		3		20	2	1	
1	30		2		25		2		25		3	
2	26		2		28		3		21		3	
3	26		3		24		3		25		3	
4	30		2		23		2		26		3	
5	30		2		24		3		24		3	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		50
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,549	\$1,671	\$6,878	\$73,383
District	N/A	N/A	\$6,518	\$73,286
Percent Difference: School Site and District	N/A	N/A	5.5	0.1
State	N/A	N/A	\$5,677	\$71,610
Percent Difference: School Site and State	N/A	N/A	21.2	2.5

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2015-16)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students - such as English Learners, socioeconomically disadvantaged and foster youth.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,408	\$44,507
Mid-Range Teacher Salary	\$67,782	\$68,910
Highest Teacher Salary	\$88,497	\$88,330
Average Principal Salary (Elementary)	\$111,293	\$111,481
Average Principal Salary (Middle)	\$108,812	\$115,435
Average Principal Salary (High)		\$113,414
Superintendent Salary	\$152,881	\$169,821
Percent of Budget for Teacher Salaries	40%	39%
Percent of Budget for Administrative Salaries	7%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Early Release Professional Development/Teacher Collaboration days are scheduled on various days throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, California State Standards, and other educationally related matters are provided for all teachers.

Teachers receive professional development and will work collaboratively on a regular, ongoing basis to target key standards, analyze formative assessment data, and develop effective instructional practices.

At the elementary sites, three days are scheduled for grade level collaboration (reviewing formative assessment data and planning intervention), five minimum days for parent conferences and three days for report card preparation.

Teachers collaborate with grade level teams or school-wide. Teachers discuss grade level standards, common core standards, best practices, students needing to be challenged, students needing support, analyze data and develop/revise pacing guides.

Teachers in grades 3-5 work with an outside consultant to analyze data, discuss/review common core standards, discuss best practices, review resources and develop/revise ELA and math pacing guides.

Teachers in grades K-5 have received Step Up to Writing training to support writing instruction for students. Teachers in grades 2-3 are receiving the Guided Language Acquisition Development (GLAD) training where they receive professional development and have opportunities to observed GLAD trained teachers implement strategies with students. Teachers in grades K-1 are continuing to implement GLAD units into their instruction. Grades 2-4 have received differentiation training in math to support students at various levels of intervention and enrichment. Teachers are also attending Next Generation Science Standards training at the El Dorado County Office of Education. All grade levels have received extensive training with the new ELA adoption (Benchmark).

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: El Dorado County Investment Portfolio Report
for Quarter Ended December 31, 2016**

BACKGROUND:

Quarterly the Board receives the El Dorado County Investment Portfolio Report as an information item. Under state law, school districts are required to maintain all operating funds with the County Treasury. The El Dorado County Treasurer-Tax Collector has the authority to invest such funds as are held in the County Treasury. The County Treasurer-Tax Collector is also responsible for providing a copy of the County investment report to each participating district on a quarterly basis.

STATUS:

The report for the quarter ended December 31, 2016 is included with this agenda item. All County investments meet the requirements of the District's investment policy.

FISCAL IMPACT:

Prudent management of our investments will increase the dollars available for the instructional program and building projects.

BOARD GOAL:

Board Focus Goal V – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

The Board of Trustees review the quarterly report.



Date: January 30, 2017

To: Depositors to County Investment Pool

From: C. L. Raffety, Treasurer-Tax Collector

A handwritten signature in black ink, appearing to read "C. L. Raffety".

RE: Investment Portfolio Report - quarter ending December 31, 2016

Attached herewith is the Investment Portfolio Report for the quarter ending December 31, 2016 per Government Code 53646(b) (1) and 53646(e).

The State of California Local Agency Investment Fund Portfolio Report is available in its entirety at the Board Clerk's Office or may be accessed at

<http://www.treasurer.ca.gov/pmia-laif/>

under "Pooled Money Investment Board" report.



Date: January 30, 2017

To: C. L. Raffety, Treasurer-Tax Collector

From: Todd Hall, Treasury Quantitative Specialist

A handwritten signature in black ink, appearing to read "Todd Hall".

RE: Investment Portfolio Report - quarter ending December 31, 2016

The El Dorado County Pooled Investment Portfolio Report for the quarter ending December 31, 2016 is attached for your review.

