

ITEM #: 4

DATE: January 23, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Board Policy – Update/Revision

BACKGROUND:

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

STATUS:

Policies identified for review and/or changes are submitted to the Board for possible consideration of approval. The following policies are presented for first reading:

BP/AR 5116.1 Intradistrict Open Enrollment – Annual Review
BP 7310 Naming of a Facility - Revised

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLEMENT

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

RECOMMENDATION:

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

Rescue Union ESD

Board Policy

Intradistrict Open Enrollment

BP 5116.1

Students

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

(cf. 5117 - Interdistrict Attendance)

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

(cf. 5111.1 - District Residency)

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

Enrollment Priorities

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

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area as follows:

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

(cf. 5118 - Open Enrollment Act Transfers)

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

(cf. 0450 - Comprehensive Safety Plan)

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

4. Upon finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either:
(Education Code 35160.5)

a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, social worker, or a properly licensed or registered professional such as a psychiatrist, psychologist, or marriage and family therapist

b. A court order, including a temporary restraining order and injunction

5. Any sibling of a student already in attendance in that school

6. Any student whose parent/guardian is assigned to that school as his/her primary place of employment

Application and Selection Process

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

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

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

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

Transportation

Except as required for students who transferred out of a Title I program improvement school, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

(cf. 3250 - Transportation Fees)

(cf. 3540 - Transportation)

Legal Reference:

EDUCATION CODE

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

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

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

6311 State plans

7912 Transfers from persistently dangerous schools

COURT DECISIONS

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

ATTORNEY GENERAL OPINIONS

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

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Public School Choice FAQs

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

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

Unsafe School Choice Option, May 2004

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: April 14, 2009 Rescue, California

reviewed: November 8, 2011

revised: January 24, 2017

Considered January 23, 2018

Rescue Union ESD

Administrative Regulation

Intradistrict Open Enrollment

AR 5116.1

Students

Transfers for Victims of a Violent Criminal Offense

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

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

Transfers from a "Persistently Dangerous" School

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

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

(cf. 0450 - Comprehensive Safety Plan)

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

The Superintendent or designee shall consider the needs and preferences of students and parents/guardians before making an assignment, but is not obligated to accept the

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

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

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

(cf. 5117 - Interdistrict Attendance)

Other Intradistrict Open Enrollment

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

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

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

(cf. 0520.2 - Title I Program Improvement Schools)

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

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

(cf. 1312.3 - Uniform Complaint Procedures)

Notifications

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

1. All options for meeting residency requirements for school attendance

(cf. 5111.1 - District Residency)

(cf. 5118 - Open Enrollment Act Transfers)

2. Program options offered within local attendance areas

3. A description of any special program options available on both an interdistrict and intradistrict basis

4. A description of the procedure for application for alternative attendance areas or programs and the appeals process available, if any, when a change of attendance is denied

5. A district application form for requesting a change of attendance

6. The explanation of attendance options under California law as provided by the CDE

(cf. 5145.6 - Parental Notifications)

Policy RESCUE UNION SCHOOL DISTRICT

adopted: January 24, 2017 Rescue, California

considered: January 23, 2018

Rescue Union ESD

Board Policy

Naming Of Facility

BP 7310

Facilities

Note: The following optional policy may be revised to reflect district criteria for naming new and existing school facilities.

The Governing Board shall name district schools and other district-owned or leased individual buildings, grounds, and facilities in recognition of:

- Individuals, living or deceased, and entities that~~In honor of individuals who~~ have made outstanding contributions, including financial contributions, to the school~~county or~~ community;~~or~~
- Individuals, living or deceased, who have made contributions of statewide, national, or worldwide significance~~In recognition of the~~
- The geographic area~~areas~~ in which the school or building is located;~~or~~
- ~~By other criteria deemed consistent with the district's education program.~~

The Board encourages community participation in the process of selecting names. A citizen advisory committee shall be appointed to review name suggestions and submit recommendations for the Board's consideration.

(cf. 1220 - Citizen Advisory Committees)

Any name adopted for any new school shall not be so similar to the name of any existing district school as to result in confusion to members of the community.

Before adopting any proposed name, the Board shall hold a public hearing at which members of the public will be given an opportunity to provide input.

(cf. 9320 - Meetings and Notices)

When naming or renaming a district school, building, or facility, the Board may specify the duration for which the name shall be in effect.

~~The renaming of existing schools or major facilities shall occur only under extraordinary circumstances and after thorough study.~~

Memorials

Upon request, the Board shall consider planting commemorative trees, erecting monuments, or

~~dedicating naming buildings, parts of buildings, or athletic fields, gardens, or other district facilities, in memory honor of deceased the contributions of students, staff members, and community members, and benefactors of the district who have been deceased for at least one year.~~

Naming Rights

The Board may grant to any person or entity the right to name any district building or facility. In doing so, the Board shall enter into a written agreement which shall:

1. Specify the benefits to the district from entering into the agreement
2. State the roles and responsibilities of the parties to the agreement, including whether or not the Board shall retain the power to approve any proposed name
3. Provide details related to the naming right granted, including the building, grounds, or facility involved and the duration for which the name shall be in effect
4. Prohibit any message, image, or other depiction that advocates or endorses the use of drugs, tobacco, or alcohol, encourages unlawful discrimination against any person or group, or promotes the use of violence or the violation of any law or district policy

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

(cf. 1325 - Advertising/Promotions)

(cf. 3290 - Gifts, Grants and Bequests)

5. Reserve the authority to terminate the naming right if it determines that the grantee, subsequent to receiving the naming right, has engaged in any of the prohibited acts stated in item #4 above or other criminal or unlawful acts that might bring the district into disrepute

~~Appointments by the Superintendent~~

~~The Superintendent shall maintain procedures for the creation of ad hoc committees representing school site community, district staff, parents, students and the public. The committee shall be responsible for receiving and screening name suggestions, and submitting recommendations to the Superintendent for the Board's consideration and adoption.~~

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

Policy RESCUE UNION SCHOOL DISTRICT

adopted: May 24, 2005 Rescue, California

considered: January 23, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Resolution #18-01**
Calling for Full and Fair Funding of California’s Public Schools

BACKGROUND:

California has the world’s sixth-largest economy and the highest gross domestic product of any state. Yet, we rank near the bottom nationally in funding for public schools, a status that threatens the prosperity of our state and strength of our communities

STATUS:

While California lags behind most of the county in public school funding, school districts and county offices of education are facing increased financial pressure from rapidly rising costs. It is time California ends decades of underinvestment in public schools and provide the resources needed to offer all students a high-quality education. Therefore, we bring forward this resolution urging the State Legislature to fund California’s public schools at the national average or higher by the year 2020, and at a level equal to or above the average of the top 10 states by 2025.

FISCAL IMPACT:

To be determined.

BOARD GOAL:

Board Focus Goal I - STUDENT NEEDS

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

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

Board Focus Goal III - COMMUNICATION / COMMUNITY INVOLVEMENT

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

Board Focus Goal IV - STAFF NEEDS

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

Board Focus Goal V - FACILITY / HOUSING

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

Board Focus Goal VI – CULTURE OF EXCELLENCE

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

RECOMMENDATION:

District Administration recommends the Board of Trustees approve Resolution #18-01, Calling for Full and Fair Funding of California's Public Schools.

Rescue Union School District

Resolution #18-01

Calling for Full and Fair Funding of California's Public Schools

WHEREAS, California has the sixth largest economy in the world, and the largest Gross Domestic Product (GDP) of any state in the nation; and

WHEREAS, despite California's leadership in the global economy, the state falls in the nation's bottom quintile on nearly every measure of public K-12 school funding and school staffing; and

WHEREAS, California ranks 45th nationally in the percentage of taxable income spent on education, 41st in per-pupil funding, 45th in pupil-teacher ratios and 48th in pupil-staff ratios; and

WHEREAS, K-12 school funding has not substantially increased, on an inflation-adjusted basis, for more than a decade; and

WHEREAS, under the Local Control Funding Formula (LCFF), state funding for K-12 schools has only this year recently returned to levels predating the Great Recession of 2007; and

WHEREAS, the modest revenue increases since the implementation of LCFF have been eroded by rapidly increasing costs for health care, pensions, transportation and utilities; and

WHEREAS, 58 percent of California's public school students are eligible for free and reduced-price lunch — 13 percent above the national average — and 23 percent of California students are English learners, more than twice the national average; and

WHEREAS, California's investment in public schools is out of alignment with its wealth, its ambitions, its demographics and the demands of a 21st-century education; and

WHEREAS, in 2007, a bipartisan group of California leaders commissioned a report titled *Getting Down to Facts*, which stated it would take an additional \$17 billion annually to meet the State Board of Education achievement targets for K-12 schools; and

WHEREAS, in 2016, a California School Boards Association (CSBA) report, *California's Challenge: Adequately Funding Education in the 21st Century*, updated the *Getting Down to Facts* data and determined that, adjusting for inflation, an additional \$22 billion to \$40 billion annually would be required to provide all public school students with access to a high-quality education; and

WHEREAS, California funds schools at roughly \$1,961 per student less than the national average, which translates to approximately \$3,462 per student when adjusted for California being a high-cost state; and

WHEREAS, California trails the average of the top 10 states by almost \$7,000 in per-pupil funding; and

WHEREAS, in *Robles-Wong v. State of California*, a group of plaintiffs led by CSBA argued that California's school funding system violated Article IX of the State Constitution by denying all students access to an education that prepares them for economic security and full participation in our democratic institutions; and

WHEREAS, the California Supreme Court declined to hear the case by a 4-3 margin, prompting Justice Goodwin H. Liu to write: “It is regrettable that this court, having recognized education as a fundamental right in a landmark decision 45 years ago [*Serrano v. Priest* (1971) 5 Cal.3d 584], should now decline to address the substantive meaning of that right.”; and

WHEREAS, in order to prepare our students for participation in a democratic society and an increasingly competitive, technology-driven global economy, California must fund schools at a level sufficient to support student success; and

WHEREAS, despite its vast wealth, California has consistently underfunded public education while widening its scope, adding new requirements and raising standards without providing appropriate resources to prepare all students for college, career and civic life; and

WHEREAS, if California is to close opportunity and achievement gaps and create a public school system that offers consistently high levels of education, the State must provide schools with the resources to meet the needs of their specific populations;

NOW, THEREFORE BE IT RESOLVED, that the governing board of the Rescue Union School District urges the State Legislature to fund California public schools at the national average or higher by the year 2020, and at a level that is equal to or above the average of the top 10 states nationally by 2025 and to maintain, at a minimum, this level of funding until otherwise decreed.

Adopted this 23rd day of the month of January in 2018.

Motion made by: _____

Second made by: _____

Ayes: _____

Noes: _____

Absent: _____

Abstain: _____

President of the Board of Trustees

ATTEST:

Clerk of the Board of Trustees

ITEM #: 6

DATE: January 23, 2018

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: El Dorado County School Boards Association
Nominations for Annual Awards**

BACKGROUND:

The El Dorado County Schools Association holds an Annual Dinner Meeting and Awards Program. This year the meeting will be held on March 5, 2018.

STATUS:

The Board will consider nominations for the following category(ies):

- Category 1: Educational Statesmanship
- Category 2: Leader in Boardmanship
- Category 3: Outstanding Community Member/Community Organization or Volunteer and
Outstanding Corporate Organization
- Category 4: Dolores Garcia Memorial Spirit of Boardmanship
- Category 5: Lifetime Achievement Award

FISCAL IMPACT:

N/A

BOARD GOAL:

N/A

RECOMMENDATION:

The Board consider nominations for the El Dorado County School Boards Association Annual Dinner Meeting Awards Program.

EL DORADO SCHOOL BOARDS ASSOCIATION AWARD CATEGORIES AND CRITERIA

<i>Category</i>	<i>Award</i>
Category 1	EDUCATIONAL STATESMANSHIP: <p>Board members serve endless hours in a variety of ways that enrich and improve the education experience for all students.</p> <ul style="list-style-type: none">◆ Promoting public education in the community.◆ Keeps learning and achievement for all students as the primary focus.◆ Provides community leadership on educational issues and advocates on behalf of students and public education.◆ Recognizes and respects differences of perspective and style on the board and among staff, students, parents and community.
Category 2	LEADER IN BOARDSMANSHIP: <p><i>Board members bring unique skills, values and beliefs to their board. In order to govern effectively, individuals must work with each other and the superintendent to ensure that a high quality education is provided to each student. Generally the Leader in Boardsmanship would recognize a Board member that has served as the President of the Board.</i></p> <ul style="list-style-type: none">◆ Notable performance/behavior in discussion, deliberation, team building, and collaboration with fellow board members, staff, parents, and community by encouraging the free expression of opinion.◆ Understands that authority rests with the board and not individuals.◆ Significant contribution to board in general by providing community leadership on educational issues and advocates on behalf of students and public education.
Category 3	OUTSTANDING COMMUNITY MEMBER/COMMUNITY ORGANIZATION OR VOLUNTEER AND OUTSTANDING CORPORATE ORGANIZATION: <p><i>Members of the community, from individuals to corporations, serve a vital role in the delivery of educational services in our schools. These steadfast contributors of valuable resources of time and financial support realize that educating a child is, indeed, the business of us all.</i></p> <ul style="list-style-type: none">◆ Has made a notable contribution to education.◆ Has effectively collaborated with education and community leaders.◆ Has sought and helped develop innovative solutions to the complex challenges facing public education.◆ Has broad support and demonstrates active involvement in the community.

Category 4

DOLORES GARCIA MEMORIAL SPIRIT OF BOARDSMANSHIP

This award was named after Dolores Garcia who passed away in October 2012. Dolores served as a Trustee on the El Dorado Union High School District Board from 1975 through 1983, and was then elected to the El Dorado County Board of Education in 1996 for a combined total of 23 years of serving as a School Board Member in El Dorado County. She also served on a plethora of committees and boards of community service agencies and organizations throughout the county.

This award is the highest award a board member can receive. It is the pinnacle of awards for boardsmanship. This individual demonstrates exemplary performance in leadership, service, community relations and advocacy, with current knowledge on educational trends and legislation.

- ◆ Provides community leadership on educational issues and advocates on behalf of students and public education at the local, regional, and possibly state level.
- ◆ Recognizes and respects differences of perspective and style on the board and among staff, students, parent and the community.
- ◆ Demonstrates creativity and innovation in dealing with issues and problems facing public education.
- ◆ Contributes to the success of all students through exceptional leadership and has a positive impact on student achievement and learning.
- ◆ Participates in professional development and commits the time and energy necessary to be an informed and effective leader.

Category 5

LIFETIME ACHIEVEMENT AWARD

*This award is **automatically** given to **outgoing/retiring board members** to recognize their contributions during their career as a trustee rather than, or in addition to, single awards. Board member must have served at least eight years on a school district or County Office Board. **Trustees with less time receive a Certificate of Recognition.***

**El Dorado County School Boards Association
Award Nomination Form
Awards for Annual Dinner – Monday, March 5, 2018**

District: _____

Contact Name: _____

Phone: _____

Email: _____

Our Board nominates the following person for the category noted. Please fill out a separate sheet for each nomination and remember to place category number (1, 2, 3, 4, or 5) after nominee's name:

Category 1: Educational Statesmanship

Category 2: Leader in Boardsmanship

Category 3: Outstanding Community Member or volunteer **OR**
Outstanding Community Organization **OR**
Outstanding Corporate Organization **OR**

Category 4: Dolores Garcia Memorial Spirit of Boardsmanship

Category 5: Lifetime Achievement Award

Nominee Name	Category

Name of Person who would present the award: _____

Please attach no more than one page of supporting documentation for your nominee.

Please use a separate form for each nomination.

Please return completed nomination form(s) and supporting documentation to Kimberly Stewart **no later than Friday, February 9, 2018,** at kstewart@edcoe.org or fax to: 530-621-2543.

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: MARINA VILLAGE MIDDLE SCHOOL
TWO-STORY CLASSROOM PROJECT**

**Change Order(s) # 5-9
Carter Kelly, Inc.**

BACKGROUND:

In January of 2017, the Governing Board of the Rescue Union School District established an RFQ and RFP from qualified providers of Lease-Leaseback (“L/LB”) construction services for the *Construction of a Two-Story Classroom Building, Sitework and Modernization Project at Marina Village Middle School*. The District received qualification packets from five construction services firms, all of whom were prequalified to submit a fee based proposal on the Project. Subsequently, three of the construction services firms submitted a fee based proposal on the project by which contracts will be awarded by the Board under the provisions of Education Code 17406 *et seq.*

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

- **Marina Village Middle School:**

The District expand the permanent capacity on the campus of Marina Village Middle School, a District-owned site located at 1901 Francisco Drive, El Dorado Hills, California 95762 by constructing a new two-story classroom building and completing other site work, and modernization work related to the Project.

On March 14, 2017, the Governing Board passed Resolution #17-07 delegating to the Superintendent, or their designee, the authority to enter into the Lease Leaseback Contract for Construction Services, the Site Lease, and Sublease Agreement and other acts relating to the Marina Village Two-Story Classroom Project with Carter-Kelly Inc. who provided the best value in the competitive procurement process as directed under the provisions of Education Code 17406 *et seq.*

The District received approval of the plans from the Division of State Architects (DSA) on March 8, 2017 allowing Carter-Kelly Inc. to determine its Guaranteed Maximum Price (GMP) on the Marina Village Two-Story Classroom Project once bids were submitted by qualified sub-contractors. The total construction cost for the project is \$6,486,004. In addition, the LLB Construction Services Contract with Carter-Kelly Inc. at 11.5% is \$745,890, thereby generating a Guaranteed Maximum Price (GMP) of \$7,231,894. This contract was approved by the board at the June 13, 2017 meeting.

At the December 12, 2017 board meeting, Change Orders #1 – 4 were approved for a net change to the contract of \$28,146. When added to the original contract amount, the revised contract was \$7,260,040.00.

STATUS:

Carter Kelly, Inc. has begun the construction of the two-story classroom project and site work at Marina Village Middle School and has submitted Change Orders #5-9 for a net increase of \$253,974.00 to the contract.

Change Order # 5 – Credit for low voltage change – (\$17,646.00)
Change Order # 6 – Polished concrete flooring for science and PLW rooms - \$18,227.00
Change Order # 7 – Casework and whiteboards for classrooms – \$27,040.00
Change Order # 8 – Credit for HVAC scope change – (\$3,413.00)
Change Order #9 – Parking Lot - \$225,828

FISCAL IMPACT:

The total cost of Change Orders #5-9 is \$253,974.00. When added to the current contract amount, the new contract will be \$7,510,076.00

LONG-RANGE GOALS:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

Board Focus Goal V - FACILITY / HOUSING:

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

Local Control Accountability Plan

GOAL 6:

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

RECOMMENDATION:

Board of Trustees approve Change Orders #5-9 for \$253,974.00 to the contract with Carter Kelly, Inc., General Contractor for the Marina Village two-story classroom building project.

Carter-Kelly, Inc.

CHANGE ORDER

No. 00005

P.O. Box 1477
Placerville, CA 95667

Phone: 530-621-0950
Fax: 530-621-2344

TITLE: Owner CO 5 PR 2 **DATE:** 12/21/2017

PROJECT: Marina Village Portable Replacement **JOB:**

TO: Attn: Phil Jones **CONTRACT NO:** 26

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

Phone: 530-672-4302 Fax: 530-677-5182

Item	Description	Stock#	Quantity	Units	Unit Price	Tax Rate	Tax Amount	Net Amount
00001	Proposal Request 2 deductive cost adjustment low voltage		1.000		(\$17,646.00)	0.00%	\$0.00	(\$17,646.00)

Unit Cost: (\$17,646.00)

Unit Tax: \$0.00

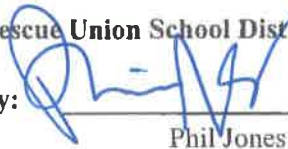
Total: (\$17,646.00)

The Original Contract Sum was	\$7,231,894.00
Net Change by Previously Authorized Requests and Changes	\$28,146.00
The Contract Sum Prior to This Change Order was	\$7,260,040.00
The Contract Sum Will be Decreased	\$17,646.00
The New Contract Sum Including This Change Order	\$7,242,394.00
The Contract Time Will Not be Changed	
The Date of Substantial Completion as of this Change Order Therefore is	

ACCEPTED:

Rescue Union School District

By:


Phil Jones

Carter-Kelly, Inc.

By:


Carl Dingle

CALIFORNIA DESIGN WEST

By:


Mitch McAllister

Date:

12/20/2017

Date:

12/21/2017

Date:

12/21/17

Carter-Kelly, Inc.

CHANGE ORDER

No. 00006

P.O. Box 1477
Placerville, CA 95667

Phone: 530-621-0950
Fax: 530-621-2344

TITLE: Owner CO 6 PR3 **DATE:** 12/21/2017
PROJECT: Marina Village Portable Replacement **JOB:**
TO: Attn: Phil Jones **CONTRACT NO:** 26
 Rescue Union School District
 2390 Bass Lake Road
 Rescue, CA 95672
 Phone: 530-672-4302 Fax: 530-677-5182

Item	Description	Stock#	Quantity	Units	Unit Price	Tax Rate	Tax Amount	Net Amount
00001	Proposal Request 3 change to flooring finishes		1.000		\$18,227.00	0.00%	\$0.00	\$18,227.00

Unit Cost: \$18,227.00
Unit Tax: \$0.00
Total: \$18,227.00

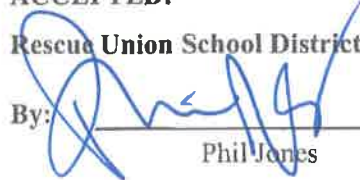
The Original Contract Sum was	\$7,231,894.00
Net Change by Previously Authorized Requests and Changes	\$10,500.00
The Contract Sum Prior to This Change Order was	\$7,242,394.00
The Contract Sum Will be Increased	\$18,227.00
The New Contract Sum Including This Change Order	\$7,260,621.00
The Contract Time Will Not be Changed	
The Date of Substantial Completion as of this Change Order Therefore is	

ACCEPTED:

Rescue Union School District

Carter-Kelly, Inc.

CALIFORNIA DESIGN WEST

By: 
 Phil Jones

By: 
 Carl Dingle

By: 
 Mitch McAllister

Date: 12/20/2017

Date: 12/21/2017

Date: 12/21/17

Carter-Kelly, Inc.

CHANGE ORDER

No. 00007

P.O. Box 1477
Placerville, CA 95667

Phone: 530-621-0950
Fax: 530-621-2344

TITLE: Owner CO 7 PR 6

DATE: 12/21/2017

PROJECT: Marina Village Portable Replacement

JOB:

TO: Attn: Phil Jones
Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672

CONTRACT NO: 26

Phone: 530-672-4302 Fax: 530-677-5182

Item	Description	Stock#	Quantity	Units	Unit Price	Tax Rate	Tax Amount	Net Amount
00001	Proposal 6 casework and whiteboards		1.000		\$27,040.00	0.00%	\$0.00	\$27,040.00

Unit Cost: \$27,040.00
Unit Tax: \$0.00
Total: \$27,040.00

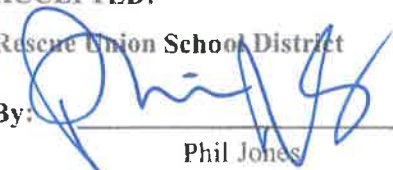
The Original Contract Sum was	\$7,231,894.00
Net Change by Previously Authorized Requests and Changes	\$28,727.00
The Contract Sum Prior to This Change Order was	\$7,260,621.00
The Contract Sum Will be Increased	\$27,040.00
The New Contract Sum Including This Change Order	\$7,287,661.00
The Contract Time Will Not be Changed	
The Date of Substantial Completion as of this Change Order Therefore is	

ACCEPTED:

Rescue Union School District

Carter-Kelly, Inc.

CALIFORNIA DESIGN WEST

By: 
Phil Jones

By: 
Carl Dingle

By: 
Mitch McAllister

Date: 12/20/2017

Date: 12/21/2017

Date: 12/21/17

Carter-Kelly, Inc.

CHANGE ORDER

No. 00008

P.O. Box 1477
Placerville, CA 95667

Phone: 530-621-0950
Fax: 530-621-2344

TITLE: Owner CO 8 PR8 **DATE:** 12/21/2017

PROJECT: Marina Village Portable Replacement **JOB:**

TO: Attn: Phil Jones **CONTRACT NO:** 26

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

Phone: 530-672-4302 Fax: 530-677-5182

Item	Description	Stock#	Quantity	Units	Unit Price	Tax Rate	Tax Amount	Net Amount
00001	Proposal Request 8 reduced HVAC scope		1.000		(\$3,413.00)	0.00%	\$0.00	(\$3,413.00)

Unit Cost: (\$3,413.00)
Unit Tax: \$0.00
Total: (\$3,413.00)

The Original Contract Sum was	\$7,231,894.00
Net Change by Previously Authorized Requests and Changes	\$55,767.00
The Contract Sum Prior to This Change Order was	\$7,287,661.00
The Contract Sum Will be Decreased	\$3,413.00
The New Contract Sum Including This Change Order	\$7,284,248.00
The Contract Time Will Not be Changed	
The Date of Substantial Completion as of this Change Order Therefore is	

ACCEPTED:


Rescue Union School District

Carter-Kelly, Inc.

CALIFORNIA DESIGN WEST

By: 
Phil Jones

By: 
Carl Dingle

By: 
Mitch McAllister

Date: 12/20/2017

Date: 12/21/2017

Date: 12/21/17

Carter-Kelly, Inc.

CHANGE ORDER

No. 00009

P.O. Box 1477
Placerville, CA 95667

Phone: 530-621-0950
Fax: 530-621-2344

TITLE: Owner CO 9 PR 5

DATE: 01/05/2018

PROJECT: Marina Village Portable Replacement

JOB:

TO: Attn: Phil Jones
Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672

CONTRACT NO: 26

Phone: 530-672-4302 Fax: 530-677-5182

Item	Description	Stock#	Quantity	Units	Unit Price	Tax Rate	Tax Amount	Net Amount
00001	Work as proposed in RR 5 option 3		1.000		\$225,828.00	0.00%	\$0.00	\$225,828.00

Unit Cost: \$225,828.00
Unit Tax: \$0.00
Total: \$225,828.00

The Original Contract Sum was	\$7,231,894.00
Net Change by Previously Authorized Requests and Changes	\$52,354.00
The Contract Sum Prior to This Change Order was	\$7,284,248.00
The Contract Sum Will be Increased	\$225,828.00
The New Contract Sum Including This Change Order	\$7,510,076.00
The Contract Time Will Not be Changed	
The Date of Substantial Completion as of this Change Order Therefore is	

ACCEPTED:


Rescue Union School District

Carter-Kelly, Inc.

Design West

By: _____
Phil Jones

By: _____
Carl Dingle

By: 
Mitch McAllister

Date: 01/04/2018

Date: 01/05/2018

Date: 01/05/2018

CONTRACTOR PROPOSAL – COST BREAKDOWN



California Design West
 Marina Village
 Date: Dec. 5, 2017

DESCRIPTION OF WORK: PR 3 pave option 3, 3" AC over 10" base

I. CKI LABOR	RATE	HOURL(S)	\$ AMOUNT
CLASSIFICATION			
Superintendent -	93	40	\$3,720
Carpenters / Cement Masons	91		\$0
Laborer	85		\$0
TOTAL DIRECT LABOR			\$3,720
OVERHEAD PROFIT/FEE@		11.5%	\$428
TOTAL FOR LABOR			\$4,148

II. CKI MATERIAL	QUANTITY	UNIT PRICE	\$ AMOUNT
TOTAL DIRECT MATERIAL			\$0
OVERHEAD PROFIT/FEE@		11.5%	\$0
TOTAL FOR MATERIAL			\$0

III. CKI EQUIPMENT	RATE	Months	\$ AMOUNT
TOTAL DIRECT EQUIPMENT			\$0
OVERHEAD PROFIT/FEE@		11.5%	\$0
TOTAL FOR EQUIPMENT			\$0

IV. SUBCONTRACTORS	\$ AMOUNT		
Joe Vicini Inc.	\$142,700		
Crusader Fence	\$33,924		
Landscape allowance	\$4,500		
Carter/Kelly concrete	\$30,000		
TOTAL DIRECT SUBCONTRACTOR		\$211,124	
OVERHEAD PROFIT/FEE@		11.5%	\$10,556
TOTAL FOR SUBCONTRACTOR			\$221,680

COST PROPOSAL TOTAL \$225,828

COMPANY: Carter-Kelly, Inc

SIGNATURE:

PRINT NAME: Carl Dingle

TITLE: Project Manager

JOE VICINI, INC.

GENERAL ENGINEERING
CONTRACTOR
Lic. No. 213766

315 Placerville Dr. • P.O. Box 206 • Placerville, CA 95667
(530) 622-1963 • Fax (530) 622-0927

Date: 1/05/18

To: Carter Kelly Inc.

Job: Marina Village

Scope of work: Alternative Paving at front parking lot as per plan PR-05R GS 106

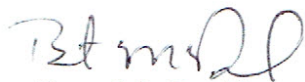
Dated 11.03.17

1. Remove all vegetation, asphalt and concrete curbs as per plan.
2. Perform site grading to +/- .1' of proposed sub grade at all concrete, asphalt and landscape areas. All excess soils to be placed off hauled from site.
3. Grade for new island and curbs.
4. Install 10" of ¾" aggregate base and 3" asphalt paving as per plan.
5. Backfill planters with on site soils.
6. Install seal coat over new asphalt.
7. Install parking lot striping, signage and bumpers as per plan.

TOTAL \$142,700.00

Exclusions:

Soils testing. Construction staking. All site concrete including trench repair. Landscaping repair or relocation. Any item not itemized above. Gas removal or installation. Fencing removal and installation.. Permits and fees. Relocation of existing utilities. Excavation of footings and export of spoil. Lime or Cement Treatment. Crack filling of existing asphalt. SWPPP and all temporary erosion control measures.



Brent Mc David

Joe Vicini Inc.

Carter/Kelly

PR 5 concrete

H7/GS 501	E 11/501	H/10/501	E116/501	E10/501	Flatwork
320 LF	19 LF	20 LF	18 LN	392 LF	420 sq ft

Concrete	\$ 5,275.00
Domes	\$ 2,500.00
Lumber	\$ 1,480.00
Rebar	\$ 1,010.00
Misc	\$ 500.00
Labor	\$15,400.00
15%	\$ 3,925.00
	\$30,090.00

3115 - "B" Gold Valley Dr.
Rancho Cordova, Ca. 95742
and also at:
1600 Benicia Rd.
Vallejo, Ca. 94591



(916) 631-9191
(916) 852-9191
Toll Free (888) 818-9191
Fax (916) 631-8989
License #726527

CRUSADER FENCE CO., INC.

BID SUBMISSION

NOVEMBER 21, 2017

STATE OF CALIFORNIA SMALL BUSINESS CERTIFICATION #0019368
CALIFORNIA PUBLIC WORKS CONTRACTOR #100000020
GOLD SHOVEL STANDARD CERTIFIED / ISNETWORLD CERTIFICATION #400-240122

ATTENTION: CARL DINGLE @ CARTER / KELLY

RE: MARINA VILLAGE MS – PORTABLE CLASSROOM REPLACEMENT – RESCUE, CA.

WE ARE PLEASED TO SUBMIT OUR QUOTATION TO FURNISH AND INSTALL THE FENCING DESCRIBED BELOW PER PR # 5 FOR THE SUM OF **\$ 33,924.00**, INCLUDING TAX.

334' lf of 5' high and 316' lf of 4' high new black powder coated ornamental fence to match the existing fence, including removal of the existing 5' high posts and panels.
Deduct = <\$ 2,196.00) to re-install the salvaged 5' high ornamental panels onto new posts.

EXCLUSIONS: Anything else not described above, all permits and fees.

QUALIFICATIONS:

NO BOND EXPENSE. OUR BOND RATE IS .72% UP TO \$ 500 K AND .48% AFTER \$ 500 K.
\$ 2 MG/L INSURANCE & \$ 1 M GEN. AGGREGATE INSURANCE / OCCURRENCE INCLUDED.
NO COSTS ARE INCLUDED FOR PAYMENT PROGRAMS SUCH AS TEXTURA, ETC. AND WOULD BE ADDITIONAL IF IMPLEMENTED.
NO CLEARING, GRUBBING, GRADING OR STAKING OF THE FENCE LINE. ALL LAYDOWN AREAS AND RESTROOMS PROVIDED BY OTHERS.
STAKING TO INCLUDE ALL END, CORNER, GATE POSTS, FINISH GRADE & UNENCUMBERED ALL-SEASON TRUCK ACCESS TO FENCE LINES.
NO PATCHING OF BLACKTOP/ASPHALT, COREDRILLING, SAWCUTTING, TRAFFIC CONTROL OR PUBLIC SAFETY PROVISIONS.
NO GROUNDING OF FENCING OR GATES. NO REBAR OR REBAR CAGES UNLESS NOTED ABOVE.
NO TEMPORARY FENCE, ENVIRONMENTAL SAFETY, SNOW OR TREE FENCING. NO SIGNAGE.
NO STRUCTURAL ENGINEERING, CALCULATIONS, STAMPED APPROVED OR AS-BUILT DRAWINGS. NO VIDEO TRAINING OR RECORDINGS.
NO COSTS FOR TESTING OR SPECIAL INSPECTIONS INCLUDED. NO SWPP / WPCP PLANS ARE INCLUDED.
ALL POSTS IN CONCRETE WALLS, SLABS, ETC., TO BE SET PRIOR TO POURS, OR BLOCKED OUT BY G.C.
CONCRETE WASHOUT TO BE PROVIDED BY G.C. OR OTHERS. NO SAFETY, HAZMAT OR ORIENTATION TRAINING COSTS.
NO POST SLEEVES, POST POCKETS, OR STEEL EMBEDS. NO CONCRETE GATE V-TRACK PAD UNLESS NOTED ABOVE.
NOT RESPONSIBLE FOR THE DISTURBANCE OF EXISTING ENVIRONMENTAL CONTAMINANTS.
NOT RESPONSIBLE FOR DAMAGE TO LANDSCAPE WITHIN 6' FEET OF THE FENCE LINE OR TO IRRIGATION OR ELECTRICAL CONDUITS / LINES, ETC. PLACED IN OR NEAR THE PROPOSED FENCE LINE.
ALL POST HOLES TO BE DUG W/ MOBILE EQUIPMENT; I.E., BOBCAT, DANDY DIGGER
NO HAND-DIGGING OR POTHOLING. UNDERGROUND ITEMS IN POTENTIAL CONFLICT WITH POST LOCATIONS REQUIRE AN RFQ FOR DAYLIGHTING SERVICES.
SUBROGATION OF LABOR INSURANCE CAN BE PROVIDED FOR ADDITIONAL COST. NO BUILDERS RISK OR RAILROAD INSURANCE.
JOB IS FIGURED FOR (1) MOVE-IN WITH MOBILE DIGGING EQUIPMENT. ADDITIONAL MOVE-INS ARE = \$ 1,760.00 / EA.
BEST EFFORTS WILL BE MADE TO DIG NON-RIPPABLE OR NON-DRILLABLE HARD ROCK AREAS, BUT AUGER REFUSAL REQUIRES A FIELD CHANGE ORDER FOR A PER HOLE PRICE.
NO BOLLARDS & NO SPOILS REMOVAL FROM SITE. ALL SPOILS TO BE SCATTERED NEAR HOLES OR STOCKPILED ON SITE.
NO GRADE BEAM, MOWSTRIPS, OR CONTINUOUS CONCRETE FOOTINGS.
UNDERGROUND UTILITIES BEYOND U.S.A. ARE TO BE LOCATED AND CLEARLY MARKED, OR EXPOSED BY G.C., OWNER, END USER OR THEIR RESPECTIVE REPRESENTATIVE PRIOR TO CRUSADER'S MOBILIZATION TO BEGIN DIGGING.
NO LOCATING OF NON-USA MEMBERS UTILITIES. PRIVATE SUBSURFACE LOCATOR CAN BE PROVIDED FOR ADDITIONAL COST.
CRUSADER FENCE CO., INC. IS SIGNATORY TO THE LABORERS UNION'S COLLECTIVE BARGAINING AGREEMENT.
LETTER OF INTENT WITHIN 60 DAYS TO HONOR MATERIAL PRICES.
NOT RESPONSIBLE FOR DELAY COSTS DUE TO INSUFFICIENT TIME ALLOCATED TO COMPLETE OUR SCOPE.
Our bid proposal factors in a discounted cost of which allows for a maximum of 5% retention. This retention is due and payable no later than 60 days after acceptance of our completed work. This stipulation must become part of any future contract that you sign with our company. This is a material term. Acceptance of this bid or proposal expressly includes acceptance of this term. If you accept this bid or proposal you accept this term.
This bid document and all of its terms and conditions shall be incorporated into any contract or subcontract between subcontractor and contractor in relation to the project on which this bid or proposal is issued. The terms of this bid document shall control and take precedence over any terms in any other writing, contract or subcontract entered into between Crusader Fence Co., Inc. and contractor or owner for this project which conflict with or are different than the terms herein.

THANK YOU FOR THE OPPORTUNITY OF QUOTING THIS PROJECT.
RESPECTFULLY,

TONY BORGES, INDUSTRIAL ESTIMATOR CELL # 916-417-1254
CRUSADER FENCE COMPANY, INC.

"Union Fence Contractor Serving Northern California"

ITEM#: 8
DATE: December 12, 2017

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Facilities – Acceptance of 7-11 Committee Report on Surplus/Sale of Bass Lake

BACKGROUND:

Prior to the sale or lease of District-owned property, the Board of Trustees must appoint an advisory committee consisting of no less than seven (7) members and no more than eleven (11) members in accordance with the criteria set forth in Education Code 17389. The committee's purpose is to advise the Board in developing Districtwide policies and procedures in the use or disposition of school buildings or space not needed for school purposes (Ed. Code 17387, 17388).

The 7-11 Advisory Committee has the duty of reviewing projected District enrollment to determine the amount of surplus space and real property, establishing a priority list of surplus space and real property that will be acceptable to the community; causing to have circulated throughout the attendance area the priority list and provide for hearings of community input to the community on acceptable uses; making a final determination of limits of tolerance of use; and forwarding a written report recommending a determination of whether real property is surplus and recommending uses of surplus space and real property (Ed. Code 17390).

The 7-11 committee must have a minimum of seven and up to eleven candidates should represent each of the following:

- the ethnic, age group, and socioeconomic composition of the District;
- the business community, such as store owners, managers, or supervisors;
- landowners or renters, with preference given to representatives of neighborhood associations;
- teachers;
- administrators;
- parents of students; and
- persons with expertise in environmental impact, legal contracts, building codes, and land use planning, including, but not limited to, knowledge of the zoning and other land use restrictions of the cities and counties in which the surplus space and real property is located. (Ed. Code, §§ 17388, 17389.)

The committee's recommendation is advisory only and need not be implemented by the Board.

STATUS:

The 7-11 Committee meet on January 11, 2018 and recommends the Board declare the Bass Lake Property APN: 115-400-02-100, as surplus to the educational needs of the District, and to sell this asset.

FISCAL IMPACT:

Ongoing savings of \$10,000 in annual costs. Funds from one-time sale of property would be placed in Fund 49. Current sale value is not finalized at this time.

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

Board Focus Goal V – FACILITY/HOUSING:

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

RECOMMENDATION:

It is recommended that the board accept the minutes and committee report from the 7-11 advisory committee. Additionally the board should take action to surplus the Bass Lake Property APN# 115-400-02-100 and begin the process to sell the asset.

**RESCUE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES**

RESOLUTION NO. 18-02

**RESOLUTION DECLARING PROPERTY SURPLUS
AND APPROVING OFFERS TO CERTAIN PUBLIC AGENCIES
AND OTHER RELATED MATTERS**

WHEREAS, Rescue Union School District (the “District”) is the owner of certain real property known as Bass Lake Property, Assessor’s Parcel Number (APN) 115-400-02-100 (the “Property”), located within the territory of the District and as more specifically described in Exhibit A, attached hereto and incorporated herein by reference; and

WHEREAS, the District’s advisory 7-11 committee (“Committee”) was approved to be formed on February 9, 2016 for the purpose of reviewing projected enrollment figures in the District in order to determine surplus space and real property, including the Property, establish a priority list of use of the surplus space and real property, make a determination on the use of the space and the real property, and forward a report to the Board on such findings and recommendations;

WHEREAS, the Committee met on January 11, 2018, held the required public hearing and conducted the above-referenced review relating to several properties, including the Property, and recommended that the Property be declared surplus and sold by the District, among other recommendations; and

WHEREAS, on January 23, 2018, the District’s Board of Trustees (“Board”) received and considered the final report prepared by the Committee, a copy of which is attached hereto as Exhibit B, and incorporated herein by reference; and

WHEREAS, the Committee’s recommendations are advisory only and are not binding on the Board; and

WHEREAS, the interests of the District and the local community would best be served by the District’s sale of the Property; and

WHEREAS, this Board now wishes to proceed with the declaration that the Property is surplus to the District’s needs consistent with the findings in the Committee’s final report; and

WHEREAS, this Board now wishes to offer the Property for sale to public entities as statutorily required pursuant to Education Code section 17464, *et seq.* and Government Code section 54220, *et seq.*; and

WHEREAS, it is this Board’s intent that should no such public entities express an interest in purchasing the Property, the Board will proceed with the sale of the Property to members of the public and put the Property out to bid in accordance with the terms of a future resolution of this Board and in accordance with applicable law; and

NOW, THEREFORE, BE IT RESOLVED that this Board hereby finds the Property to be surplus property that the District will not need for educational purposes at the time of delivery of possession; and

BE IT FURTHER RESOLVED that this Board hereby authorizes the Property to be offered for sale or lease to entities as statutorily required pursuant to: (1) Education Code section 17464, *et seq.*; and (2) Government Code section 54220, *et seq.*; and

BE IT FURTHER RESOLVED that District staff and consultants are authorized and directed to proceed with the steps necessary or convenient to effect the offers of the Property in accordance with law and the terms of this Resolution; and

BE IT FURTHER RESOLVED that, should no such public entities express an interest in purchasing the Property, this Board declares its intention to proceed with the sale of the Property in accordance with applicable law.