Average remaining life to maturity is 183 days. The effective rate of return is 0.69%. Market values for securities held in third-party custody are provided by the safekeeper. Certificates of Deposit and funds in State of California Local Agency Investment Fund are marked at face value.

I certify that this report accurately reflects all the County investments, and is in conformance with the adopted County Investment Policy. Furthermore, I certify to the best of my knowledge, sufficient investment liquidity to meet the pool's expenditure requirements for the next six months and anticipated revenues are available to meet the County's budgeted expenditures.



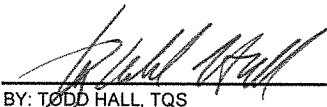
EL DORADO COUNTY TREASURY
COUNTY INVESTMENT POOL - SUMMARY

December 31, 2016

Investments	Book Value	Percent of Portfolio	Average Term	Avg Days to Maturity	YTM 360 Equiv.
State of CA Local Agency Invest Fund	65,000,000.00	12.18	1	1	0.669
Treasury Securities - Coupon	314,315,800.78	58.88	469	198	0.677
Certificates of Deposit - Bank	86,190,434.00	16.14	1,040	411	0.863
Money Market Account	68,353,700.00	12.80	1	1	0.379
Total Investments and Averages	533,859,934.78	100.00%	445	183	0.668

Month End

Effective Rate of Return .69%


BY: TODD HALL, TQS
FOR: C. L. RAFFETY, TREASURER/TAX COLLECTOR



**EL DORADO COUNTY TREASURY
COUNTY INVESTMENT POOL - INVESTMENTS**

December 31, 2016

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
State of CA Local Agency Invest Fund						
071-000000-1	STATE OF CALIFORNIA	65,000,000.00	65,000,000.00	65,000,000.00	1	
Treasury Securities - Coupon						
001-170115-1	US TREASURY	10,000,000.00	10,004,900.00	10,000,802.30	14	01/15/2017
001-170131-1	US TREASURY	4,000,000.00	4,003,400.00	4,000,380.40	30	01/31/2017
001-170131-2	US TREASURY	5,000,000.00	5,004,250.00	5,001,573.54	30	01/31/2017
001-170131-3	US TREASURY	6,000,000.00	6,005,100.00	6,001,209.20	30	01/31/2017
001-170215-1	US TREASURY	5,000,000.00	5,001,900.00	5,000,570.10	45	02/15/2017
001-170228-1	US TREASURY	5,000,000.00	5,005,200.00	5,002,162.14	58	02/28/2017
001-170228-2	US TREASURY	7,000,000.00	7,007,280.00	7,003,644.70	58	02/28/2017
001-170315-1	US TREASURY	10,000,000.00	10,007,700.00	10,002,082.60	73	03/15/2017
001-170331-1	US TREASURY	5,000,000.00	5,000,000.00	4,999,247.86	89	03/31/2017
001-170331-2	US TREASURY	10,000,000.00	10,145,513.76	10,145,513.76	89	03/31/2017
001-170430-1	US TREASURY	5,000,000.00	4,998,950.00	4,998,223.08	119	04/30/2017
001-170515-1	US TREASURY	10,000,000.00	10,010,600.00	10,009,871.28	134	05/15/2017
001-170515-2	US TREASURY	5,000,000.00	5,086,550.00	5,071,691.06	134	05/15/2017
001-170531-1	US TREASURY	5,000,000.00	4,999,050.00	4,999,529.54	150	05/31/2017
001-170531-2	US TREASURY	3,000,000.00	2,999,430.00	3,001,012.98	150	05/31/2017
001-170531-3	US TREASURY	10,000,000.00	9,998,100.00	10,000,699.21	150	05/31/2017
001-170531-4	US TREASURY	6,000,000.00	5,998,860.00	6,003,224.39	150	05/31/2017
001-170531-5	US TREASURY	15,000,000.00	15,004,128.93	15,004,128.93	150	05/31/2017
001-170615-1	US TREASURY	4,000,000.00	4,004,240.00	4,003,151.04	165	06/15/2017
001-170615-2	US TREASURY	5,000,000.00	5,005,300.00	5,005,717.61	165	06/15/2017
001-170615-3	US TREASURY	15,000,000.00	15,015,900.00	15,016,301.96	165	06/15/2017
001-170630-1	US TREASURY	4,600,000.00	4,601,610.00	4,594,627.65	180	06/30/2017
001-170630-2	US TREASURY	3,000,000.00	3,001,050.00	3,001,556.10	180	06/30/2017
001-170715-1	US TREASURY	10,000,000.00	10,009,400.00	10,006,502.48	195	07/15/2017
001-170715-2	US TREASURY	10,000,000.00	10,043,814.38	10,043,814.38	195	07/15/2017
001-170731-1	US TREASURY	5,000,000.00	5,053,700.00	5,048,989.71	211	07/31/2017
001-170731-2	US TREASURY	10,000,000.00	9,984,000.00	9,998,959.32	211	07/31/2017
001-170815-1	US TREASURY	10,000,000.00	10,022,779.62	10,030,472.68	226	08/15/2017
001-170831-1	US TREASURY	6,000,000.00	6,047,820.00	6,034,590.28	242	08/31/2017