PASSED AND ADOPTED by the Rescue Union School District Board of Trustees on this 23rd day of January 2018, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

RESCUE UNION SCHOOL DISTRICT

By: _____
President of the Board of Trustees

ATTESTED TO:

Clerk of the Board of Trustees

Exhibit A

Property Diagram

[ATTACH]

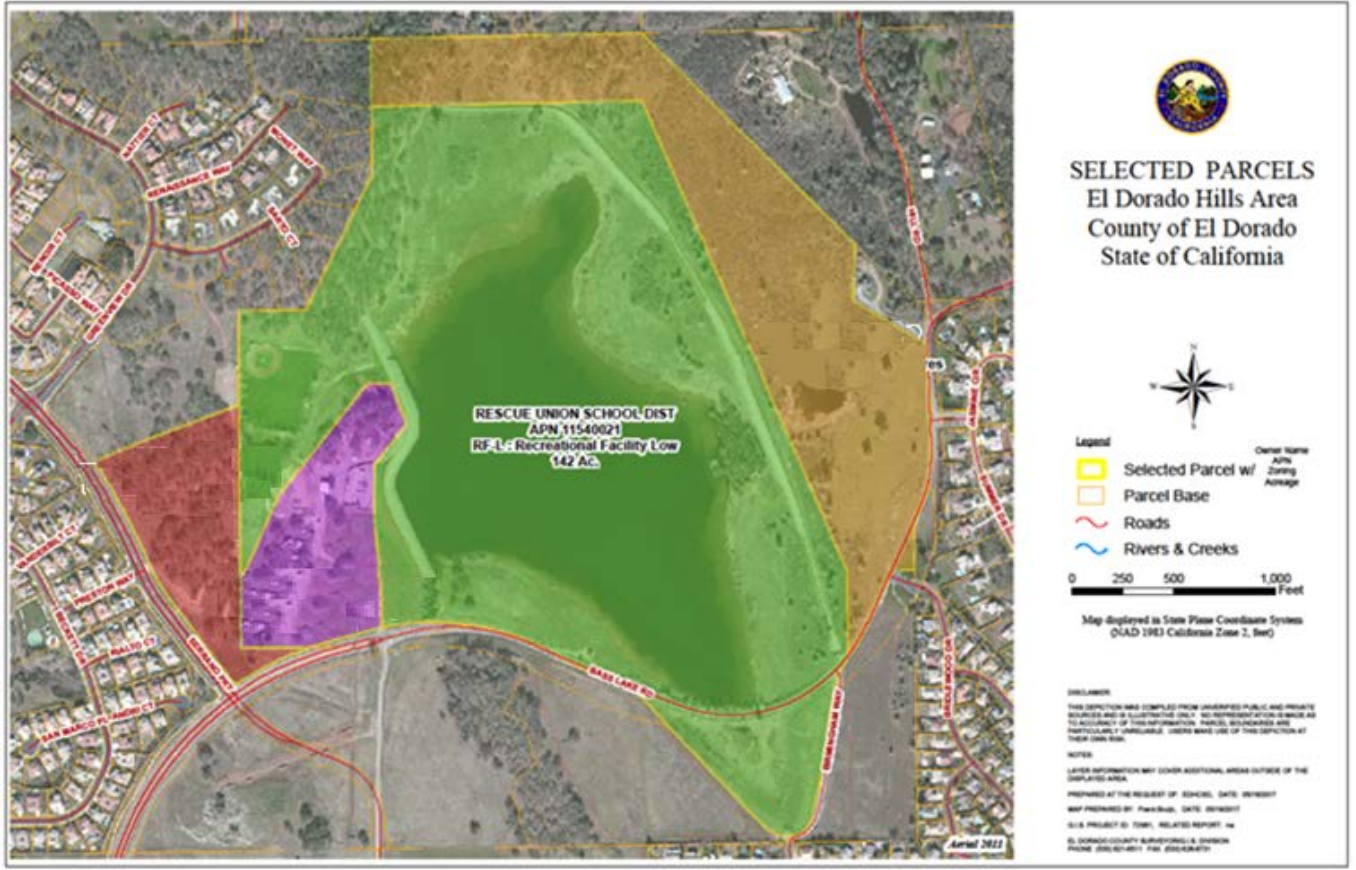


Exhibit B

7-11 Committee Report

RESCUE UNION SCHOOL DISTRICT

**Surplus Property Advisory Committee
Final Report on Findings and Recommendations**

**Presented to the Board of Trustees
on
January 23, 2018**

RESCUE UNION SCHOOL DISTRICT

Surplus Property Advisory Committee Final Report on Findings and Recommendations

On February 9, 2016, the Rescue Union School District's Board of Trustees ("Board") approved the formation of a Surplus Property Advisory Committee by passing a resolution. On November 14, 2017, the Rescue Union School District's Board of Trustees authorized Superintendent Olson to convene such a committee to fulfill the requirements of California Education Code Sections 17387-17391. The eight-member committee, comprised of the appropriate representation of the District, was approved by the Board at the December 12, 2017 meeting.

These members met the requirements stated in California Education Code Section 17389. In accordance with the California Education Code, the committee was charged with the following duties:

1. Review projected enrollment figures to determine the amount of surplus space and real property.
2. Establish a priority list of use of the surplus space and real property that will be acceptable to the community.
3. Make a final determination on the uses of the space and real property.
4. Forward a report to the Board recommending uses of surplus space and real property.

The committee met on Wednesday, January 11, 2018. No community members attended the meeting. The 7-11 committee attendees at the committee meeting included:

NAME	TITLE
Nicole Craghead	Parent (NOT PRESENT)
Scott Dawson	Parent and Business Owner – (PRESENT)
Monica Krakow	Business Owner – (PRESENT)
Efrain Mercado	Parent – (PRESENT)
Hope Migliaccio	Principal of Pleasant Grove Middle School – (PRESENT)
Laurisa Stuart	Teacher/President Teacher's Union – (PRESENT)
John Thompson	Bass Lake Home Owner Association – (PRESENT)
Karl Weiland	County Assessor – (PRESENT)

During the committee meeting enrollment trends and forecasts of future District enrollments were reviewed, discussed and evaluated. The committee also reviewed and discussed the District's potential future enrollment space needs and site capacities, reviewed capital facility needs and funding sources and the procedural steps to dispose of surplus properties and financial projections for the District. Based upon the information presented to the Surplus Property Advisory Committee, the following findings, conclusions and recommendations are presented to the Board:

Committee’s Findings:

1. The District has, and will have for the near future, a surplus of real property within the District. The committee adopted a definition of surplus property as real properties which are not needed for District purposes.
2. The committee noted that the enrollment trends and forecast data as shown in [EXHIBIT “A”] reflected enrollment on a District-wide basis.
3. The committee also noted that the District is currently able to meet all of the area’s educational needs.
4. Based upon the committee’s review of this information and after studying all of the real property owned by the District, the committee came to the following conclusions:

PROPERTY	ACRES	AMOUNT OF SURPLUS PROPERTY
Bass Lake Property APN# 115-400-02-100	142.5 acres property 54 acres of lake 3 acres Sellwood Field	142.5 acres+/-

Committee’s Findings and Recommendations:

- Concern was expressed that caring for and maintaining the dam would be costly and a drain on the time of our maintenance crew. The annual cost was estimated at \$10,000.
- Possible leakage or breaking of the dam could be costly and would be a risk for the district.
- Having a water feature at a site or on district property would be a liability and pose a safety hazard for children.
- Ownership of the Bass Lake Property is not congruous with what the District currently needs.
- The committee recommended the sale of the entire property.

Rescue Union School District’s 7-11 Committee unanimously recommended the sale of Bass Lake Property, APN: 115-400-02-100.

The committee discussed the history, location, cost, and potential usage of the property. The committee discussed the option of retaining the property, as the geography is beneficial. However, the committee dismissed this option as it determined that the concerns noted above outweighed possible benefits to the District. The committee further discussed the possibility that a local community organization may be interested in the parcel who would be better suited financially to provide the community with a community park, playground, ballfields, hiking trails, and an outdoor educational center.

Committee’s Conclusions:

For the above reasons, the committee recommends the Board declare the Bass Lake Property APN: 115-400-02-100, described above, as surplus to the educational needs of the District, and to sell this asset.

The committee further recommends that this surplus site be developed to its highest and best use in accordance with the appropriate use permits and zoning regulations as permitted by the governing jurisdiction.

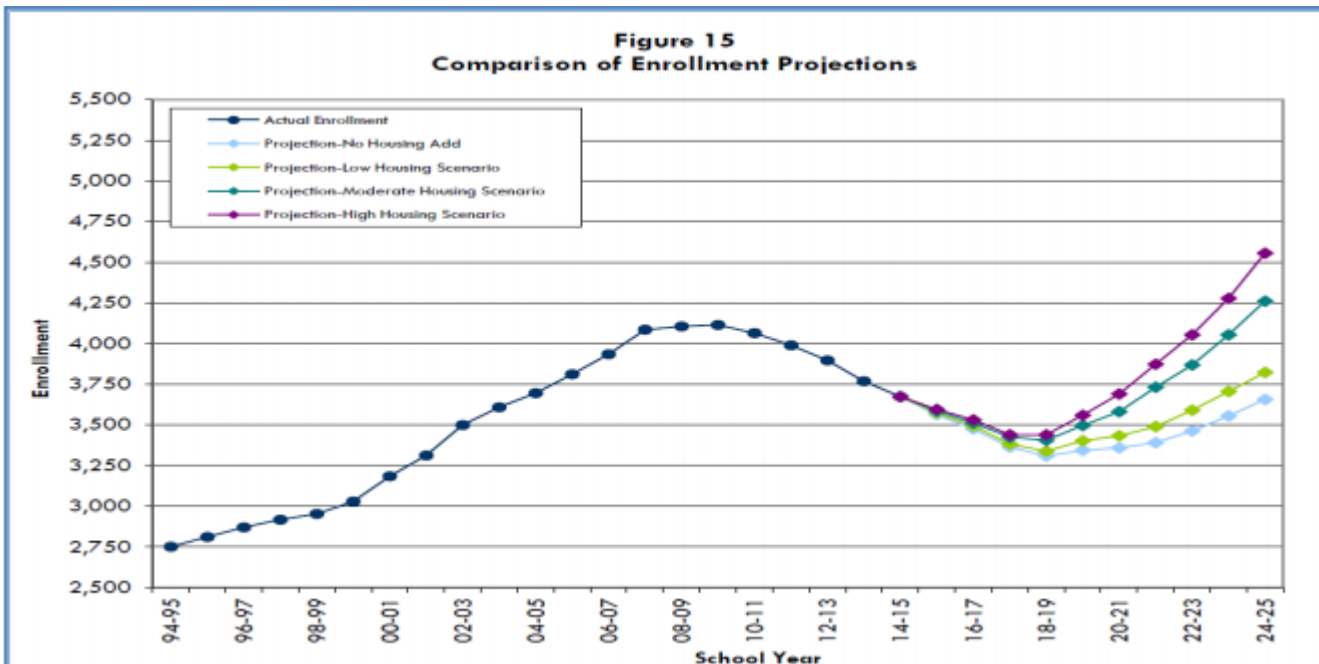
The committee desires to give the Board the necessary flexibility and discretion in choosing a method of disposition for this property. The committee recognizes that the disposition option is dependent upon the future needs of the District. If the Board declares this property surplus, the committee recommends the Board sell the property.

We, the members of the committee, appreciate the opportunity to serve the Board in this important activity. We hope this report will assist the Board with its decisions regarding the District.

Respectfully submitted,
Surplus Property Advisory Committee

Attachments:

[EXHIBIT “A”] – Enrollment Trends





Minutes

Rescue Union School District
7-11 Advisory Committee on Surplus Property
Regular Meeting

Board Room
2390 Bass Lake Road
Rescue CA 95672

January 11, 2018

5:30 - 6:30 PM

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the meeting, or to otherwise participate at meetings, please contact the District at (530) 677-4461 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the meeting and to provide any required accommodations, auxiliary aids or services.

AGENDA

I. Call Public Session to Order

Assistant Superintendent Sean Martin called the meeting to order and provided an introduction to the 7-11 committee meeting at 5:30 pm

II. Roll Call (Establishment of a Quorum)

1. Nicole Craghead	Absent
2. Scott Dawson	X
3. Monica Krakow	X
4. Efrain Mercado	X
5. Hope Migliaccio	X
6. Laurisa Stewart	X
7. John Thompson	X
8. Karl Weiland	X

III. Adopt Agenda

Committee member John Thompson moved and committee member Karl Weiland seconded to adopt the agenda as presented.

IV. Purpose of Committee

Sean Martin shared the purpose of the committee and shared the background of the property.

V. Open Session

- a. Public hearing to receive community input on acceptable uses of space and real property, including the sale or lease of surplus real property for child care development purposes pursuant to Section 17458. No members of the community were present, so the 7-11 committee reviewed the following parcel of real property:
 - i. Bass Lake Property
3240 Bass Lake Road
El Dorado Hills, CA 95762
APN #115-400-12-100
- b. Made a recommendation with a final determination of use of space and real property. Committee Member Karl Weiland motioned that the Bass Lake Property be considered surplus and sold. Committee Member Scott Dawson seconded the motion and the motion was carried unanimously by the committee.
- c. Committee will approve and forward to the Rescue USD Board of Trustees a final report recommending uses of surplus space and real property before the January 23, 2018 Board meeting.

VI. Public Comment

Public comment on any item of interest to the public that is within the Committee's jurisdiction will be heard. The Committee may limit comments to no more than three (3) minutes pursuant to Board Bylaw 9323. Public comment will also be allowed on each specific agenda item prior to Committee action thereon. – **No members of the community were present.**

VIII. Adjournment: Committee member John Thompson motioned to adjourn the meeting and committee member Monica Krakow seconded motion to adjourn.



RESCUE UNION SCHOOL DISTRICT

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN, that the Rescue Union School District 7-11 Advisory Committee will hold the following public hearing:

Date: Thursday, January 11, 2018
Time: 5:30 p.m.
Location: RUSD District Office, Board Room
2390 Bass Lake Road, Rescue, CA 95672

The purpose of the Public Hearing is to obtain community feedback in order to make a recommendation to the Rescue Union School District Board of Education with regards to the possibility of declaring the following property as surplus:

- Bass Lake Property, 3240 Bass Lake Road, El Dorado Hills, California
 - (142 acres) APN: 115-400-12-100

Rescue Union School District

AGENDA ITEM: Single School Plans for Student Achievement

BACKGROUND:

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

STATUS:

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

FISCAL IMPACT:

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

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS

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

RECOMMENDATION:

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

The Single Plan for Student Achievement

School: Green Valley Elementary School
CDS Code: 09619786098693
District: Rescue Union Elementary School District
Principal: Michelle Winberg
Revision Date: January 2018

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

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

Contact Person: Michelle Winberg
Position: Principal
Phone Number: 530.677.3686
Address: 2380 Bass Lake Rd.
Rescue, CA 95672
E-mail Address: Mwinberg@rescueusd.org

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

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	5
Description of Barriers and Related School Goals	7
School and Student Performance Data	8
CAASPP Results (All Students)	8
CELDT (Annual Assessment) Results.....	12
CELDT (All Assessment) Results.....	13
Chronic Absenteeism Data	14
Planned Improvements in Student Performance	15
School Goal #1	15
School Goal #2.....	27
School Goal #3.....	33
School Goal #4.....	38
School Goal #5.....	47
School Goal #6.....	50
Centralized Services for Planned Improvements in Student Performance	52
Centralized Service Goal #1.....	52
Centralized Service Goal #2.....	53
Centralized Service Goal #3.....	54
Centralized Service Goal #4.....	55
Centralized Service Goal #5.....	56
Summary of Expenditures in this Plan.....	57
Total Allocations and Expenditures by Funding Source	57
Total Expenditures by Object Type.....	58
Total Expenditures by Object Type and Funding Source.....	59
Total Expenditures by Goal	60
School Site Council Membership.....	61
Recommendations and Assurances.....	62

School Vision and Mission

Green Valley Elementary School's Vision and Mission Statements

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. We want to challenge each student to maximize their learning potential, while guiding them to build connections with one another and our community. We work to enhance and encourage learning by providing a supportive, student-centered environment that emphasizes diversity and global awareness.

School Profile

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 420 students in Transitional Kindergarten through 5th grade. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention. Green Valley was recognized as a Gold Ribbon School in 2016.

We employ 19 classroom teachers, one and a half Special Education teachers and one part time PE Prep Teacher. We offer band classes to students in grades 4 and 5. Our teachers are highly qualified and dedicated to holding both our students and themselves to high standards. Our support staff includes our principal, two secretaries, a school counselor, librarian, Health Aide, two and a half custodians, 14 para-educators and eight yard supervisors. We receive district staffing support for the following positions: Music Teacher, two Bilingual Para-educators, School Nurse and District Psychologist. We offer a 23.5:1 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.

Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Reading Counts, core literature 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 Intervention Program, which runs 23 weeks out of the school year. Our Learning Center is also used to support students. Teachers continue to receive staff development and collaboration time to work on California Standards. Green Valley teachers have been certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Thirty-eight percent of Green Valley School's population are socio-economically disadvantaged; therefore we are identified as a Targeted Title I school. As a Title I school, we receive additional funding from the Federal Government. Our cultural demographics include 29.67% Hispanic or Latino, 1.91 Asian, .48% Filipino, .24% African American, 5.50% Multi-ethnic and 62.2% White. 17.5% of our student population are classified as English Learners.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students (2-5). Dance (TK-5) is offered in the spring, and the Arts Attack program is offered in every class at Green Valley School. Students have the opportunity to audition and perform in a school-wide talent show. Students can also participate in Student Council/IMPACT (4-5). All grade levels attend field trips, which offer rich opportunities for hands-on, standards-based learning.

Green Valley has a fully equipped computer lab with 31 computers to support students in Grades K-2. All Kindergarten through 2nd grade students receive weekly instruction in the lab from their classroom teacher; they also have a set of 6 devices (laptops and/or chromebooks) in their classroom. In addition there is one full class set of Chromebooks for second grade classrooms to share. Grades 3-5 are equipped with a class set of Chromebooks so each student is assigned a device for use in the classroom. All classrooms have projectors and document cameras. Nine classrooms have Smart Boards. Our District Technology TOSA's offer support to all teachers TK-5 to enhance the use of technology in the classroom. Our library is equipped with a big screen TV. All teachers have been provided iPads to deliver instruction, access online learning apps and research curriculum/instructional strategies. Internet based instructional programs, such as Read Live, ST Math, Reflex Math and Star Fall More, provide a balance for supplemental instructional support.

The SST (Student Success Team) approach is utilized at Green Valley to provide assistance for students who are needing academic,

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

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

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)
9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)
10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)
12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	83	72	68	83	70	65	83	70	65	100.0	97.2	95.6
Grade 4	73	82	69	72	80	69	71	80	69	98.6	97.6	100
Grade 5	123	74	85	123	72	83	123	72	83	100.0	96	97.6
All Grades	279	228	222	278	222	217	277	222	217	99.6	96.9	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2441.1	2445.5	2444.5	22	31	29.23	33	27	29.23	31	23	23.08	14	19	18.46
Grade 4	2457.5	2477.5	2471.5	17	25	20.29	29	28	34.78	24	26	21.74	29	21	23.19
Grade 5	2524.9	2500.9	2504.7	28	15	12.05	34	44	42.17	21	15	26.51	16	25	19.28
All Grades	N/A	N/A	N/A	23	24	19.82	32	33	35.94	25	22	23.96	19	22	20.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	27	32.31	51	51	43.08	25	21	24.62
Grade 4	14	26	30.43	59	51	44.93	27	23	24.64
Grade 5	25	22	20.48	54	54	61.45	21	24	18.07
All Grades	22	25	27.19	54	52	50.69	24	23	22.12

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	24	29.23	58	53	55.38	17	23	15.38
Grade 4	14	21	17.39	59	55	60.87	25	24	21.74
Grade 5	36	25	26.51	42	49	50.60	22	26	22.89
All Grades	27	23	24.42	51	52	55.30	21	24	20.28

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	18	26	26.15	69	59	56.92	13	16	16.92
Grade 4	21	19	15.94	58	71	72.46	21	10	11.59
Grade 5	19	13	15.66	70	71	69.88	11	17	14.46
All Grades	19	19	18.89	66	67	66.82	14	14	14.29

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	30	21.54	59	56	55.38	13	14	23.08
Grade 4	17	25	23.19	42	61	66.67	17	14	10.14
Grade 5	41	26	22.89	50	56	61.45	9	18	15.66
All Grades	31	27	22.58	51	58	61.29	12	15	16.13

Conclusions based on this data:

1. In the area of writing scores increased across all grade levels. The % Below Standard decreased approximately 3.75% while the At or Near Standard increased by 3.3% and Above Standard increased by 1.42%
2. In the area of Reading the % Above Standard increased 2%
3. The Overall Achievement remained flat indicating a need for continued intervention in Language Arts

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	83	72	68	82	70	65	82	70	65	98.8	97.2	95.6
Grade 4	73	82	69	72	80	69	71	80	69	98.6	97.6	100
Grade 5	123	74	85	123	72	83	123	72	83	100.0	96	97.6
All Grades	279	228	222	277	222	217	276	222	217	99.3	96.9	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2444.9	2450.8	2447.6	20	21	20.00	40	37	43.08	26	27	21.54	15	14	15.38
Grade 4	2469.6	2478.3	2484.3	15	13	15.94	28	31	39.13	35	40	28.99	21	16	15.94
Grade 5	2509.1	2500.1	2512.0	23	18	15.66	22	19	20.48	32	32	45.78	24	31	18.07
All Grades	N/A	N/A	N/A	20	17	17.05	29	29	33.18	31	33	33.18	20	20	16.59

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	37	44	36.92	38	37	38.46	26	19	24.62			
Grade 4	21	24	39.13	44	48	31.88	35	29	28.99			
Grade 5	27	24	21.69	37	36	48.19	36	40	30.12			
All Grades	28	30	31.80	39	41	40.09	33	29	28.11			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	29	32.31	51	51	50.77	17	20	16.92
Grade 4	20	20	20.29	55	51	57.97	25	29	21.74
Grade 5	24	15	18.07	50	53	57.83	27	32	24.10
All Grades	25	21	23.04	51	52	55.76	24	27	21.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	29	29.23	60	57	55.38	15	14	15.38
Grade 4	24	21	21.74	46	53	62.32	30	26	15.94
Grade 5	19	19	15.66	47	44	55.42	34	36	28.92
All Grades	22	23	21.66	51	51	57.60	27	26	20.74

Conclusions based on this data:

1. The Overall Achievement shows the percentage of students who did Not Meet Standard decreased by 3.5% and the number of students meeting the standard increased by 4.18%
2. One of the largest gains lies in the area of Problem Solving and Modeling/Data Analysis. The percent below standard decreased by 5.8% and students at or near standard increased 3.76% and those above standard increased 2.04%
3. Overall Math Intervention is still necessary due to 49.77% of students not meeting the standards.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		***		***	***		***		***						
1		14	13	25	57	44	75	14	38		14	6			
2			12	15	29	41	38	71	35	31		6	15	6	
3				50	7	38	50	50	38		36	13		7	13
4	14			29	80	29	43	20	57			14	14		
5	20		40	40	40	60		60		20			20		
Total	5	6	10	28	40	39	45	38	39	13	15	8	10	2	3

Conclusions based on this data:

1. We will continue to provide individualized instruction to our English Learners to support their growth and development through the use of the classroom teacher and paraeducators.
2. We will continue to access the District EL Coordinator for consultation and support regarding the progress of our EL Students especially as we transition from the CELDT to the new ELPAC test.
3. Teachers will continue to design opportunities for integrated small group instruction across grade levels to support EL Students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		6		11	19		21	56	25	42	19	17	26		58
1		18	16	25	59	37	75	12	42		12	5			
2		11	11	15	22	39	38	56	33	31		6	15	11	11
3				50	13	33	50	50	33		31	11		6	22
4	14			29	83	29	43	17	57			14	14		
5	20		22	40	40	44		60		20			20		33
Total	4	7	9	21	35	31	36	41	35	23	14	9	16	3	17

Conclusions based on this data:

1. It is evident from the data we need to continue to work on the development of our English Learners' skills. We will continue to offer additional support to our English Learners. We will monitor our CELDT, SBAC and other assessment data to continually refine our practices.
2. As our EL population continues to grow, they will remain an area of focus with interventions and supports in place throughout our education program.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	1	1	*
Filipino	1	1	*
Hispanic or Latino	145	4	2.8
Two or More Races	20	1	5.0
White	311	4	1.3
Male	243	8	3.3
Female	255	3	1.2
English Learners	84	1	1.2
Students with Disabilities	86	3	3.5
Socioeconomically Disadvantaged	198	10	5.1
Foster	1	1	*
Homeless	1	1	*
Kindergarten	102	2	2.0
Grades 1-3	231	8	3.5
Grades 4-6	165	1	0.6
Grades K-8	498	11	2.2
Total	498	11	2.2

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Enhance and encourage learning for all students.

LEA GOAL:

Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards.

SCHOOL GOAL #1:

All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classrooms and throughout the learning environment.

Data Used to Form this Goal:

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC Summative Assessment data, Lexile measurements, DIBELS metrics, and site/ district assessment data were used to form this goal.

Findings from the Analysis of this Data:

School wide SBAC data revealed that 55.66% of students in grades 3-5 met or exceeded the ELA standards and 50.23% of students met or exceeded the math standards. This is a 1.34% decrease in ELA and a 4.23% increase in Math from the 2015-2016 school year.

Dibels data revealed that 45% of kindergarten students met the year end benchmark for Nonsense Word Fluency (NWF) and 58% met the benchmark for Phoneme Segmentation. Our EL students scored lower with only 29% meeting the NWF benchmark and 14% for Phoneme Segmentation.

In first grade, 51% of students met the benchmark for NWF, 60% met the benchmark for whole words read and 71% met the end of the year fluency benchmark. Our EL students scored lower in all areas. 27% met the benchmark for NWF, 45% for whole words read, and 63% met the end of year fluency benchmark.

On the Dibels Oral Reading Fluency (DORF) 83% of second grade students, 81% of third grade students, 75% of fourth grade students and 56% of fifth students met the end of year fluency benchmark. Our EL students scored around 10% lower in each grade level on the DORF.

Our Reading Counts data revealed the following regarding students who are within the grade level lexile range.

2nd grade: 46% of students fell within the range for the grade level (450-620)

3rd grade: 55% of students fell within the range for the grade level (620-790)

4th grade: 66% of students fell within the range for the grade level. (790-875)

5th grade: 51% of students fell within the range for the grade level. (875-980)

GO Math Results:

The benchmark for grades 1-5 is 80% or higher on the End of Year Go Math Assessment.

- 1st grade: 65% met the benchmark
- 2nd grade: 74% met the benchmark
- 3rd grade: 51% met the benchmark
- 4th grade: 45 % met the benchmark
- 5th grade: 42% met the benchmark

The data suggests that there are still gaps that need to be filled for our 3rd - 5th grade students. Additional math support needs to be provided to all of our students but the need is greatest in 3rd- 5th grade.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading Counts Lexile Scores, DIBELS measures, trimester grade reports/assessments and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment, DIBELS assessments and GO Math Assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>1.1 Teachers and support staff will continue to utilize the district adopted, standards-based language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources as needed.</p> <p>1.2 Students will continue to receive an uninterrupted language arts and math block of instruction, as reflected in the daily schedule. Student growth will be measured through chapter/concept assessments and District assessments.</p> <p>1.3 Students will continue to participate in literature-based and</p>	07/1/17- 06/30/18	Administration, Teachers and Staff	1.12 Science Supplies for Experiments and Dissection	4000-4999: Books And Supplies	Site Based Gifts and Donations	1000.00
			1.13 Science Fair Boards and Ribbons	4000-4999: Books And Supplies	Site Based Gifts and Donations	500.00
			1.14 Science Based Assembly	None Specified	Site Formula Funds	500.00
			1.11 Stemsopes Supplies	4000-4999: Books And Supplies	Site Formula Funds	500.00
			1.12 Release Time for dissection teacher	1000-1999: Certificated Personnel Salaries	Site Formula Funds	300.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>informational text instructional activities emphasizing literal and inferential comprehension through shared and guided reading techniques. Questioning strategies, student work and assessments will be used to measure growth.</p> <p>1.4 Students will continue to be placed in instructional levels (flexible groups) for reading instruction. Assessments will be analyzed each trimester to monitor progress and restructure groups.</p> <p>1.5 When scheduling allows, students in 3rd-5th grade will receive leveled math instruction. Chapter/concept assessments and GO Math assessments will be used to level groups.</p> <p>1.6 Teachers will use Benchmark, GO Math, DIBELS, Lexile and other District/site-based assessments to monitor student progress.</p> <p>1.7 Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will be taught writing skills through this program. Updated (Common Core) SUTW materials were purchased for every teacher in 2016.</p> <p>1.8 Student samples from writing assignments will be taken and assessed by teachers to measure growth. Student use of Step Up to</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Writing strategies will be assessed through this process.</p> <p>1.9 Students will experience the use of hands-on manipulatives while receiving math instruction. Student understanding of concepts while using manipulatives will be measured by teacher observation, informal assessments and formal assessments.</p> <p>1.10 Differentiated instruction strategies will be implemented to address the diverse educational needs of all students in grades TK-5. Teachers will use the Differentiated Curriculum Icons & Strategies as one of many means of delivering differentiated instruction.</p> <p>1.11 Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes.</p> <p>1.12 Students in 5th grade will experience scientific dissection. Release time will be provided for teacher to provide dissection lesson to all 5th grade classes</p> <p>1.13 All students will experience the scientific method through a school-wide Science Fair.</p> <p>1.14 An academic-based science assembly will occur during the school year. Students in TK-5 will experience this assembly program. Students will be surveyed by teachers to gather interest and success of the</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>program.</p> <p>1.15 Science based field trips will occur in all grade levels (ex. Discovery Museum, Coloma Nature Center, Apple Hill, Folsom Zoo, Sacramento Zoo, Challenger Museum).</p> <p>1.16 Students will be provided with at least 200 minutes of physical fitness education every 2 weeks. Teachers in grades TK-3 will structure PE lessons to promote stretching, cardiovascular endurance, basic athletic game rules/skills and positive sportsmanship.</p> <p>1.17 A PE Specialist will offer instruction to 4th and 5th grade students during their teacher's prep time. PE progress will be monitored through teacher observation, PE assessments and the Presidential Fitness Test data.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Use grade level/cross grade level articulation meetings to check alignment of instruction to standards (ELA & Math).</p> <p>2.2 Use SBAC Interim Assessments in grades 3-5 to assess mastery of</p>	07/1/17 - 06/30/18	Administration and Teachers	2.6 Release Time for Teachers	1000-1999: Certificated Personnel Salaries	Title I	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>standards and to familiarize students with SBAC format.</p> <p>2.3 Use grade level meetings to monitor student progress and to plan instruction based on the data.</p> <p>2.4 Utilize online programs to supplement and support students (Read live, ST Math, Reflex, Starfall)</p> <p>2.5 Continue use of research-based intervention programs tailored to specific student weaknesses (Read Naturally, SIPPS, Comprehension Plus).</p> <p>2.6 Continue use of release time for teachers to attend staff development workshops and conferences.(NGSS, Benchmark, Bridges out of Poverty, SIPPS)</p> <p>2.7 Teachers will continue to use grade level and cross grade level articulation meetings to check alignment of all standards being taught, and to review interventions for underachieving and high performing students.</p> <p>2.8 Utilize supplementary materials to support underperforming students in reading, writing, math fluency and other math skills.</p>						
Extended Learning Time, Opportunities and Support Services	07/1/17 - 06/30/18	Administration, Teachers and Para-Educators	3.1 Intervention Aides	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	16000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.1 Our intervention program will continue to provide intensive intervention for targeted students performing below grade level. We have three intervention aides working 3 days per week for 3.25 hours per day.</p> <p>3.2 Teachers will differentiate instruction in the classroom for students and utilize Growth Mindset teaching strategies to challenge students' thinking about learning.</p> <p>3.3 Students in TK-5th grades will receive six weeks of dance instruction with instructors from Foothills Dance Academy. The program will end with a Dance Spectacular! Success of this program will be measured through teacher feedback and student surveys.</p> <p>3.4 Green Valley will continue to provide athletic opportunities for students (co-ed volleyball, cross-country, and girls and boys basketball teams) to encourage fitness, sportsmanship, and teamwork.</p> <p>3.5 Coaching stipends will be provided for the athletic team coaches.</p> <p>3.6 Students in grades 2 - 5 will have the opportunity to participate in Choir. A stipend will be provided to the choir teacher.</p> <p>3.7 Students will continue to</p>			3.3 Dance Instruction TK-5	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4000.00
			3.5 Coaching Stipends	1000-1999: Certificated Personnel Salaries	Site Formula Funds	2750.00
			3.6 Choir Stipend	None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1050.00
			3.8 Student Leadership Stipend	1000-1999: Certificated Personnel Salaries	Site Formula Funds	450.00
			3.9 Spelling Bee and Oral Interpretation Registration and Transportation	5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1000.00
			3.10 Before and After School Tutoring- teacher hours	1000-1999: Certificated Personnel Salaries	Title I	6000.00
			3.10 Before and After School Tutoring- aide hours	2000-2999: Classified Personnel Salaries	Title I	8000.00
			3.11 Para Educators for Transitional kindergarten support	2000-2999: Classified Personnel Salaries	Title I	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>participate in community service projects such as the KCRA Canned Food Drive, Pennies for Patients and clothing drives.</p> <p>3.8 Students in 4th and 5th grade will have the opportunity to participate in a student leadership organization called IMPACT. This organization will work alongside GV Student Leadership Team and encourage community service for our school, our community and our global world.</p> <p>3.9 Continued participation in El Dorado County Spelling Bee and Oral Interpretation. Transportation will be provided.</p> <p>3.10 School will provide limited before/after school tutoring for students who are at risk of not meeting standards.</p> <p>3.11 Utilize a Title I para-educator to support the Transitional Kindergarten class with incoming students who turn 5 and start in January. (.75 hours per day 5 days per week)</p> <p>3.12 Students in 4th and 5th grade have the opportunity to participate in band during the school day.</p> <p>3.13 During the 3rd trimester, all students in 3rd grade will receive music instruction using recorders once a week for 35 minutes.</p> <p>3.14 Utilize our two bilingual paraeducators to support our English</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learners (TK-5) 3.15 Administer CELDT to new incoming EL Students and in the Spring administer the new ELPAC to all EL Students.						
Staff Development and Professional Collaboration 4.1 Grade level teams will meet on site minimum days to discuss student data and the progress of specific students. 4.2 Teachers will have the opportunity to meet in grade levels and across grade levels to assess student work samples. 4.3 Teachers will meet across grade levels to collaborate on effective instructional tools and activities for ELA/ writing instruction using Benchmark Advance and the Step Up to Writing strategies. 4.4 Grade and cross grade level planning time will be provided for teachers to collaborate on effective instructional strategies for the continued implementation of our adopted ELA program (Benchmark) materials and to revisit trimester assessment tools, online program components and intervention components. 4.5 We will continue the	07/1/17 - 06/30/18	Administration and Teachers	4,7 Tier 2 PBIS Training 4.8 Benchmark Training Sub Costs 4.9 Professional Development Trainings 4.11 Two days release time for grade level planning/GLAD/data sharing 4.12 Kinder release time	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	District Funded District Funded Title I Title I Site Formula Funds	5000.00 1000.00 1000.00 6000.00 500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>implementation of PBIS into our school. PBIS will be an agenda item at each staff meeting as we continue to refine our Tier 1 practices team.</p> <p>4.6 The Tier 1 PBIS team will meet monthly to discuss areas of concern/successes of our PBIS rollout. The Tier 1 Team consists of 4 teachers, student services secretary, and the principal.</p> <p>4.7 The Tier 2 team will attend 4 days of training. The Tier 2 team consists of the principal, school counselor, resource teacher and one general education teacher.</p> <p>4.8 Benchmark Training will be provided on the technology and intervention pieces. One teacher per grade level will attend and then share with their grade level.</p> <p>4.9 Teachers will have the opportunity to attend other professional development training as needed.</p> <p>4.10 Use grade level articulation meetings after school to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards.</p> <p>4.11 Provide each grade level team two days of release time (one fall/one spring) for grade level planning, GLAD implementation and</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>reviewing assessment data.</p> <p>4.12 Provide Kindergarten one full day of release time to support the implementation for full day kindergarten program.</p>						
<p>Involvement of Staff, Parents and Community</p> <p>5.1 A description of grade level expectations and California Standards and how to access online instructional programs will be presented to parents during Back-To-School Night.</p> <p>5.2 Articles that provide tips on how parents can help their student in school will be placed in the newsletter throughout the year.</p> <p>5.3 Parent volunteers will continue to be welcomed to assist children in classroom activities, including small group support.</p> <p>5.4 School newsletter is sent electronically twice a month with paper copies to those who do not have electronic access.</p> <p>5.5 Student progress will be communicated to parents through report cards, progress reports and parent conferences.</p> <p>5.6 School Site Council meetings will be held to communicate, monitor</p>	7/1/17- 6/30/18	Administration and Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and plan for school activities and needs.</p> <p>5.7 Green Valley offers the Raising Reader Program in partnership with the Community Hub. This program is free. It is a science based storytime for all children ages 0-5 and their families. Each week is a new topic with hands on science exploration. Parenting tips are also shared each week with parents. The Raising Readers program is offered once a week for 8 weeks in the Fall (September/October)and again in the Spring (March/April)</p> <p>5.8 A Title I parent meeting will be held to explain the program, gain parent input and share ideas with parents on what they can do to help their child.</p>						

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Provide an innovative and engaging learning environment.
LEA GOAL:
Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college.
SCHOOL GOAL #2:
Provide an innovative environment that integrates technology into the teaching and learning process, to ensure that our students are engaged and well-prepared for success in high school, career and college.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.
Findings from the Analysis of this Data:
Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. School wide SBAC data revealed that 55.76% of students in grades 3-5 met or exceeded the ELA standards and 50.23% of students in grades 3-5 met or exceeded the math standards. This is a 1.24% decrease in ELA and a 4.23% increase in Math from the 2016-2017 school year. All students participated in Digital Literacy. Digital Literacy Program completion certificates are on file at the District Office.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Digital Literacy Compliance reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Technology Programs to Enhance Student Achievement</p> <p>1.1 District provided technology TOSA's will be available for all teachers to help plan and implement technology into the classrooms.</p> <p>1.2 Students in grades K-5 will increase mathematical proficiency using "ST Math." This web-based technology program works on the spatial/temporal areas of mathematical thinking. Students can access ST Math (sections already completed at school) from home - for review and math game play. Program effectiveness will be measured through District assessment data and SBAC scores.</p> <p>1.3 Students in grades 2-5 will experience the web-based technology program, "Reflex Math." This program focuses on math facts. Students will have access to Reflex Math from home computers as well. Program effectiveness will be measured through math fact assessments, District assessment data and SBAC data.</p> <p>1.4 Students in primary grades will have access to StarFall More, an Internet-based phonics and math program. Program effectiveness will be measured through District reading and math assessment data.</p> <p>1.5 Students in grades 1-5 will have the opportunity to practice their</p>	07/01/17 - 06/30/18	Administration and Teachers	<p>1.2 ST Math- Mind Institute</p> <p>1.3 Reflex Math- Explore Learning</p> <p>1.4 Star Fall More</p> <p>1.5 Read Live Licenses</p> <p>1.6 Reading Counts License Fee and Updates</p> <p>1.9 Pilot Materials</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p> <p>LCFF - Supplemental</p> <p>Site Based Gifts and Donations</p> <p>LCFF - Supplemental</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p>	<p>3667.00</p> <p>2695.50</p> <p>290.25</p> <p>1140.00</p> <p>1612.00</p> <p>1000.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>reading fluency with the technology-based program, Read Live (previously Read Naturally). Program effectiveness will be measured through District and site assessment data.</p> <p>1.6 Students in grades 1-5 will participate in our Reading Counts program. Students will read books and take comprehension quizzes on classroom and library computers. Words read will be recorded, and students will work toward individual and school-wide goals. A school-wide Reading Counts Carnival will serve as an incentive for all. Program effectiveness will be measured by the number of students meeting Reading Counts goals, as well as District and site assessment data.</p> <p>1.7 Students in grades 2-5 will have access to Typing Agent, a web-based program. Students will improve keyboarding skills through practice in the Technology Lab, classroom and home access. Program effectiveness will be measured through typing assessment and teacher observation.</p> <p>1.8 Classes use the technology component of the Go Math adoption to enhance daily instruction and offer support to parents and students at home.</p> <p>1.9 Teachers will pilot various technology programs such as Flip Grid, Read Works, etc. to determine which are best to enhance student</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
learning and achievement. .						
<p>Technology Equipment to Enhance Learning/Access to Hardware:</p> <p>2.1 Teachers have desktop computers to carry out their professional duties.</p> <p>2.2 Each K-2 class has a scheduled time to use the school computer lab which has 30 desktop computers.</p> <p>2.3 All 3-5 classes have a class set of chromebooks for student use.</p> <p>2.4 All classrooms are equipped with an overhead projector and document camera.</p> <p>2.5 Nine classrooms are equipped with Promethean Boards</p>	07/01/17-06/30/18	Administration and Technology Department				
<p>Extended learning time/ Intervention Support:</p> <p>3.1 Staff will provide before and after school tutoring using web-based technology instructional practice: additional ST Math and Reflex Math work time/instruction will be offered to those students most in need (Goal 4).</p> <p>3.2 Staff will provide before and after</p>	07/01/17-06/30/18	Administration, Teachers, Para-educators	<p>3.1-3.2 Tutoring Hours - Teachers</p> <p>3.1-3.2 Tutoring Hours - Aides</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p>	<p>Title I</p> <p>Title I</p>	<p>2500.00</p> <p>2500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>school tutoring for technology based reading fluency practice through Read Live (Goal 4).</p> <p>3.3 Staff will provide opportunities before and after school in our library for students to take Reading Counts quizzes.</p>						
<p>Involvement of staff, parents and community:</p> <p>4.1 Teachers may use Jupiter Grades, a web-based grade record-keeping and reporting system, with the purpose of offering students and parents the ability to monitor assignment progress and grades.</p> <p>4.2 Administration and office staff will monitor and update school website and electronic communication (email updates, newsletters,calendar of events and important dates).</p> <p>4.3 Teachers are in the process of creating and posting class websites for parent reference and community building.</p> <p>4.4 School will provide the Aeries Parent Portal for parents to access their child's attendance records and provides means of communication between school and home.</p> <p>4.5 Staff utilize email and digital</p>	07/01/17-06/30/18	Administration, Teachers	4.1 Jupiter Grades Teacher Licenses	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
communications to connect with the community and to share classroom activities.						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Support the teaching and learning process.
LEA GOAL:
Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students
SCHOOL GOAL #3:
Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. CAASPP data, District and site assessment data, CELDT data as well as staff and parent feedback from meetings were also used to form this goal.
Findings from the Analysis of this Data:
Stakeholders indicated a need for more rigorous, relevant materials that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. Although parent feedback indicates strong satisfaction with the quality of reading, writing and math instruction at Green Valley, our SBAC data shows a need for continued professional development in these areas. District and site assessment data support this need as well. CELDT scores, Title I data and teacher survey results indicated a need and desire for continued GLAD collaboration/planning time. CELDT scores, SBAC results and Title I data indicated a need for release time for teachers of EL students; this release time will be used to monitor student progress, discuss/plan ELD strategies and plan interventions.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using professional development evaluations and staff survey results. Green Valley will also use CAASPP data, District and site assessment data, CELDT data and parent/teacher survey results to evaluate progress of this goal.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional development and collaboration:</p> <p>1.1 Staff will continue the implementation of Tier 1 PBIS.(Positive Behavior Interventions and Supports) The goal is to limit disruptive behavior that distracts from student learning. Tier 1 team will have release time for two half days.</p> <p>1.2 Teachers and staff will work in grade level teams to collaborate with District staff throughout the year. Staff collaboration will take place on District Staff Development and Early Release days.</p> <p>1.3 Teachers will use part of their release time (Goal 1) to continue to implement and refine Step Up to Writing Practices in their lessons.</p> <p>1.4 Teachers will continue to apply their GLAD training and use release time to improve instructional strategies related to GLAD. Coaching/refresher training will be provided every other year to keep staff current.</p> <p>1.5 Teachers will receive two release days throughout the year to collaborate and plan. The focus of this collaboration time is to be split evenly between planning of ELA and math standards-based instruction and creating GLAD units. (\$ included in Goal 1)</p>	07/01/17 -06/30/18	Administration and Teachers	<p>1.1 Tier 1 Team Release Time</p> <p>1.6 EL Collaboration</p> <p>1.7 EDCOE and/or other workshops</p> <p>1.7 Registration fees</p> <p>1.11 Teacher Observation</p> <p>1.13 PBIS Release Time for Implementation</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p>	<p>1000.00</p> <p>3000.00</p> <p>3000.00</p> <p>1000.00</p> <p>500.00</p> <p>1500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.6 Teachers will receive two half days of release time yearly to analyze progress of their EL students, review EL instructional strategies and collaborate regarding EL tutoring.</p> <p>1.7 Professional development opportunities will be offered to staff, as appropriate. Teachers will have opportunities to attend EDCOE workshops and local trainings.</p> <p>1.8 Additional training in math instruction is necessary. Administration is currently seeking feedback on effective consultants/trainers.</p> <p>1.9 Teachers will participate in professional development in preparation for the integration of the Next Generation Science Standards (NGSS)</p> <p>1.10 Teachers will participate in collaboration and articulation days throughout the year to discuss assessments, pacing guides and best practices.</p> <p>1.11 Teachers will have the opportunity to observe other teachers to improve their practice.</p> <p>1.12 Two teacher representatives will be a part of the District Curriculum Committee. Representatives will communicate information with staff.</p> <p>1.13 Each grade level will have a half</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
day of release time to meet with administrator regarding PBIS implementation and to design class ticket list.						
<p>Library Program Elements:</p> <p>2.1 All classes will be scheduled in the library once each week including the County Preschool.</p> <p>2.2 The library shall provide barrier-free access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed.</p> <p>2.3 The library will continue to support our district wide "I Love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency.</p> <p>2.4 Provide instructional materials and support to classroom instructional goals and priorities.</p> <p>2.5 Support school-wide Reading Counts program, including data collection, promotion, assemblies, and incentives.</p> <p>2.6 Provide reading motivational events and activities, author visits,</p>	07/01/17-06/30/18		<p>2.5 Reading Counts</p> <p>2.6 Reading Events</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Donations</p> <p>Donations</p>	<p>1000.00</p> <p>500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>story-telling, celebrations, etc.</p> <p>2.7 Librarian will plan and host two ongoing Book Clubs for 4th and 5th grade students during lunch time.</p> <p>2.8 The effectiveness of library programs will be measured through Reading Counts data, parent survey results, teacher feedback and District reading assessment data.</p>						

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Enhance and encourage learning for all subgroups of students.
LEA GOAL:
Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment.
SCHOOL GOAL #4:
Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, and at-risk students through access to quality instruction, academic intervention and social support programs.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. CELDT Scores, District and site assessment data, Title I criteria/data, foster youth data, SST information and suspension rates were analyzed to form this goal, as well.