EL DORADO COUNTY TREASURY
COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2016

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
001-170831-2	US TREASURY	10,000,000.00	10,011,953.14	10,011,953.14	242	08/31/2017
001-170831-3	US TREASURY	10,000,000.00	10,012,091.57	10,012,091.57	242	08/31/2017
001-170915-1	US TREASURY	11,000,000.00	11,041,210.01	11,041,210.01	257	09/15/2017
001-170930-1	US TREASURY	6,000,000.00	5,989,680.00	5,997,474.06	272	09/30/2017
001-171015-1	US TREASURY	6,000,000.00	6,001,200.00	6,007,125.09	287	10/15/2017
001-171015-2	US TREASURY	8,000,000.00	8,001,600.00	8,020,521.72	287	10/15/2017
001-171031-1	US TREASURY	5,000,000.00	4,995,500.00	4,997,039.30	303	10/31/2017
001-171031-2	US TREASURY	5,000,000.00	4,995,500.00	4,986,531.91	303	10/31/2017
001-171115-1	US TREASURY	11,000,000.00	11,005,579.81	11,005,579.81	318	11/15/2017
001-171231-1	US TREASURY	10,000,000.00	10,015,013.24	10,015,013.24	364	12/31/2017
001-171231-2	US TREASURY	5,000,000.00	5,158,041.78	5,158,041.78	364	12/31/2017
001-180131-1	US TREASURY	5,000,000.00	4,995,300.00	4,982,779.98	395	01/31/2018
001-180315-1	US TREASURY	5,000,000.00	5,001,350.00	5,017,302.98	438	03/15/2018
001-180715-1	US TREASURY	8,000,000.00	7,977,520.00	8,032,885.91	560	07/15/2018
Certificates of Deposit - Bank						
019-190407-1	RIVER CITY BANK	861,500.00	861,500.00	861,500.00	826	04/07/2019
019-190414-1	RIVER CITY BANK	245,000.00	245,000.00	245,000.00	833	04/14/2019
019-190827-1	RIVER CITY BANK	1,400,000.00	1,400,000.00	1,400,000.00	968	08/27/2019
021-170329-1	CITIZENS BUSINESS BANK	3,000,000.00	3,000,000.00	3,000,000.00	87	03/29/2017
025-170501-1	EAST WEST BANK	4,000,000.00	4,000,000.00	4,000,000.00	120	05/01/2017
027-170106-1	FARMERS & MERCHANT BK LONG BCH	2,800,000.00	2,800,000.00	2,800,000.00	7	01/08/2017
027-170307-1	FARMERS & MERCHANT BK LONG BCH	5,000,000.00	5,000,000.00	5,000,000.00	65	03/07/2017
027-170515-1	FARMERS & MERCHANT BK LONG BCH	2,700,000.00	2,700,000.00	2,700,000.00	134	05/15/2017
027-180228-1	FARMERS & MERCHANT BK LONG BCH	6,000,000.00	6,000,000.00	6,000,000.00	421	02/26/2018
027-180626-1	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	541	06/26/2018
027-181206-1	FARMERS & MERCHANT BK LONG BCH	5,000,000.00	5,000,000.00	5,000,000.00	704	12/06/2018
027-181211-1	FARMERS & MERCHANT BK LONG BCH	1,693,000.00	1,693,000.00	1,693,000.00	709	12/11/2018
027-181218-1	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	716	12/18/2018
027-200618-1	FARMERS & MERCHANT BK LONG BCH	4,000,000.00	4,000,000.00	4,000,000.00	1,265	06/19/2020
028-170406-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	95	04/06/2017
028-170420-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	109	04/20/2017
028-170603-1	FIRST BANK	7,000,000.00	7,000,000.00	7,000,000.00	154	06/04/2017