Findings from the Analysis of this Data:

Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists and nurses corroborated these findings and also indicated a need for more professional development and supportive services to meet these goals.

*School wide SBAC and District data was shared under Goal 1

Green Valley School's EL student population has grown from 5.03% in 2011-2012 to 18.57% in 2017-2018. The breakdown by grade level is as follows: TK/K 23.37% which is an increase of 10% from previous year, first grade 7.89%, second grade 21.05%, third grade 22.37%, fourth grade 9.21% and fifth grade 17.10%. In grades 3-5 a total of 27 EL students took the SBAC test. Of these 27 students, 33% met or nearly met the standards in ELA which is an increase of 6% and 67% did not meet the standard. In Math, 52% met or nearly met the standards which is an increase of 2% and 48% did not meet the standard. This data along with the measures shared in Goal 1 strongly indicate the need for continued ELA and Math intervention for our EL students. Intervention is being provided during the school day through classroom instruction and Rtl. EL students are targeted for intervention and receive EL instruction daily. Students also receive additional EL support from our bilingual para-educators. Historically, we have offered extra support after school to our EL students. The data suggests that we need to try something different; therefore, the District EL Coordinator, School Administrator and two teachers attended six days of ELD training. Information from this training will be shared with staff during the Spring of 2018 and in the Fall of 2018. The goal is to provide more effective integrated and designated support during the school day.

The percentage of socioeconomically disadvantaged students at Green Valley School is 38%. In grades 3-5, 76 socio-economically disadvantaged students were administered the SBAC assessment. 57% met or nearly met the standards in ELA and 68% met or nearly met the standards in Math. Currently there are 179 students (42.5%) identified as Title I students. These students continue to exhibit the need for continued intervention support during the school day and before/after school when available. Social-emotional support and character building programs continue to be necessary to build the foundational skills needed to develop the "whole child." In addition, the breakfast program welcomes many of our students and provides necessary nutrition for their well-being and school success.

Green Valley School is currently home to three foster youth. Our foster youth are offered academic and social-emotional intervention.

Green Valley School is currently implementing PBIS (Positive Behavior Intervention and Supports). We are in the beginning stages of implementation (Tier1). Students have been taught the Gator Way (Be Respectful, Be Responsible, Be Safe) and what the Gator Way looks like in all areas of our school. (library, office, lunch room etc.) We have videos that show students exemplifying the "Gator Way" in the different areas of campus. Students earn Gator Tickets for exhibiting the Gator Way. Tickets are turned in to a grade level bin in the Plumb Center and weekly drawings are held during lunch. Tickets are then returned to the classroom where students can use the tickets to purchase items from the grade level approved list.

The Healthy Kids Survey was administered to 5th grade students. The survey indicated that 85% of students surveyed feel safe at school most or all of the time. Sixteen percent responded that they feel safe some of the time and no students responded that they never feel safe. Ninety seven percent of students responded that the teachers and other grown ups want them to do their best and 94% felt proud to belong to the school. Eighty five percent of students responded that teachers and other grown ups at school treat students with respect all or most of the time. No students responded never. Ninety one percent of students surveyed stated that the school teaches students to care about each other and treat each other with respect all or most of the time. While 97% of students responded that teachers and other grown ups at the school want students to do their best, only 57% of students responded that teachers and other grown ups make an effort to get to know them. This will be an area of focus for the staff for the remainder of the year.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates. Our school goal is a 5% increase in the number of EL students and socioeconomically disadvantaged students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures.

Green Valley School will also analyze District assessment data, Title I assessment data, ELAC input, report card data, tutoring intervention attendance along with pre/post tests measuring effectiveness of support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Access to Quality Instructional Intervention:</p> <p>1.1 Teachers will assess students at the beginning of the year. Using specific assessment criteria, students will be identified as Title 1. Parents will be notified of their child's Title 1 status and invited to the Title 1 parent meeting. Intervention will be offered to all Title 1 students.</p> <p>1.2 Teachers will assess students and place in leveled groups for ELA/Math Response to Intervention (RtI) instruction a minimum of three times each year. Each student will be placed in RtI groups based on instructional needs. RtI will run for three hours each day, three days each week, for a total of 23 weeks.</p> <p>1.3 Paraeducators will work in classrooms to support students in need of intervention (in addition to RtI) throughout the year. Grade level teams will determine intervention needs based on District and classroom assessment data.</p> <p>1.4 Academic intervention will be</p>	07/01/17-06/30/18	Administration, Teachers and Staff	1.2 Title I Instructional Aide Salaries & Benefits to Support RtI & Intervention	2000-2999: Classified Personnel Salaries	Title I	46,000.00
			1.2/1.3 Instructional Aide Salaries & Benefits to Support Intervention (and 1.2 above)	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
			1.5 Tutoring (Before and After School) Teachers	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5000.00
			1.5 Tutoring (Before and After School) Instructional Aides	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	5000.00
			1.6 SST Roving Sub When Full Day is Needed	1000-1999: Certificated Personnel Salaries	Site Formula Funds	400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>offered in classrooms through small group and individualized instruction.</p> <p>1.5 Limited before and after school tutoring will be offered to Title I students. Tutoring will support reading fluency, math concepts and math facts. Internet based programs such as Read Live, ST Math and Reflex Math will be offered for tutoring. We will also be using the SBAC interim assessments as part of our tutoring process. Classroom teachers and para-educators will conduct the site tutoring.</p> <p>1.6 The Student Success Team (SST) will meet as needed to discuss students who are referred for academic and/or behavioral needs. The SST team held 72 SST's in 2016-2017. Information, plans of action and follow-up (noted in SST meetings) are monitored closely by staff. Progress of students who go through the SST process will be measured through assessment data, attendance, counseling participation and school discipline data. Those who do not demonstrate adequate progress will receive additional support.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>EL Support:</p> <p>2.1 Teachers will deliver 30-60 minutes of required EL instruction on a daily basis.</p> <p>2.2 EL students will receive support based on specified criteria (academic progress, assessment data and CELDT data/levels).</p> <p>2.3 Bilingual Paraeducators will provide EL support and intervention in classrooms for EL students. These paraeducators will work with teachers to provide systematic ELA and math instruction, as well as language development. The principal will hold regular meetings with these staff members to monitor feedback regarding EL student progress and needs.</p> <p>2.4 EL students will receive GLAD instruction from classroom teachers to foster language acquisition.</p> <p>2.5 District Community Liaison will provide support, as needed, for EL families.</p> <p>2.6 Spanish translation will be provided for parent/teacher conferences, SST's and IEP's.</p> <p>2.7 English Language Advisory Committee (ELAC) meetings will be held three times each year to offer information and gather feedback from EL parents.</p>	07/01/17-06/30/18	Administration, Teachers, Staff	<p>2.9 ELD Institute (flights, hotel and conference registration for 4 people)</p> <p>2.9 Sub costs</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>LCFF - Supplemental</p> <p>Title I</p>	<p>12000.00</p> <p>1800.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.8 In partnership with the El Dorado County Office of Education, English as a Second Language classes for parents of English Learners will be provided one evening each week.</p> <p>2.9 The principal, EL Coordinator, and two teachers will attend a six day institute with Kate Kinsella. (2days in September, October and December) Upon completion of the training, they will put together staff development for the teachers and para educators.</p>						
<p>Social Support Programs:</p> <p>3.1 PBIS is being implemented school wide. Permanent signs displaying the Gator Way have been purchased and are displayed throughout the campus.</p> <p>3.2 The Gator Way (Be Respectful, Be Responsible, Be Safe) will be taught, modeled and encouraged for all students. Tickets will be drawn weekly giving students an opportunity to spin the wheel for prizes</p> <p>3.3 Students and staff will work to promote "bucket-filling" through stories, awareness and activities.</p> <p>3.4 Gator Manners will be taught and modeled for all students. Signs have been posted in the gym to remind and encourage students to use our Gator Manners.</p>	07/01/17-06/30/18	Administration, teachers, staff	<p>3.1 PBIS Signs</p> <p>3.2 PBIS Prizes</p> <p>3.9 Recess Activities/Supplies</p> <p>3.10 Red Ribbon Supplies</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>Site Based Gifts and Donations</p> <p>Site Formula Funds</p> <p>Site Based Gifts and Donations</p>	<p>1043.00</p> <p>1000.00</p> <p>1000.00</p> <p>400.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.5 Grade level Gator Gatherings will be held each trimester where administration will review expectations.</p> <p>3.6 School-wide bullying prevention program will be maintained. Teachers will begin the year by reading grade level appropriate stories involving bullying. The Green Valley anti-bullying lesson, poster and "steps to take" will be posted and shared. Principal will follow up in winter/early spring with 4th/5th grade DVD/discussion. Principal will read and discuss "Simon's Hook," an anti-bullying book on how to avoid "taking the bait" of another person's negative words with 2nd- 5th grade students.</p> <p>3.7 Counselor will conduct training in classrooms on social/emotional skills such as respect, friendship, conflict resolution, self-esteem, college and career readiness, etc. using the Second Step program.</p> <p>3.8 Individual and small group counseling services will be provided by our school counselor.</p> <p>3.9 Recess activities, such as Mileage Club, Game Day and Drawing Club will be offered, as weather permits.</p> <p>3.10 All students will participate in Red Ribbon week (drug awareness) activities. Drug awareness lessons will be provided by teachers.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>3.11 PTO will host social events such as Gators on the Green, Harvest Festival, Talent Show and a Father/daughter dance.</p> <p>3.12 Administration along with the Student Leadership Team will host Gator Gatherings on the blacktop where announcements will be given, the Pledge of Allegiance will be led and the Gator Chant will encourage a positive start to our students' day.</p> <p>3.13 Gator Way Tickets will be handed out to students who are caught in the act of demonstrating the "Gator Way". Students who receive Gator Way Tickets will deposit their tickets in their grade level bin in the Plumb Center for a chance at spinning the Gator Way Wheel.</p> <p>3.14 Proactive discipline strategies will be in place at Green Valley. Students have been explicitly taught the expectations. If a student chooses to not act in accordance with the Gator Way, s/he will receive a referral. Referrals will be tracked through the SWIS data tracking system. This system allows us to track referrals and refine our practices.</p> <p>3.15 Student Update meetings will be held weekly to discuss students in need of support. Principal, School Counselor and Student Services</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Secretary will be in attendance.</p> <p>3.16 Behavior meetings will be conducted when students are in need of a Green Valley Behavior Target Support Plan. This is a site-based plan intended to support general education students in need of behavior modification. Students with these behavior plans will be monitored by analyzing attendance, SBAC and District assessment data, report cards and behavior reports.</p>						

Planned Improvements in Student Performance

School Goal #5

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September 2017. 1.2 The administrator will meet with each teacher to discuss staff- wide goals and individual professional goals by October 2017	07/01/2017-06/30/18	Administrator and Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 The administrator will meet with teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals.</p> <p>1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits.</p> <p>1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two year EDCOE TIPS program. Participating Teachers commit to spending 60 hours each year on TIPS related activities and professional development. TIPS teachers participate in the Induction Program and receive their California Clear Teaching Credential.</p> <p>1.6 RUSD veteran teachers are hired by the PAR Panel to serve as TIPS Support Providers for our Participating Teachers.</p>						
<p>Staff Evaluation/ Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p>	07/01/2017-06/30/18					
<p>Staff Support:</p> <p>3.1 Professional development will be</p>	07/01/2017-06/30/18					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that teachers can discuss best teaching practices, design trimester benchmark assessments and support one another in a collegial manner.</p> <p>3.3 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two year EDCOE TIP program. Participating teachers commit to spending 60 hours each year on TIP related activities/professional development. TIP teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR panel to serve as TIP Support Providers for our Participating Teachers.</p> <p>3.4 The administrator will meet with staff members to oversee job performance and provide support as needed.</p> <p>3.5 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.</p>						

Planned Improvements in Student Performance

School Goal #6

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff and School Site Council. 1.2 The administrator and lead custodian will walk the campus monthly to check the campus for all						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>safety/facility concerns.</p> <p>1.3 Staff will complete help desk tickets if there are items needing repair or replacement</p> <p>1.4 The administrator will communicate directly on a daily basis with the lead custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Maintenance and Operations Coordinator in regards to campus issues or concerns.</p> <p>1.6 Yard Supervisors will communicate regularly with the school administration regarding any safety issues or concerns on campus.</p> <p>1.7 Teachers will alert the administrator regarding safety or health concerns on campus.</p> <p>1.8 Student Leadership will sponsor campus beautification once a week.</p>						

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	7,043.00
Donations	1,500.00
LCFF - Supplemental	50,835.50
Parent Teacher Association/Parent Faculty Club	5,050.00
Site Based Gifts and Donations	3,190.25
Site Formula Funds	12,012.00
Title I	89,467.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	47,700.00
2000-2999: Classified Personnel Salaries	84,500.00
4000-4999: Books And Supplies	4,400.00
5000-5999: Services And Other Operating Expenditures	26,947.75
None Specified	5,550.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	6,000.00
5000-5999: Services And Other Operating	District Funded	1,043.00
4000-4999: Books And Supplies	Donations	1,000.00
5000-5999: Services And Other Operating	Donations	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	26,000.00
5000-5999: Services And Other Operating	LCFF - Supplemental	15,835.50
None Specified	Parent Teacher Association/Parent Faculty	5,050.00
4000-4999: Books And Supplies	Site Based Gifts and Donations	1,900.00
5000-5999: Services And Other Operating	Site Based Gifts and Donations	1,290.25
1000-1999: Certificated Personnel Salaries	Site Formula Funds	6,400.00
4000-4999: Books And Supplies	Site Formula Funds	1,500.00
5000-5999: Services And Other Operating	Site Formula Funds	3,612.00
None Specified	Site Formula Funds	500.00
1000-1999: Certificated Personnel Salaries	Title I	26,300.00
2000-2999: Classified Personnel Salaries	Title I	58,500.00
5000-5999: Services And Other Operating	Title I	4,667.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,550.00
Goal 2	15,404.75
Goal 3	11,500.00
Goal 4	82,643.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Michelle Winberg	X				
Karen Genovese		X			
Vara Tanner-Palmero		X			
Sandra Villalovoz			X		
Dan Anzini				X	
Jolie Hauck				X	
Nicole Zamora				X	
JaNae Gray				X	
Numbers of members of each category:	1	2	1	4	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

X Other committees established by the school or district (list):

Note: SSC serves as the representing advisory committee for Special Ed, and ELAC.

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/30/2016.

Attested:

Michelle Winberg

Typed Name of School Principal

Signature of School Principal

Date

Jolie Hauck

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Jackson Elementary School
CDS Code: 09619786005706
District: Rescue Union Elementary District
Principal: Michele Miller
Revision Date: 10/28/17

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

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

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

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Chronic Absenteeism Data	15
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2.....	28
School Goal #3.....	35
School Goal #4.....	41
School Goal #5.....	48
School Goal #6.....	51
Centralized Services for Planned Improvements in Student Performance	53
Centralized Service Goal #1.....	53
Centralized Service Goal #2.....	54
Centralized Service Goal #3.....	55
Centralized Service Goal #4.....	56
Centralized Service Goal #5.....	57
Summary of Expenditures in this Plan.....	58
Total Allocations and Expenditures by Funding Source	58
Total Expenditures by Object Type.....	59
Total Expenditures by Object Type and Funding Source.....	60
Total Expenditures by Goal	61
School Site Council Membership.....	62
Recommendations and Assurances.....	63

School Vision and Mission

Jackson Elementary School's Vision and Mission Statements

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

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

School Profile

Jackson School is a TK-5 elementary school which serves a student body of 482 students. Jackson School is located twenty-five miles northeast of Sacramento in the foothills of the Sierra Nevada Mountains. The school campus is surrounded by neighborhood homes and many families walk to school each day. Our campus is home to Rescue Union School District's Special Day Classes, one K-3 classroom and one 4-5 classroom. Jackson also houses three programs for the El Dorado County Office of Education (EDCOE). These programs include, a State Preschool program, an Extended Day program, and the Multiple Abilities class which are housed at the center of our campus. Jackson School is a school with a Visual and Performing Arts emphasis. Children have access to a variety of VAPA programs during the course of their school, day as well as before and after school.

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

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

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

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

Jackson School maintains a strong commitment to increasing access for students to technology. Currently students receive one hour of computer lab instruction each week. We have a district TOSA technology teachers on site in classrooms throughout the week assisting teachers with the integration of technology into their instruction. Upper grade classrooms have Smartboards and all classrooms have a projection system and an ELMO document camera. We are currently have a 1:1 ratio of devices to students for third, fourth, and fifth grade. We continue to use a variety of technology based programs to enhance learning including: Reflex Math, Typing Agent, Ten Marks, Reading Counts, Jupiter grades, SBAC Interim and Comprehensive Assessments, .and Discovery Learning. We offer a technology elective for 4th and 5th graders each trimester and we participate in the "Explode the Code" coding program each year. We offer a Video Production elective to 4th/5th graders which also utilizes state of the art equipment and editing software including ipads and a 360 degree camera.

School Climate is another area of pride for Jackson School. Each month students are recognized for the Character Counts trait that the school is focusing on in classrooms and on the yard. Approximately 35 students are recognized in a ceremony in the Ruppel Center each month in front of the whole student body. In addition, 10 student names are pulled each month for lunch with the principal in the school garden and students are also recognized for behavior by yard supervisors with Positive Behavior Certificates which have a free personal pizza at Mountain Mike's attached to the certificate. The Special Day Classes have social groups once a week at lunch and students from General Education classes volunteer to help facilitate games and activities with a teacher's aide and a school pyschologist. The Multiple Abilities Class has a mentor program available at lunch for students as well. Currently 150 General Education students in 2nd-5th grade are serving as mentors in this program. In addition, Mrs. Baker, the Multiple Abilities class teacher, visits classrooms and does presentations on Disability Awareness in every classroom during the month of October. All fourth graders participate in the program "A Touch of Understanding" every October (Disability Awareness Month) which sensitizes children to others who may have disabilities and helps them understand what it feels like to live with a disability. The program reinforces the fact that people with disabilities are capable citizens who compensate for their challenges and lead full, productive lives. Jackson School has a school counselor one day per week. The counselor meets with individual students for support in addition to facilitating social groups at both lunches. Finally, the 4th and 5th graders have the opportunity to participate in the Leadership elective each trimester. In this elective the students focus on Community Service Projects to help benefit organizations that the students choose through discussions. The students also decide how they will fund the project and carry out their plan of action. Teachers and staff have embraced the "We Care" district-wide focus and participate regularly in our gratitude tree program, our Family Science Night, our Fall Festival, our Families in Need donations, and our staff Halloween Parade theme. Our staff Sunshine Club collects funds from staff and gives cards and flowers to staff members in need.