**EL DORADO COUNTY TREASURY
COUNTY INVESTMENT POOL - INVESTMENTS**

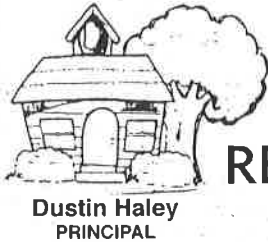
December 31, 2016

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
028-171012-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	284	10/12/2017
028-171205-1	FIRST BANK	7,000,000.00	7,000,000.00	7,000,000.00	338	12/05/2017
079-190205-1	UMPQUA BANK	249,750.00	249,750.00	249,750.00	765	02/05/2019
079-190327-1	UMPQUA BANK	4,000,000.00	4,000,000.00	4,000,000.00	815	03/27/2019
089-180823-1	WELLS FARGO BANK	6,000,000.00	6,000,000.00	6,000,000.00	599	08/23/2018
211-180501-1	Grandpoint Bank	249,790.00	249,790.00	249,790.00	485	05/01/2018
219-180822-1	American River Bank	249,400.00	249,400.00	249,400.00	598	08/22/2018
221-190902-1	Banner Bank	248,594.00	248,594.00	248,594.00	974	09/02/2019
222-180925-1	Bank of Napa	249,300.00	249,300.00	249,300.00	632	09/25/2018
223-181228-1	Bank of Feather River	249,300.00	249,300.00	249,300.00	726	12/28/2018
225-180610-1	Cathay Bank	249,700.00	249,700.00	249,700.00	526	06/11/2018
231-180712-1	First Federal S&L	249,600.00	249,600.00	249,600.00	557	07/12/2018
232-171124-1	First General Bank	249,300.00	249,300.00	249,300.00	325	11/22/2017
233-190826-1	Fremont Bank	249,800.00	249,800.00	249,800.00	967	08/26/2019
236-180827-1	Merchants Nat'l Bk of Sacram	500,000.00	500,000.00	500,000.00	603	08/27/2018
239-170317-1	Summit Bank	249,300.00	249,300.00	249,300.00	75	03/17/2017
243-191022-1	Summit State Bank	249,400.00	249,400.00	249,400.00	1,024	10/22/2019
246-190321-1	Sierra Vista Bank	249,000.00	249,000.00	249,000.00	809	03/21/2019
247-190523-1	Vibra Bank Pacific Commerce	249,300.00	249,300.00	249,300.00	872	05/23/2019
249-180423-1	Bay Commercial Bank	250,000.00	250,000.00	250,000.00	477	04/23/2018
251-180822-1	Presidio Bank	249,400.00	249,400.00	249,400.00	598	08/22/2018

Money Market Account

019-000000-1	RIVER CITY BANK	9,197,000.00	9,197,000.00	9,197,000.00	1	
021-000000-1	CITIZENS BUSINESS BANK	17,606,700.00	17,606,700.00	17,606,700.00	1	
025-000000-1	EAST WEST BANK	11,250,000.00	11,250,000.00	11,250,000.00	1	
027-000000-1	FARMERS & MERCHANT BK LONG BCH	1,750,000.00	1,750,000.00	1,750,000.00	1	
028-000000-1	FIRST BANK	1,400,000.00	1,400,000.00	1,400,000.00	1	
079-000000-1	UMPQUA BANK	23,250,000.00	23,250,000.00	23,250,000.00	1	
244-000000-1	Five Star Bank	3,900,000.00	3,900,000.00	3,900,000.00	1	

Total Investments and Average	533,144,134.00	533,816,200.24	533,859,934.78	183
--------------------------------------	-----------------------	-----------------------	-----------------------	------------



Rescue Union School District
RESCUE ELEMENTARY SCHOOL

"Nurturing the Love of Learning"

January 27, 2017

Lifetouch National School Studios
11000 Viking Drive, Suite 500 E
Eden Prairie, MN 55344

Dear Ladies and Gentlemen,

On behalf of the students and staff of Rescue School, I would like to thank you for the generous donation of \$457.00 to our school through the Lifetouch picture program. Through your generosity we will be able to add much needed supplies and technology to our classrooms.

Thank you so very much for supporting Rescue School!

Sincerely,

Dustin Haley
Principal