Finally, Jackson School has an active PTO which is very visible in welcoming families and helping them to connect with the Jackson School family at large. The PTO sponsors our Kindergarten Orientation with refreshments and activities for our new Jaguars, our Welcome Back Social the second week of school, our Fall Festival every October, Donuts with Dad, Muffins with Mom, the Read-A-Thon, the Science Fair, Family Science Night, and our Giving Gala. In addition, the PTO uses funds that they raise to provide enrichment opportunities for Jackson students.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)
2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)
4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)
5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)
6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

14. Research-based educational practices to raise student achievement

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	68	75	73	67	70	73	67	70	97.3	98.5	93.3
Grade 4	68	82	72	68	80	68	68	80	68	100.0	97.6	94.4
Grade 5	68	76	79	66	75	77	66	75	77	97.1	97.4	97.5
All Grades	211	226	226	207	222	215	207	222	215	98.1	97.8	95.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2453.9	2474.5	2481.1	36	55	41.43	33	16	40.00	19	10	11.43	12	18	7.14
Grade 4	2477.7	2501.8	2534.1	29	43	52.94	29	33	26.47	21	13	16.18	21	13	4.41
Grade 5	2526.3	2532.7	2536.2	27	29	27.27	39	43	44.16	18	12	16.88	15	16	11.69
All Grades	N/A	N/A	N/A	31	42	40.00	34	31	37.21	19	12	14.88	16	15	7.91

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	48	42.86	51	33	48.57	16	19	8.57
Grade 4	29	36	54.41	46	49	41.18	25	15	4.41
Grade 5	30	33	32.47	55	44	54.55	15	23	12.99
All Grades	30	39	42.79	50	42	48.37	19	19	8.84

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	48	41.43	51	39	50.00	15	13	8.57
Grade 4	21	43	48.53	60	46	45.59	19	11	5.88
Grade 5	33	45	42.86	45	33	48.05	20	21	9.09
All Grades	29	45	44.19	52	40	47.91	18	15	7.91

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	33	28.57	63	55	71.43	10	12	0.00
Grade 4	18	33	35.29	68	61	55.88	15	6	8.82
Grade 5	30	20	27.27	55	67	66.23	15	13	6.49
All Grades	25	28	30.23	62	61	64.65	13	10	5.12

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	34	42	31.43	51	45	64.29	14	13	4.29
Grade 4	38	30	41.18	51	60	57.35	10	10	1.47
Grade 5	39	47	28.57	50	41	57.14	11	12	14.29
All Grades	37	39	33.49	51	49	59.53	12	12	6.98

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	68	75	73	67	70	73	66	70	97.3	98.5	93.3
Grade 4	68	82	72	68	80	67	68	80	67	100.0	97.6	93.1
Grade 5	68	76	79	66	75	77	66	75	77	97.1	97.4	97.5
All Grades	211	226	226	207	222	214	207	221	214	98.1	97.8	94.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2460.0	2479.0	2472.2	30	36	31.43	42	39	48.57	15	17	15.71	12	8	4.29
Grade 4	2492.9	2497.0	2533.9	21	25	35.82	47	41	43.28	19	24	17.91	13	10	2.99
Grade 5	2539.7	2537.8	2547.1	29	35	35.06	33	28	28.57	24	19	29.87	14	19	6.49
All Grades	N/A	N/A	N/A	27	32	34.11	41	36	39.72	19	20	21.50	13	12	4.67

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	47	59	50.00	38	29	37.14	15	12	12.86			
Grade 4	38	40	58.21	46	39	32.84	16	21	8.96			
Grade 5	44	47	42.86	36	29	44.16	20	24	12.99			
All Grades	43	48	50.00	40	33	38.32	17	19	11.68			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	41	44	48.57	48	48	40.00	11	8	11.43
Grade 4	32	30	43.28	49	54	47.76	19	16	8.96
Grade 5	27	32	29.87	55	44	58.44	18	24	11.69
All Grades	34	35	40.19	50	49	49.07	16	16	10.75

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	59	41.43	55	35	52.86	7	6	5.71
Grade 4	29	35	53.73	54	51	40.30	16	14	5.97
Grade 5	23	35	31.17	56	47	55.84	21	19	12.99
All Grades	30	42	41.59	55	45	50.00	14	13	8.41

Conclusions based on this data:

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

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***											
1						***			***						
2					***	***									
3			***		***	***	***		***						
4	***							***	80						20
5						***			***			***			
Total	33		7	33	67	33	33	33	47			7			7

Conclusions based on this data:

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

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			25	29	50	25	14	25	50	29	25		29		
1	***					***			***				***	***	
2					***	***								***	
3	***		***		***	***	***	***	***						
4	***					29		***	57						14
5						***			***			***			
Total	31		10	15	38	38	15	31	43	15	8	5	23	23	5

Conclusions based on this data:

1.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	29	0	0.0
Filipino	1	1	*
Hispanic or Latino	83	8	9.6
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	1	1	*
White	351	12	3.4
Male	261	14	5.4
Female	235	7	3.0
English Learners	22	2	9.1
Students with Disabilities	99	11	11.1
Socioeconomically Disadvantaged	54	6	11.1
Foster	1	1	*
Homeless	1	1	*
Kindergarten	95	5	5.3
Grades 1-3	237	5	2.1
Grades 4-6	164	11	6.7
Grades K-8	496	21	4.2
Total	496	21	4.2

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Enhance and encourage learning for all students.
LEA GOAL:
Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards.
SCHOOL GOAL #1:
All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classroom and throughout the learning environment.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.
Findings from the Analysis of this Data:
Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals.
School-wide SBAC data revealed that 77% of students in grades 3-5 met or exceeded the ELA standards. Data showed a 4% increase in the overall average in ELA. Reading Counts data revealed that at the end of the year an average of 71% of second graders through fifth graders scored within their lexile band on the Scholastic Reading Inventory. DIBELS data revealed that 87% of kindergarten students met the end of year benchmark for Phoneme Segmentation and 74% met the end of year benchmark for Nonsense Word Fluency. In first grade, 73% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% met the standard for Nonsense Word Fluency (Whole Words Read). 74% of first graders met the standard for fluency and 78% met the standard for accuracy when assessed using the DIBELS Oral Reading Fluency assessment (DORF). On the DORF, 80% of second graders met the fluency benchmark and 92% met the accuracy benchmark. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 81%. The average percent meeting the DORF accuracy benchmark was 85%.
SBAC data revealed 74% of 3rd-5th graders met or exceeded the math standards. Data showed a 6% increase in the overall average in math. The Go Math End of Year Assessment revealed that 97% of first and second graders scored 80% or above on the assessment and 77% of 3rd-5th graders scored 80% or above on the assessment.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading

Counts Lexile Scores, DIBELS measures, trimester grade reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with California Standards: ELA: 1.1 Teachers and support staff will focus on the California State Standards in ELA through the use of Benchmark Advance our new district adopted materials. Students will receive standards-based language arts curriculum as measured by lesson plans and formal and informal observations. 1.2 Students will continue to receive an uninterrupted language arts block of instruction as reflected in the daily schedule. 1.3 Students will continue to participate in literature based instructional activities emphasizing literal and inferential comprehension through shared and guided reading techniques. 1.4 Students will continue to be placed in leveled instructional groups (flexible groups) for reading instruction. Intervention Aides will work closely with underachieving students. 1.5 Students will have the opportunity to participate in daily writing and will participate in Step Up to Writing activities designed to address all stages of the writing process. 1.7 Student samples from writing assignments will be taken and assessed by teachers to measure</p>	8/15/2017-5/25/2018	Principal/Teachers	ELA 1.11 Reading Counts license	5000-5999: Services And Other Operating Expenditures	PTO	1,250.00
	8/15/2017-5/25/2018	Principal/Teachers	Math 1.2 Ten Marks Subscription for the 16-17 school year	5000-5999: Services And Other Operating Expenditures	PTO	4,500.00
	8/15/2017-5/25/2018	Principal/Teachers	Math 1.2 Reflex Math subscription for the 16-17 school year	5000-5999: Services And Other Operating Expenditures	PTO	2,696.00
	8/15/2017-5/25/2018	Principal/Teachers	Math 1.9 Garden Coordinator	2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
	8/15/2017-5/25/2018	Principal/Teachers	Math 1.9 Garden Coordinator	3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>growth.</p> <p>1.8 Reading Results/Dibels assessments will occur for Kindergarten. Dibels along with district benchmark assessments and unit assessments will occur each trimester for all students in K-5th grade with a full day of release time each trimester for teachers to assess students.</p> <p>1.9 Differentiated instructional strategies including Growth Mindset strategies will be implemented to address the diverse educational needs of all students in grades K-5.</p> <p>1.10 Collaboration days will be used to design standards-based lessons, discuss instructional strategies, structure groups for differentiation, plan interventions, analyze data, and share best practices to reach all students.</p> <p>1.11 Reading Counts program license will be renewed annually for students grades 1-5. Reading Counts will continue to be used to track student progress in the area of reading fluency and comprehension. Lexile scores will be generated through the Scholastic Reading Inventory given at the end of each trimester and then used for grouping students for instruction.</p> <p>1.12 Students will take the Interim Block Test Assessments (IBA & ICA) through CAASPP to prepare for the SBAC test given in April and May.</p> <p>Alignment of instruction with California Standards: MATH:</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Teachers and support staff will continue to utilize standards-based math programs (Go Math) as measured by lesson plans and formal and informal observations.</p> <p>1.2 Reflex Math and Ten Marks will be additional resources used in classrooms to support the new state Math Standards.</p> <p>1.3 Student assessment will occur regularly in the classroom and be used to group students flexibly for instruction.</p> <p>1.4 Small group math instruction (twice per week for 16 weeks) will be provided in grades 2nd-5th. To facilitate this, a computer lab teacher will provide instruction in the computer lab, while half the students stay with their classroom teacher for small group instruction.</p> <p>1.5 Teachers and support staff will focus on the new NGSS science standards through professional development in STEMscope.</p> <p>1.6 Teachers in grades K-5 will implement STEMscope units that correlate to the Next Generation Science Standards.</p> <p>1.7 Teachers will use additional resources including FOSS kits, Mystery Science, and Discovery Learning to reinforce NGSS science standards.</p> <p>1.8 Teachers will continue to utilize the school weather station as an additional resource for weather units to collect and chart data with students on precipitation, humidity, wind speed, etc. and draw conclusions from their research.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.9 The Outdoor Science Center will be available to all classes for outdoor study and lessons on plant life, root structures in plants, local animals, life cycles, etc.</p> <p>1.10 Teachers will continue to bring classes to the garden monthly for life science lessons integrated with the NGSS standards. The Garden Coordinator will facilitate these lessons.</p>						
<p>Improvement of instruction strategies and materials: ELA:</p> <p>2.1 Continue use of Benchmark Advance instructional materials, Engage New York instructional materials, Standards Plus materials, Step Up to Writing materials, Core literature, and supplemental resources for ELA.</p> <p>2.2 Continue use of research-based intervention programs tailored to specific student weaknesses (Read Naturally, SIPPS, Comprehension Plus, Reading Mastery).</p> <p>2.3 Continue to focus on effective instructional strategies on collaboration days through staff development.</p> <p>2.4 Continue use of release time for teachers to attend staff development workshops and conferences. Including opportunities for training through EDCOE in NGSS.</p> <p>2.5 Continue to support primary teachers on site in the Daily 5 workshop system which is an ELA</p>	8/16/2017-5/25/2018	Principal/Teachers	<p>2.1 Core Literature sets</p> <p>2.6 Substitute for one day</p> <p>2.6 Step Up To Writing Training for one teacher</p> <p>2.8 GLAD Training for 7 teachers</p> <p>2.8 Substitutes for GLAD training</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Title II Part A: Improving Teacher Quality</p>	<p>1349.00</p> <p>140.00</p> <p>150.00</p> <p>12,600.00</p> <p>5,900.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>management system for reading and writing.</p> <p>2.6 New teachers will attend Step Up To Writing training for new state standards in Fall of 2017.</p> <p>2.7 Teachers will continue to use grade level and cross grade level articulation meetings to check alignment of all standards being taught, and to review interventions for underachieving and high performing students.</p> <p>2.8 Seven teachers on staff will participate in GLAD training throughout the 17-18 school year.</p> <p>MATH: Improvement of instructional strategies and materials:</p> <p>2.1 Use of grade level and cross grade level articulation meetings to check alignment of math standards being taught.</p> <p>2.2 Students will be assessed regularly in class to guide instruction and to meet specific student needs.</p> <p>2.3 United Streaming subscription will be used to enhance educational opportunities in Math and Science.</p> <p>2.4 Technological Hardware (i.e. chrome books, computers, Promethean boards, document cameras, etc.) will be purchased for all classrooms to support student learning.</p> <p>2.5 Reflex math will be implemented in grades 1-5 and students will be able to access the math program from home.</p> <p>2.6 The Ten Marks math program will be used in grades 3-5 and will be</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>accessible from home.</p> <p>2.7 The district adoption of Go Math in classrooms will include a parent component that will provide support to parents and students at home.</p>						
<p>Extended learning time:</p> <p>3.1 The Response to Intervention Team will provide intensive intervention for targeted students performing below grade level.</p> <p>3.2 Teachers will differentiate instruction in the classroom for students and utilize Growth Mindset teaching strategies to challenge students' thinking about learning.</p> <p>3.3 After school community enrichment programs will be offered to all students. To include classes in science, art, music, theater, and physical education.</p> <p>3.4 The school garden will be open to students after school on Wednesdays and Thursdays through the Garden/Science Club facilitated by the Garden Coordinator.</p> <p>3.5 The school library will be open to students before and after school to access literature and check out books.</p> <p>3.6 Students in grades 2-5 will have the opportunity to participate in the school Science fair. Projects will be judged by members of the community during the school day. The Science Fair will culminate with a Family Science Night where professionals in the science community along with local companies that focus on science and</p>	9/1/2017-5/25/2018	Principal/Teachers, Resource Specialist/	3.6 School Science Faire	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>technology will have booths for students to visit (2/2018).</p> <p>3.7 Students will be able to take the academic Talent Search test on campus at Jackson School in order to qualify for extended learning opportunities over the summer at Sacramento State University.</p>						
<p>Increased educational opportunity:</p> <p>4.1 Teachers will receive one day of release time per trimester to assess individual student learning.</p> <p>4.1 The Student Success Team (SST) will meet as needed to discuss students who were referred for academic and/or behavioral needs and create an action plan for each student.</p> <p>4.2 The Student Success Team Coordinator will monitor action plans for students, schedule follow-up meetings as needed and maintain all records associated with the SST meetings.</p> <p>4.2 The general education teachers, special education staff, and the RtI Team will collaborate and develop educational plans to meet the needs of underachieving students.</p> <p>4.3 The administration and Response to Intervention (RtI) Team will maintain a centralized list of students receiving services and monitor student progress in identified skill areas.</p> <p>4.4 English Language Learners will have the ELPAC administered and receive additional instruction both</p>	9/1/2017-5/25/2018	Principal/Teachers/Credentialed Parent Volunteers/Instructional Aides	<p>4.1 Substitutes for Trimester Assessments</p> <p>4.7 K-3 Instructional Aides (Intervention funds)</p> <p>4.7 K-3 Instructional Aides (Intervention Funds)</p> <p>4.9 Hardship Fund for Field Trips</p> <p>4.11 Spelling Bee Registration</p> <p>4.11 Subs for Spelling Bee</p> <p>4.12 Oral Interpretation Registration</p> <p>4.12 Oral Interpretation Registration</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>PTO</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p>	<p>5,279.00</p> <p>16,190.00</p> <p>2,617.00</p> <p>1,500.00</p> <p>225.00</p> <p>336.00</p> <p>160.00</p> <p>224.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>designated and integrated in English Language Development, within the classroom setting.</p> <p>4.5 The Resource Specialist and Resource Instructional Assistants will push into the general education classrooms to support the Special Education students.</p> <p>4.6 The Resource Specialist and General Education teachers will utilize the Co-teaching model.</p> <p>4.7 Students that are struggling and aren't receiving services under the RTI program or through the Resource Center will receive additional support through remediation funds used to provide Instructional Aides in all 13 primary classrooms TK-2 (September 2017- April 2018) 5 days per week, one hour per classroom per day. Third grade classes will receive three days per week at one hour per day in each classroom.</p> <p>4.8 Each classroom will receive two hours of support each week from credentialed volunteers for four 30 minute small group intervention/acceleration group sessions.</p> <p>4.9 Science based field trips will occur in some grade levels (Sierra Outdoor School, Coloma Nature Center, Maidu Interpretative Center). All students will have access to all field trips regardless of the ability to make a donation towards trip costs.</p> <p>4.10 The Nature Bowl team will meet after school and will be organized by a teacher coordinator and Oak Ridge High school students.</p> <p>4.11 Students will participate in the</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Oral interpretation Festival in March of 2018.</p> <p>4.12 Continue participation in the Spelling Bee in May 2018.</p>						
<p>Staff development and professional collaboration:</p> <p>5.1 Grade level data teams will meet on site minimum days to discuss student data and the progress of specific students.</p> <p>5.2 Teachers will have the opportunity to meet in grade levels and across grade levels to assess student work samples.</p> <p>5.3 Teachers will meet across grade levels to collaborate on effective instructional tools and activities for ELA/ writing instruction using Benchmark Advance and the Step Up to Writing strategies.</p> <p>5.4 Grade and cross grade level planning time will be provided for teachers to collaborate on effective instructional strategies for the implementation of the new ELA adoption materials and to revisit trimester assessment tools.</p> <p>5.5 Provide staff development opportunities in the areas of: Benchmark Advance demo lessons, technology, and Science.</p> <p>5.6 Utilize United Streaming technology for implementation of NGSS.</p> <p>5.6 Technology teacher provided one day per week by the district will demonstrate lessons integrating technology with teachers and their classes.</p>	9/1/2017-5/25/2018	Principal/Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Involvement of staff, parents and community:</p> <p>6.1 A description of grade level expectations and California Standards and how to access online instructional programs will be presented to parents during Back-To-School Night.</p> <p>6.2 Articles that provide tips on how parents can help their student in school will be placed in the newsletter throughout the year.</p> <p>6.3 Parent volunteers will continue to be welcomed to assist children in classroom activities, including small group instruction.</p> <p>6.4 Students from Oak Ridge High School and Folsom Lake College will continue to volunteer hours in classrooms as part of their academic program.</p> <p>6.5 Continue use of retired reading specialist and retired teachers to assist children who are at risk.</p>	9/1/2017-5/25/2018	Principal/Teachers				
<p>Auxiliary services for students and parents:</p> <p>7.1 Continued participation in El Dorado County Spelling Bee, Oral Interpretation, and Nature Bowl.</p> <p>7.2 Students in grades 4-5 will have the opportunity to participate in an elective program each trimester with technology, video production, coding, 3-D printing, robotics, world travel, leadership, and visual art as part of their choices on the course list.</p>	9/1/2017-5/25/2018	Principal/teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results:</p> <p>8.1 Teachers will monitor and report student progress to parents at least three times a year.</p> <p>8.2 Program implementation progress and results will be regularly monitored by the principal and shared with the School Site Council.</p> <p>8.3 The Rtl team will report student scores to teaching staff to be used for report cards and program planning.</p> <p>8.4 Fifth grade students' will take the SBAC 5th grade science test in the spring of 2018. Results of the assessment will be reviewed and analyzed at the district level in the Fall of 2018 to help design the academic program and drive instruction in science.</p>	9/1/2017-5/25/2018	Principal/Teachers				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Provide an innovative and engaging learning environment.
LEA GOAL:
Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college.
SCHOOL GOAL #2:
Provide an innovative environment that integrates technology into the teaching and learning process, to ensure that our students are engaged and well-prepared for success in high school, career and college.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.

Findings from the Analysis of this Data:

Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals.

School-wide SBAC data revealed that 77% of students in grades 3-5 met or exceeded the ELA standards and 74% of students in grades 3-5 met or exceeded the math standards. Data showed an average increase overall of 4% in ELA.

Reading Counts data revealed that at the end of the year an average of 71% of second graders through fifth graders scored within their lexile band on the Scholastic Reading Inventory.

DIBELS data revealed that 87% of kindergarten students met the end of year benchmark for Phoneme Segmentation and 74% met the end of year benchmark for Nonsense Word Fluency.

In first grade, 73% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% met the standard for Nonsense Word Fluency (Whole Words Read). 74% of first graders met the standard for fluency and 78% met the standard for accuracy when assessed using the DIBELS Oral Reading Fluency assessment (DORF).

On the DORF, 80% of second graders met the fluency benchmark and 92% met the accuracy benchmark.

In grades 3-5, the average percent meeting the DORF fluency benchmark score was 81%. The average percent meeting the DORF accuracy benchmark was 85%.

School-wide SBAC data revealed that 73% of students in grades 3-5 met or exceeded the ELA standards and 68% of students in grades 3-5 met or exceeded the math standards.

SBAC Data also indicated that 61% of students in the "Not Met" achievement level are currently receiving services in the school's Special Day Class setting.

DIBELS data revealed that 26% of kindergarten students met the end of year benchmark for Phoneme Segmentation and 52% met the end of year benchmark for Nonsense Word Fluency.

In first grade, 68% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 78% met the standard for Nonsense Word Fluency (Whole Words Read). 73% of first graders met the standard for fluency and 76% met the standard for accuracy when assessed using the DIBELS Oral Reading Fluency assessment (DORF).

SBAC data revealed 74% of 3rd-5th graders met or exceeded the math standards. Data showed a 6% increase in the overall average in math. The Go Math End of Year Assessment revealed that 97% of first and second graders scored 80% or above on the assessment and 77% of 3rd-5th graders scored 80% or above on the assessment.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Digital Literacy Compliance reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: 1.1 Students will receive computer lab instruction one hour per week in grades 2nd-5th. Instruction will be based on the district's Technology Skills Scope and Sequence and required Digital Literacy Lessons. 1.2 Students in Kindergarten and first	9/1/2017-5/25/2018	Principal/Teachers	1.8 United Streaming license	5000-5999: Services And Other Operating Expenditures	PTO	1100.00
			1.10 Jupiter Grades	5000-5999: Services And Other Operating Expenditures	District Funded	350.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>grade will have opportunities to explore technology in the computer lab with introductory lessons each trimester.</p> <p>1.3 Students in 2nd-5th grade classes will receive instruction in Typing Agent for twenty minutes each week and will have access to the program from home to build their keyboarding skills.</p> <p>1.4 Students will take the Reading Counts comprehension quiz in the lab each week and will receive the Scholastic Reading Inventory each trimester to determine lexile scores.</p> <p>1.5 Students in grades 2nd-5th will have instruction using the Reflex Math program for 30 minutes per week and will have access to this program in classrooms on the student Chromebooks, as well as from home to build fluency skills in mathematics.</p> <p>1.6 Students in grades K- 5th grade will have digital literacy/citizenship lessons in the computer lab on a variety of topics including plagiarism and internet safety.</p> <p>1.7 Students in grades 3rd-5th will have instruction in the Ten Marks math program. Students will have access to the program in classrooms, in the computer lab, and from their homes. Ten Marks is designed to tailor math instruction to each individual student's needs, allowing them to progress or receive remediation depending on their assessment scores on concepts in math at their grade level.</p> <p>1.8 Teachers will utilize United</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Streaming as a teaching resource to provide educational videos based on state standards and the new NGSS standards to enhance lessons across the curriculum and bring the curriculum to life.</p> <p>1.9 4th and 5th graders will have a technology elective available each trimester on the wheel of electives. These include Power Point, research strategies, and excel spreadsheets, to create a report on a topic of their choice.</p> <p>1.10 Students will have a choice of video production as an elective in 4th and 5th grade. Students will use mini iPads and program software for editing to produce short videos and animation.</p> <p>1.10 Upper grade teachers will continue the use of Jupiter Grades so that parents can easily track students progress on tests and assignments from home.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Teachers will use the "Chrome book" carts for instruction in classrooms with students to enhance their classroom lessons.</p> <p>2.2 Continue use of ELMOS, and Promethean Boards and TV/Tablet combination in classrooms.</p> <p>2.3 Teachers will continue to use iPads issued from the district and will have training to support the use of iPads in the classrooms.</p> <p>2.4 Teachers will utilize expertise of district technology teachers to</p>	9/1/2017-5/25/2018	Principal/Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
embed technology into their classroom lessons.						
Extended learning time: 3.1 Students will have access to the computers in the library before and after school for research. 3.2 Students will have access to Typing Agent, Reflex Math, Go Math, and Ten Marks from home to support and extend classroom instruction.	9/1/2017-5/25/2018	Students/Families				
Increased educational opportunity: 4.1 Students will be able to access many of the instructional programs used at school from their homes in the evenings including: Typing Agent, Go Math, Reflex Math, Ten Marks, and Jupiter Grades.	9/1/2017-5/25/18	Principal/Teachers				
Staff development and professional collaboration: 5.1 Teachers will have staff development in Benchmark Advance ELA adopted curriculum. 5.2 Teachers will use the computer-based math tests generated by Ten Marks to help prepare students for taking the SBAC test in the Spring of 2018. 5.3 Teachers will administer interim block tests (IBA & ICA) through the SBAC system and review student results to help prepare for SBAC testing the spring.	9/1/2017-5/25/2018	Principal/Teachers	Google Academy	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	160.00
			Teacher Substitutes	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	200.00
			Teacher Substitutes	3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	30.88

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>5.4 Teachers will receive training and support for SBAC administration before and during SBAC testing with their classes.</p> <p>5.5 Teachers will receive continued training and support for the use of iPads in the classroom.</p> <p>5.6 Google Training will be provided for interested teachers.</p>						
<p>Involvement of staff, parents and community:</p> <p>6.1 The school newsletter will be sent home electronically to families on a bi-monthly basis to inform parents of school events.</p> <p>6.2 Teachers will be available to parents daily after school via email or in person for questions or concerns that may arise.</p> <p>6.3 At Back to School night and during parent/teacher conferences parents will be given an over view of all the programs they can access from home and how to use each program to support and enhance their child's learning.</p>	9/1/2017-5/25/2018	Principal/Teachers				
<p>Auxiliary services for students and parents:</p> <p>7.1 Students will have access to computers in the library before and after school to use for researching topics.</p>	9/1/2017-5/25/2018					
<p>Monitoring program implementation and results:</p> <p>8.1 Teachers will monitor and report</p>	9/1/2017-5/25/2018	Principal/Teachers				

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

Planned Improvements in Student Performance

School Goal #3

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collection: Alignment of instruction with content standards 1.1 Teachers will continue to have support in SBAC administration and students will be given opportunities to take the interim and comprehensive SBAC assessments in preparation for the summative SBAC test in spring of 2018. 1.2 Teachers will receive ongoing staff development training in Benchmark Advance, STEMscope	9/1/2017-5/25/2018	Principal/Teachers/ Library Media Technician	1.5 Enhance Library Collection	4000-4999: Books And Supplies	PTO	2500.00
			1.5 Enhance library Collection- Book Fair (Profits)	4000-4999: Books And Supplies	PTO	2458.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Science, Google, and Step up to Writing.</p> <p>1.3 Teachers will participate in the District Curriculum Committee to discuss new curriculum and assessment implementation. Representatives will share with colleagues at staff meetings.</p> <p>1.4 Teachers will attend STEMscope Science, GLAD, and receive on site staff development for Google and Design Learning during the 17-18 school year.</p> <p>1.5 The library media technician will complete and analyze the school library collection and determine priorities for purchase.</p> <p>1.6 Staff and community members will continue to support the goal of 20+ books per student. Jackson's current student to book ratio is 34:1.</p> <p>1.7 Library staff will complete annual CDE Online School Library Survey.</p> <p>1.8 Reading Counts will continue to be used school wide using the books and tests currently available and will be upgraded as needed to maintain access to the most current book titles.</p> <p>1.9 Students will continue to have regular use of Chromebooks in the classroom. We have a 1:1 student ratio for 3-5 grade students, one cart of Chromebooks for second grade and 5 ipads in each Kindergarten and first grade class.</p> <p>1.10 Jackson School will purchase a 3-D printer in the Fall of 2017 and train upper grade students how to use it.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Library Access and Use: Improvement of instruction strategies and materials</p> <p>2.1 All primary classes will be scheduled in the library once a week as evident by the library schedule. Upper grade classes will sign up for open blocks in the library.</p> <p>2.2 The library shall provide barrier-free access for students staff, and the community during the school day, before and after school hours, and beyond the school year when needed.</p>	9/1/2017-5/25/2018	Principals/Teachers /Library Media Technician				
<p>Library Program Elements: Extended learning time</p> <p>3.1 Continue to support district wide "I love Reading Week" and Reading Certificates will be given out for "total words read" each trimester and in combination with Reader Raceway in the library. Lexile Lunch with the principal will happen each trimester to recognize the top three students in each class with the largest lexile gains during the trimester.</p> <p>3.2 Provide 'information literacy' activities to increase student knowledge and skills related to locating, evaluating, and using information effectively.</p> <p>3.3 Provide instructional materials and support to classroom instructional goals and priorities through the library program.</p> <p>3.4 Provide motivational reading events and activities including Read-a-Thon, author visits, assemblies,</p>	9/1/2017-5/25/2018	Principal/Teachers	3.1 "I Love Reading Month"	4000-4999: Books And Supplies	Site Formula Funds	350.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>celebrations, etc.</p> <p>3.5 Continue to make the Library an integral piece of the whole school's technology infrastructure.</p> <p>3.6 Provide collaboration time at staff meetings between the classroom teachers and the Library/Media Coordinator.</p>						
<p>Monitoring program implementation and results:</p> <p>4.1 Library program support to the instructional program will be measured by the number of books circulated and the students' growth as demonstrated on State and District assessments.</p> <p>4.2 The Library/Media Coordinator will provide an annual update on library access, use, and collection data.</p> <p>4.3 Processes are in place to expand the library collection and determine future funding options.</p>	9/1/2017-5/25/2018	Principal/Teachers/ Library Media Technician				
<p>Intervention and Assistance for struggling students:</p> <p>5.1 The Library Media Technician will help students chose books at their appropriate lexile level.</p> <p>5.2 The Library Media Technician will encourage students to take Reading Counts assessments upon completing a book.</p> <p>5.3 Students who are struggling with reading will receive extra support through small group instruction in classrooms and through the Learning Center to improve their reading skills and heighten their lexile scores.</p>	9/1/2017-5/25/2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development and Collaboration: 6.1 Teachers will receive staff development focused on improving instructional strategies including GLAD, Step up to Writing, and Benchmark Advance. 6.2 Teachers will attend workshops at EDCOE focusing on effective instructional strategies for instruction. 6.3 Teachers will continue to discuss and share best practices during collaboration and grade level team meetings.	9/1/2017-5/25/2018					
Involvement of staff, parents, and community: 7.1 Parents and families will be included in library events surrounding the school book fair including the Book Fair reception held in the evening with refreshments for families. 7.2 This year the Book Fair Committee comprised of the Library Media Technician and parents discussed the Book Fair theme, "Wild West Book Fair "and will transform the library into a western themed town. 7.3 The PTO will continue to support literacy through their ongoing commitment and support of the library program.	9/1/2017-5/25/2018					
Monitoring implementation and results:	9/1/2017-5/27/2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>8.1 The library Media Technician will report at staff meetings on the library program and will solicit feedback from teacher's regarding the library program to ensure that student needs are being met.</p> <p>8.2 The Principal and Teachers will review academic program data to monitor student progress and develop intervention plans to meet student needs.</p> <p>8.3 Teachers will report student progress to parents three times per year and will conference with parents a minimum of once per year.</p> <p>8.4 The Principal and School Site Council, along with teachers will monitor program implementation and report regularly on school performance data.</p> <p>8.5 The Principal and Teacher Liaison to the PTO Board will report on PTO events and funding at staff meetings.</p> <p>8.6 The Staff will generate a wish list for PTO funding every April which will be presented to the PTO at the May meeting.</p>						

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Enhance and encourage learning for all subgroups of students.
LEA GOAL:
Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment.
SCHOOL GOAL #4:
Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, and at-risk students through access to quality instruction, academic intervention and social support programs.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.
Findings from the Analysis of this Data:
Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists, and nurses corroborated these findings, and also indicated that there is a need for more professional development and supportive services to meet these goals. School-wide SBAC data revealed that 77% of students in grades 3-5 met or exceeded the ELA standards and 74% of students in grades 3-5 met or exceeded the math standards. Of the students who have an IEP or 504 plan in 3-5th grade, 70% met or exceeded ELA and Math benchmarks. The data provided by SBAC showed that the EL student subgroup was too small to generate data. For Socio-economically Disadvantaged students, 70% met or exceeded benchmarks in ELA and 52% met or exceeded benchmarks in Math with 39% of students in the nearly met band for Math benchmarks.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collection: Alignment of instruction with content standards 1.1 Students who are at-risk academically or socially will be closely monitored and will receive	9/1/2017-5/25/2018	Principal/Teachers	1.8 Red Ribbon Week	4000-4999: Books And Supplies	Site Formula Funds	350.00

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and good decisions. 1.9 Each month students will have a garden lesson with the garden coordinator in the school garden. Lesson will focus on the CA State Garden Standards as well as nutrition and healthy eating.						
Improvement of instructional strategies and materials: 2.1 The fourth and fifth grade prep will consist of a structured physical education program instructed by a trained P.E. teacher to emphasize health and wellness. 2.2 All students will participate in the "Character Counts" character education program. A different positive character trait will be emphasized each month and students will be recognized for displaying positive character traits. 2.3 All fourth and fifth graders will view the "Gum in my Hair" video and participate in a discussion with the principal. 2.4 Additional art materials will be purchased to support students' artistic experiences and creative risk-taking. Student work will be displayed in the Spring Art Show. 2.5 Additional P.E. equipment will be purchased to support students' participation and expand their experiences in physical education. 2.6 Nutrition lessons, and health and wellness resources from the district website will be incorporated into the	9/1/2017-5/25/2018	Principal/Teachers/PE Teacher	2.1/2.5 PE Equipment 2.2 Character Counts Celebrations 2.4 Art supplies for the Spring Art Show	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	PTO Site Formula Funds Site Formula Funds	1500.00 500.00 500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>physical education classes in 4th/5th grade and into the school garden curriculum during the 17-18 school year.</p> <p>2.7 Teachers will make every effort to connect with students on a personal level so that students feel like their teacher has taken a personal interest in each of them. (Per Healthy Kids results 17-18)</p>						
<p>Extended learning time:</p> <p>3.1 Jackson will continue to provide athletic opportunities for students (volleyball, cross-country, and girls and boys basketball teams) to increase fitness opportunities.</p> <p>3.2 Coach stipends will be provided for the athletic team coaches.</p> <p>3.3 Students will have the ability to choose a Leadership elective class each trimester so that students have the opportunity to coordinate and participate in community service projects such as recycling, canned food drives, clothing drives, and Pennies for Patients.</p> <p>3.4 Students will have an opportunity to participate in the after school Garden/Science Club.</p> <p>3.5 Reach out to "invisible families" with positive notes/ phone calls, etc. to help them feel connected to our school.</p> <p>3.6 Use of Duolingo for increasing Spanish speaking skills for Principal and 4/5 SDC teacher.</p> <p>3.7 PTO sponsored family events</p>	9/1/2017-5/25/18	Principal/Teachers	3.2 Coaching Stipends	1000-1999: Certificated Personnel Salaries	Site Formula Funds	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
including: "Chalk Up a Great First Day", Family Ice Cream Social, Donuts with Dad, Muffins with Mom, Family Reading Night, Family Science Night, and Fall Festival.						
Staff development and professional collaboration: 4.1 Fourth and fifth grade teachers use life skills curriculum with upper grade students. 4.2 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data.	9/1/2017-5/25/2018	Principal/Teachers				
Involvement of staff, parents, and community: 5.1 The school newsletter will be sent out bimonthly to inform parents of school events. 5.2 The site and district safety committees will continue to meet each trimester to discuss and monitor school safety concerns. 5.3 The site crisis response and Safe School Plan (AB 187) will be updated with the input of the site safety committee and parent surveys. 5.4 The "Safety Corner" in the school newsletter will focus on school safety issues.	9/1/2017-5/25/2018	Principal/Teachers/ Safety Committee				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents:</p> <p>6.1 The Student Success Team will meet to facilitate increased mutual support and problem solving among staff and parents and generate alternative instructional and behavior management strategies for identified students.</p> <p>6.2 All classrooms will be provided with buckets filled with emergency supplies.</p> <p>6.3 Each month a fire drill will occur to monitor the staff and students execution of fire safety procedures.</p> <p>6.4 There will be two earthquake drills and two District intruder drills to monitor the staff and students execution of disaster procedures.</p> <p>6.5 School rules will be published for recess games and provided to teachers and yard supervisors.</p> <p>6.6 Visitors are required to wear name badges and sign in at the school office.</p>	9/1/2017-5/25/2018	Principal/Teachers/ School Site Council				
<p>Monitoring program implementation and results:</p> <p>7.1 Assessment and analysis of 5th grade student Fitnessgram and President's Physical Fitness assessments (1st through 5th) will occur.</p> <p>7.2 Healthy Kids Survey results will be reviewed and used for planning.</p> <p>7.3 Data on office referrals and suspensions will be reviewed and used for planning goals.</p>	9/1/2017-5/25/2018	Principal/PE Teacher				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7.4 Data on students referred to the student success team for behavior concerns will be reviewed and action plans will be written.</p> <p>7.5 Data on students referred to the SARB board for attendance concerns will be reviewed.</p> <p>7.6 Parent survey results will be reviewed and used to plan accordingly.</p> <p>7.7 Safety committee feedback will be reviewed and incorporated into the School Safe Plan.</p>						

Planned Improvements in Student Performance

School Goal #5

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2017. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual professional goals by October of 2017. 1.3 The administrator will meet with teachers in February of 2018 to discuss progress made on their goals	9/1/2017-5/25/18	Principal/Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and the evidence to support their goals.</p> <p>1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits.</p> <p>1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE TIP program. Participating Teachers commit to spending 60 hours each year on TIP related activities/professional development. TIP teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as TIP Support Providers for our Participating Teachers.</p>						
<p>Staff Evaluation/Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p>	7/1/2017-6/30/2018	Principal				
<p>Staff Support:</p> <p>3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so</p>	7/1/2017-6/30/2018	Principal/teachers				

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

Planned Improvements in Student Performance

School Goal #6

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns.	9/1/2017-5/25/2018					

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
PTO	17,504.00
District Funded	24,436.00
Parent Teacher Association/Parent Faculty Club	19,449.00
Site Formula Funds	4,145.00
Title II Part A: Improving Teacher Quality	6,580.88

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	13,355.00
2000-2999: Classified Personnel Salaries	20,190.00
3000-3999: Employee Benefits	3,147.88
4000-4999: Books And Supplies	9,507.00
5000-5999: Services And Other Operating Expenditures	25,915.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	PTO	6,458.00
5000-5999: Services And Other Operating	PTO	11,046.00
1000-1999: Certificated Personnel Salaries	District Funded	5,279.00
2000-2999: Classified Personnel Salaries	District Funded	16,190.00
3000-3999: Employee Benefits	District Funded	2,617.00
5000-5999: Services And Other Operating	District Funded	350.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty	4,000.00
3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty	500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	1,349.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	13,600.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	1,836.00
4000-4999: Books And Supplies	Site Formula Funds	1,700.00
5000-5999: Services And Other Operating	Site Formula Funds	609.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	6,240.00
3000-3999: Employee Benefits	Title II Part A: Improving Teacher Quality	30.88
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	310.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,616.00
Goal 2	1,840.88
Goal 3	5,308.00
Goal 4	4,350.00

School Site Council Membership

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

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

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11/17/16.

Attested:

Michele Miller

Typed Name of School Principal

Signature of School Principal

Date

David Hoff

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Lake Forest Elementary School
CDS Code: 09619786109441
District: Rescue Union School District
Principal: Bruce Peters
Revision Date: 1/16/2018

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

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

Contact Person: Bruce Peters
Position: Principal
Phone Number: 916.933.0652
Address: 2240 Sailsbury Dr.
El Dorado Hills, CA 95762-6984
E-mail Address: bpeters@my.rescueusd.org

The District Governing Board approved this revision of the SPSA on 1/30/2018.

Table of Contents

School Vision and Mission	3
School Profile.....	3
School and Student Performance Data	5
CAASPP Results (All Students)	5
CELDT (Annual Assessment) Results.....	9
CELDT (All Assessment) Results	10
Chronic Absenteeism Data	11
Planned Improvements in Student Performance	12
School Goal #1	12
School Goal #2	19
School Goal #3	25
School Goal #4	31
School Goal #5	36
School Goal #6	39
Summary of Expenditures in this Plan	41
Total Allocations and Expenditures by Funding Source	41
Total Expenditures by Object Type.....	42
Total Expenditures by Object Type and Funding Source	43
Total Expenditures by Goal	44
School Site Council Membership	45
Recommendations and Assurances.....	46

School Vision and Mission

Lake Forest Elementary School's Vision and Mission Statements

School Vision

Lake Forest Elementary is an excellent school, providing a well-rounded education in a safe, positive atmosphere that challenges each student to achieve to his or her highest potential.

Parents and staff work together in cooperation to ensure that all students have an equal opportunity to learn and have the resources necessary to support their learning needs. Student academic achievement is supported by the standards-based curriculum, creative input from a highly skilled, diverse teaching staff and community volunteer resources.

All students are challenged to work to their greatest potential and to embody the responsible social skills and positive character traits encouraged in all Lakers.

School Mission

Lake Forest Elementary School, with the strong support and involvement of our parents and community, is committed to providing all our students with the academic, social and technological tools they need to excel both now and in their future endeavors.

Our staff is dedicated to providing a standards-based program, which emphasizes achievement, both academic and social, at the highest levels of excellence to meet the unique needs of all students.

We will provide our students with a broad range of educational experiences, study skills and organizational tools needed to become adaptable, flexible thinkers, who are proud of themselves and their accomplishments, who take responsibility for their actions, and who are ready to contribute to our school and community.

School Profile

School Profile

September 25, 2015 marked the 25th anniversary of our school! Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The campus overlooks views of the surrounding hills and attractive neighborhoods, which have grown with the enrollment of the school over the past two decades. At one point in the late 90's our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School changed to a traditional calendar after being on a multi-track year round calendar for nine years. Currently, Lake Forest Elementary is a Transitional K-5 school serving approximately 430 students with 17 classrooms.

Student successes at Lake Forest have resulted in state and national recognition. In 2012, our school's Academic Performance Index (API) score was 937. This achievement was the highest score in Rescue Union School District history, ranked in the top 10 for all elementary schools in the Sacramento region and was the highest recorded in El Dorado Hills. In 2004 and 2014, our school was chosen for the California Distinguished School Award as one of the top achieving elementary schools in the state. This trend continued in 2013 and 2014, with academic scores consistently ranking among the highest achieving schools in El Dorado County. Initial scores from the SBAC testing from the spring of 2015 indicated continued success. The overall percentage of students scoring at grade level standard or higher was 73% in ELA and 69% in math. Both of these percentages were among the highest in the region found in elementary schools. Our results from SBAC testing conducted in spring of 2016 showed continued success and improvement. Lake Forest students achieved an 83% ELA met or exceeded score and a 74% in math. Both scores were among the very highest in the region. 2017 showed a decrease in ELA and Math scores, 71% and 64% respectively, but overall Lake Forest remained in the high achieving schools in the region.

Lake Forest Elementary School prides itself on its positive school climate and its commitment to ensuring success for all students. All teachers are credentialed and have high expectations for every student. The curriculum is challenging and encompasses varied teaching and learning approaches. Our staff collaborates regularly to discuss student success, planning, intervention strategies for struggling learners and to improve overall practice.

Rescue Union School District strictly adheres to the state curricular frameworks and content standards. California Standards are taught in math and language arts in all grades. The core curriculum is enhanced through special learning activities such as our Science Prep Class, an hour and a half weekly program dedicated solely to Science instruction for 4th and 5th grade students; outdoor education; life lab garden science; drama, art and health, dramatic and musical productions by guest artists and student performers; and participation in events such as Nature Bowl, Festival of Oral Interpretation, and Spelling Bees. Field trips include Coloma, Sutter's Fort, Apple Hill, Discovery Museum, Sacramento Zoo, Challenger Space Camp, and various theater productions. Additionally, learning opportunities are brought to the campus through the support of the fundraising efforts of our Parent Teacher Council. Activities include environmental education through the American River Conservancy, beginning jazz and square dancing, classroom music instruction, visual and performing arts assemblies, living history presentations such as Pioneer Day and America Days, guest speakers in areas of health and fitness, visiting authors, and other curriculum-based presentations within the classroom setting.

A high value is placed on the family, and parental involvement is welcomed and encouraged. Many parents volunteer in classrooms on a regular basis and others support the school in a variety of ways. The Lake Forest School Site Council (SSC) and Parent Teacher Council (PTC) are two organizations that encourage family input and involvement. The SSC is comprised of school staff and parents who work to develop a Single Plan for Student Achievement to enhance the educational program. The PTC organizes parent and community volunteers, plans family-oriented socials, and facilitates school fundraisers to support and enhance the instructional programs. The Lake Forest PTC has been instrumental in purchasing new technology, learning programs, supporting the arts, and providing intervention for struggling students.

The curriculum focus is based on California Standards. We are currently supporting the complete transition to Common Core Standards through staff articulation, the full implementation of new ELA materials (Benchmark) and staff development. Teachers have recently participated in workshops with consultants well versed in the California Standards, and staff development in the area of writing is ongoing. GO Math, specifically written and designed to align with California Mathematics Standards, was adopted three years ago and full implementation began in 2014-2015. Rescue Union School District adopted a standards-based social studies curriculum by McGraw-Hill/National Geographic, "Adventures in Time and Place". The school wide science program, Scott Forsman, was adopted in 2007-2008. Experimentation and investigations are encouraged through the use of Foss Kits and Scott Forsman science resource materials. Students participate in science related field trips and various outreach programs through the American River Conservancy and the Discovery Museum. A fully equipped technology lab with thirty computer stations directly supports the core curriculum, and it is updated yearly through the fundraising efforts of our Parent Teacher Council. In addition, we have added another mobile computer lab which utilizes Chromebooks, and have infused mobile technology into our 2nd, 3rd, 4th and 5th grade classes, all of which currently have daily access to computers in the classroom.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	89	66	82	89	65	82	89	65	100.0	100	98.5
Grade 4	75	87	100	74	87	98	74	87	98	98.7	100	98
Grade 5	76	76	97	74	74	96	74	74	96	97.4	97.4	99
All Grades	233	252	263	230	250	259	230	250	259	98.7	99.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2480.9	2496.1	2471.8	55	57	47.69	20	26	21.54	17	12	20.00	9	4	10.77
Grade 4	2515.9	2520.3	2518.0	42	51	44.90	31	25	33.67	12	11	10.20	15	13	11.22
Grade 5	2552.8	2570.8	2540.9	38	46	35.42	35	43	30.21	18	7	21.88	9	4	12.50
All Grades	N/A	N/A	N/A	45	52	42.08	28	31	29.34	16	10	16.99	11	7	11.58

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	52	48	46.15	35	46	38.46	12	6	15.38			
Grade 4	34	45	38.78	54	44	52.04	12	11	9.18			
Grade 5	38	42	36.46	49	51	50.00	14	7	13.54			
All Grades	42	45	39.77	46	47	47.88	13	8	12.36			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	48	41.54	43	48	43.08	12	3	15.38
Grade 4	51	44	41.84	38	44	46.94	11	13	11.22
Grade 5	53	50	45.83	39	47	37.50	8	3	16.67
All Grades	50	47	43.24	40	46	42.47	10	6	14.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	40	36.92	68	56	58.46	5	3	4.62
Grade 4	38	31	30.61	55	60	58.16	7	9	11.22
Grade 5	28	38	31.25	59	59	57.29	12	3	11.46
All Grades	31	36	32.43	61	58	57.92	8	5	9.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	54	35.38	44	43	60.00	11	3	4.62
Grade 4	26	44	40.82	41	47	47.96	14	9	11.22
Grade 5	55	58	38.54	42	41	48.96	3	1	12.50
All Grades	42	52	38.61	42	44	51.35	9	5	10.04

Conclusions based on this data:

1. Student growth in the Above Standard band decreased as much as 12% in three areas tested in ELA in 2017. Writing decreased nearly 9% in the above standard band, however the combined areas of Above Standard and At or Near Standard was still 86% for the entire group. In all four areas, the percentage of students who fell into the Below Standard range increased when compared to the previous testing period. This illustrates an increase in new students who fell into this band and signals a need for increased targeted intervention.
2. 3rd, 4th and 5th graders continued to struggle in Research/Inquiry (38% Avg. Above Standard) in 2017 which was down as a group compared to the previous two testing cycles. 90% of these students did achieve at or near proficiency in this area.
3. Demonstrating effective communication was only 38% above standard in grades 3rd-5th but 90% were at or nearly at standard the group.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	82	89	66	82	89	65	82	89	65	100.0	100	98.5
Grade 4	75	87	100	73	87	98	73	86	98	97.3	100	98
Grade 5	76	76	97	74	74	96	74	74	96	97.4	97.4	99
All Grades	233	252	263	229	250	259	229	249	259	98.3	99.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2475.9	2482.9	2474.9	29	40	30.77	51	36	50.77	13	21	13.85	6	2	4.62
Grade 4	2517.5	2521.8	2517.4	33	35	37.76	34	40	28.57	23	20	25.51	10	6	8.16
Grade 5	2544.8	2560.9	2538.9	32	42	27.08	26	28	23.96	28	23	37.50	14	7	11.46
All Grades	N/A	N/A	N/A	31	39	32.05	38	35	32.43	21	21	27.03	10	5	8.49

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 3	50	54	47.69	43	40	47.69	7	6	4.62			
Grade 4	47	43	47.96	37	44	32.65	16	13	19.39			
Grade 5	45	45	33.33	30	36	45.83	26	19	20.83			
All Grades	47	47	42.47	37	41	41.31	16	12	16.22			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	48	41.54	46	47	47.69	9	4	10.77
Grade 4	36	41	41.84	52	56	42.86	12	3	15.31
Grade 5	39	50	33.33	45	38	50.00	16	12	16.67
All Grades	40	46	38.61	48	47	46.72	12	6	14.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	51	49	43.08	44	45	49.23	5	6	7.69
Grade 4	45	47	41.84	41	42	46.94	14	12	11.22
Grade 5	36	38	30.21	47	50	52.08	16	12	17.71
All Grades	45	45	37.84	44	45	49.42	11	10	12.74

Conclusions based on this data:

1. Overall, the number of students in grades 3rd through 5th achieving "Exceeded" or "Met" in math decreased from the scores from the previous year by nearly 10% in some grade levels. The overall scores in Communicating Reasoning fell from 89% to 86% but were still the highest area of success in 2017. The 38% in the Above Standard band in that area for 5th graders was still the lowest score of any above standard band in math.
2. Concepts & Procedures was again the highest area of success in all grades in 2017 (42% Above Standard overall), but was down 5% from 2016.
3. Problem Solving & Modeling/Data Analysis was the lowest overall area in number of students exceeding standards in 2015, but in 2016 it was the area of greatest growth. Overall achievement rose from 40% to 46% in this area over one testing year. In 2017, this area scored at 85% overall but the above standard band decreased to 39%.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***											
1		***						***		***					
2	25		***			***	50		***	25				***	
3		40			20		***	40		***					
4					***	***		***	***						
5			***			***	***								
Total	9	27	29	18	27	43	45	36	29	27				9	

Conclusions based on this data:

1. This subgroup of students is comparatively small (less than 14 students currently) and does not create a significant number for analysis. The individual fluency scores of students designated EL will be addressed in more detail in goal #4.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	29	60		29	20	***	14			14		***	14	20	
1		***	***					***		***	***				
2	17		20			40	33		20	17		20	33	***	
3		50			17	***	***	33		***					
4		25	***		50	***		25	***						
5	***	***	***			***	***								
Total	25	45	27	10	20	47	30	20	13	20	5	13	15	10	

Conclusions based on this data:

1. 60% of students met early advanced or advanced criteria. The ELPAC will replace the CELDT in 2017-18.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
Asian	26	0	0.0
Filipino	1	1	*
Hispanic or Latino	69	2	2.9
Two or More Races	27	0	0.0
White	357	15	4.2
Male	257	9	3.5
Female	230	8	3.5
English Learners	15	1	6.7
Students with Disabilities	65	2	3.1
Socioeconomically Disadvantaged	32	1	3.1
Foster	1	1	*
Kindergarten	88	7	8.0
Grades 1-3	200	2	1.0
Grades 4-6	199	8	4.0
Grades K-8	487	17	3.5
Total	487	17	3.5

Conclusions based on this data:

1. Kindergarten represented the highest percentage (8%) of any class for chronic absenteeism. Based on the young age and higher propensity for illness, this is not surprising.
2. Only 2 of 200 students in grades 1st-3rd were designated as chronically absent.
3. Only 3.5% chronic absenteeism school wide ain't too shabby.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Enhance and encourage learning for all students.
LEA GOAL:
Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards.
SCHOOL GOAL #1:
All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes in English Language Arts and Writing. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classrooms and throughout the learning environment.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. School-wide CAASPP RESULTS from April 2017 test data revealed that 71% of all students in grades 3-5 met or exceeded the ELA standards. At the end of May 2017, 84% of second graders met the standard for fluency and 82% when assessed using the DIBELS Oral Reading Fluency assessment. Additionally, those receiving intervention averaged above the benchmark for the grade level. In grades 3-5, the average percent meeting respective grade level fluency benchmark score was 58%, 70% and 88%, respectively. These numbers include those receiving intervention and/or are identified as eligible for EL support, a 504 plan to accommodate for learning disabilities, RSP and/or SDC services.
Findings from the Analysis of this Data:
Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input gathered from surveys corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. The school score of 71% of students in grades 3rd through 5th that met or exceeded standards on the spring 2017 SBAC tests demonstrates that collaboration, staff development, ELA intervention for identified learners and aide hours were successful in supporting student achievement. However, this was a 12% decrease compared to results found in the previous tested year. A significant number of students did not meet the standards and need to continue to improve in English and writing. This year's 4th graders are a particularly lower achieving group (56% proficient in fluency, 68% proficient or better on SBAC) than what we have seen in most years at Lake Forest. This signals an on-going need for school personnel to continue to invest in early intervention, continued staff development with the new materials aligned with the California State Standards, and increased direct instruction in areas of need as identified by the multiple measures. Increased competency in standardized and local assessments recorded over time as students move from primary grades through 5th supports the philosophy that consistent assessment, early intervention and additional support materials are investments made by our school that increase performance in all students.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading

Counts Lexile Scores, DIBELS measures, trimester grade reports, and parent/student survey results. Our school goal is at least a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS assessments in grades 3rd-5th. Students in grades K-2 will have progress monitored using success on individual DIBELS scores. An improvement on the number of students reaching or exceeding fluency and accuracy benchmarks in second grade will be at least 10% higher than the same group scored on the previous year end tests. Grades 3rd-5th will improve their fluency scores by 5% overall (76% total).

In all areas of ELA, more than 50% of students in each grade level will be assessed at Above Standard and less than 5% will be assessed at Below Standard.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>1.1 Staff and students will use the district adopted, standards-based Benchmark Language Arts program, but will supplement with additional lessons designed to address the new California State Standards that do not align with that program.</p> <p>1.2 Classroom Assessments and district assessment data will be used to plan instruction, and develop flexible groupings based on student needs.</p> <p>1.3 Students will have opportunities to use technology tools for individual and collaborative writing, communicating, and publishing activities.</p> <p>1.4 Standards-based report cards will be used to inform students and parents of students' progress towards state standards.</p> <p>1.5 Students will continue to have daily opportunities for sustained silent reading of self-selected literature books.</p> <p>1.6 Students will participate in instructional activities on a regular basis designed to address all stages of the writing process using Step Up To Writing materials as well as the</p>	8/9/17-5/25/18	Administration Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>district adopted ELA curricula.</p> <p>1.7 Students will have regular opportunities to assess their own writing using grade level rubrics while learning to identify key elements of effective writing.</p> <p>1.8 Collaboration days will be used by staff to develop or share differentiation techniques, intervention strategies to reach all students and ways to extend learning for advanced students.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Additional materials will be purchased to support language arts and math instruction.</p> <p>2.2 Continue to support district wide "I love Reading Week" and other school wide reading incentive programs to increase student comprehension and fluency.</p> <p>2.3 Create leveled reading groups in grades K-3, based on current assessment data.</p> <p>2.4 Continue to use small group and differentiated instruction.</p> <p>2.5 The LIP Coordinator, Staff and Principal will collect and analyze student data (DIBELS scores, fluency, local assessments) in order to assist the staff in analyzing information and set instructional goals for students.</p> <p>2.6 The LIP Coordinator will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets.</p> <p>2.7 Throughout the year, teachers</p>	8/9/17-5/25/18	Administration LIP Coordinator Teachers	<p>Literacy Intervention Coordinator-Salary and Benefits</p> <p>Writing/ELA Program Materials-Step Up To Writing</p> <p>Classroom Materials</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Formula Funds</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p>	<p>590</p> <p>1500</p> <p>10000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>will make explicit reference to the standards as they plan and implement lessons being taught.</p> <p>2.8 Teachers will receive additional training in instructional strategies to meet the needs of low achieving students not meeting content standards using conferences or on site trainers.</p> <p>2.9 Purchase supplemental materials to enhance existing reading curriculum and support intervention.</p>						
<p>Extended learning time:</p> <p>3.1 The Literacy Intervention program will continue in grades 3rd through 5th (400 instructional aide hours).</p> <p>3.2 The Literacy Intervention Coordinator will provide student data and assist staff in scheduling recommended students for additional support.</p> <p>3.3 To enhance both general education and special education programs, a part-time (390 hours/year) para educator will assist with both small and large groups to improve instruction in grades K through 3rd.</p> <p>3.4 Students will have access to online academic supports such as Typing Pal and Reflex Math.</p>	8/9/17-5/25/18	Administration Teachers	<p>Literacy Intervention Aide</p> <p>Literacy Intervention Aide Benefits</p> <p>Classroom Intervention Aide</p> <p>Classroom Intervention Aide Benefits</p>	<p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>District Funded</p> <p>District Funded</p> <p>District Funded</p> <p>District Funded</p>	<p>8000</p> <p>1740</p> <p>7000</p> <p>1400</p>
<p>Increased educational opportunity:</p> <p>4.1 Intervention programs will continue in grades kindergarten through five to support students who have not reached grade level proficiency as measured by grade</p>	8/9/17-5/25/18	Administration	Before School Intervention	1000-1999: Certificated Personnel Salaries	Site Formula Funds	6500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>level trimester assessments.</p> <p>4.2 Step Up before school reading intervention will continue to be offered for 2nd-5th grade students who are at risk in reading or math.</p> <p>4.3 Participation in the Sacramento Region and El Dorado County Spelling Bees and the Festival of Oral Interpretation will continue.</p> <p>4.4 English Language Learners will receive additional instruction in English Language development by district ELL teacher.</p>			<p>Festival Of Oral Interpretation Participation and Spelling Bee Registration Fees</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Parent-Teacher Association (PTA)</p>	<p>600</p>
<p>Staff development and professional collaboration:</p> <p>5.1 Use grade level and cross grade level articulation on minimum days to analyze school wide writing prompts.</p> <p>5.2 Use grade level articulation meetings after school to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards.</p> <p>5.3 Use grade level articulation time to revisit the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data.</p> <p>5.4 Provide professional development in implementing California State ELA Standards through professional development classes offered through the County Office of Education.</p> <p>5.5 Provide release time for teachers to complete trimester assessments and participate in staff development.</p>	8/9/17-5/25/18	Administration	<p>Math Professional Development</p> <p>EDCOE teacher trainings</p> <p>Substitutes for release time</p> <p>Substitutes for Trimester Assessments</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Title II Part A: Improving Teacher Quality</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p> <p>District Funded</p>	<p>1500</p> <p>2000</p> <p>2000</p> <p>5600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.6 Provide release time for teachers to observe in other classrooms on site or within the county.						
<p>Involvement of staff, parents and community:</p> <p>6.1 Provide training for parents on existing academic programs used by staff such as Tools For Kindergarten Success, writing programs, etc.</p> <p>6.2 A description of grade level expectations and California State Standards will be presented to parents during Back-to -School-Night and referenced during yearly conferences.</p> <p>6.3 Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements.</p> <p>6.4 Parents will receive his/her student’s individual state assessment results.</p> <p>6.5 K-5 teachers will send home written communications describing current areas of curriculum focus.</p>	8/9/17-5/25/18	Administration Kindergarten Teachers	<p>Tools For Kindergarten Success Night</p> <p>Extra duty pay for Kindergarten Teachers</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Donations</p> <p>Local Categorical</p>	<p>450</p> <p>300</p>
<p>Auxiliary services for students and parents:</p> <p>7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year.</p> <p>7.2 Informational meetings for parents will be held throughout the year to discuss differentiation opportunities and Individualized Learning Plans for students at both the site and district levels.</p>	8/9/17-5/25/18	Administration Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7.3 The kindergarten lead teachers will organize student play dates and meetings for incoming students and their parents in order to better prepare them to begin school.</p> <p>7.4 Staff will share effective ways to increase learning through apps and online platforms that can be utilized at home.</p>						
<p>Monitoring program implementation and results:</p> <p>8.1 Student achievement data will be used to monitor programs and implement changes in instructional programs. Under performing students will be identified and intervention plans developed to meet needs using the Response To Intervention model.</p> <p>8.2 Teachers will monitor and report student progress to parents at least three times a year using the standards-based report card. Parent conferences will be held at the end of the first trimester and as needed throughout the year.</p> <p>8.3 Effectiveness of school programs will be monitored by the Administration through discussions with Lake Forest staff, PTC and the School Site Council.</p>	8/9/17-5/25/18	Teachers Administration				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Provide an innovative and engaging learning environment.

LEA GOAL:

Provide an innovative and engaging learning environment that effectively supports learning to ensure that our students are well-prepared for success in high school, career and college.

SCHOOL GOAL #2:

Provide an innovative environment that integrates technology into the learning process, and supports success in math and science to ensure that our students are engaged and well-prepared for success in high school, career and college.

Data Used to Form this Goal:

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, 2017 SBAC assessment data, Math adoption (GO Math) assessments were used to form this goal.

School-wide CAASPP RESULTS from April 2017 test data revealed that 64% of all students in grades 3-5 met or exceeded the Math standards. This was an decrease of 10% from results gathered from 2016. At the end of May 2017, 39% of 5th graders achieved a score of 80% or better on the GO Math end of year assessment. These numbers include those receiving intervention or are identified as eligible for EL, 504 plans to accommodate for learning disabilities, RSP and/or SDC services.

Science growth will be measured through classroom units, as taught by the Prep and general education staff. A pilot for the new Science standards will be administered in 2018. However, results from the pilots tests will not be shared with schools this year.

Findings from the Analysis of this Data:

Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. In addition, continuing attention to explanation of thinking when solving math problems is necessary to ensure that pupils have both computation and problem solving skills.

In 2016, student math scores on the SBAC revealed that the number of children reaching proficiency in each grade level decreased from grades 3rd to 5th. In 2017, proficient scores in each grade level still dipped from 3rd to 5th (81% in 3rd, 66% in 4th and 51% in 5th).

As in Goal #1, competency when using technology is also an area of need to ensure that students are comfortable working with computers, learning applications and online learning platforms in an ever changing and more connected world. Also a concern is eliminating potential barriers that face students in using technology during instruction and in testing situations by delivering instructional support for students and staff. Writing skills are also a factor in student success on the state testing which requires, "demonstrating ability to support mathematical conclusions". Actions present in Goal 1 will apply to this area as well.

Science CAASPP testing will be taken as a pilot again in 2018 by our 5th graders. Increased attention will be placed on supporting all students in science through increased educational opportunity ("Science Fair" and in-class projects) as well as additional staff development in our current science standards while looking ahead to the new science standards that will be adopted in the coming years.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Digital Literacy Compliance reports, and parent/student survey results. Our school goal is 10%, an increase to 74% overall, in the total number of students meeting or exceeding grade level math standards as measured by the SBAC Summative Assessment. Special focus will be placed on 5th grade progress so that the previous year scores increase to at least 70% proficiency. The goal for percentage of 5th grade students achieving 80% or higher on the year end math test will increase to 45%. Also, an attempt will be made to reduce the increasing number of students falling into the "Standard Nearly Met" band. The current 4th graders had 20% of students achieve this level in math in 2017. Traditionally, that has increased in 5th. Through intervention and leveled groups, we hope that we can decrease this number in 2018. This will be established through leveled groups and increased intervention opportunities for 5th graders.

In all areas of math, more than 40% of students overall will be assessed at Above Standard (32% in 2017) and less than 5% will be assessed at Below Standard on the 2018 Smarter Balanced Assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Alignment of instruction with content standards: 1.1 Staff and students will continue to use the district adopted standards-based programs in science and math. 1.2 Teachers will continue to use the Sequential Timed Math and Reflex online programs in grades 1-5 to assist students with basic facts and	8/9/2017-5/25/2018	Administration Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>increase proficiency as measured by weekly assessments.</p> <p>1.3 Teachers/students will use Go Math technology components to complement California Standards instruction and stimulate learning in a challenging way.</p> <p>1.4 Standards-based assessments provided with the core textbooks will continue to be used to measure the ongoing progress made by students in both math and science.</p> <p>1.5 Teachers will meet together to analyze data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.</p>						
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Purchase supplemental and consumable science materials to enhance existing program and the newly adopted math curriculum.</p> <p>2.2 Grade level parent volunteers will act as Mr. or Mrs. Wiz and will work to present standards-based science lessons.</p> <p>2.3 Additional materials will be purchased to support science and math instruction.</p> <p>2.4 Classrooms will be updated with improved technology, as needed, to improve math and science instruction.</p>	8/9/2017-5/25/2018	Administration Teachers	<p>Science Materials</p> <p>Technology Improvements and new equipment. Chrome Books and other computer upgrades.</p> <p>Technology Improvements and new equipment. Chrome Books.</p> <p>Technology Improvements and new equipment. Chrome Books.</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Donations</p> <p>District Funded</p>	<p>1000</p> <p>7000</p> <p>3000</p> <p>1500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Extended learning time:</p> <p>3.1 Participation in Step Up math intervention will be promoted for at-risk students in grades 2nd -5th.</p> <p>3.2 Lake Forest School will support science standards and beautify the school by supporting our school garden developing and connected grade appropriate lessons.</p>	8/9/2017-5/25/2018	Administration Teachers	Before School Math Intervention Classes	1000-1999: Certificated Personnel Salaries	District Funded	6500
		Garden Coordinator	Before School Intervention Benefits	3000-3999: Employee Benefits	District Funded	475
			Gardening Instruction Stipend for yearlong coordinator	2000-2999: Classified Personnel Salaries	Site Formula Funds	4000
			Garden Coordinator Benefits	2000-2999: Classified Personnel Salaries	Site Formula Funds	250
<p>Increased educational opportunity</p> <p>4.1 A list of tutors from Oak Ridge High School will be available for parents.</p> <p>4.2 Field trips, guest speakers and assemblies will continue to enhance standards-based curriculum.</p> <p>4.3 Support a Math Fest event that provides different opportunities in math for all grade levels.</p> <p>4.4 Students will have access to online programs to enhance skills such as Reflex Math, typing Pal and Ten Mark Math.</p>	8/9/2017-5/25/2018	Administration Teachers	Math Fest	0001-0999: Unrestricted: Locally Defined	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	425
				4000-4999: Books And Supplies	Donations	100
<p>Staff development and professional collaboration</p> <p>5.1 Use grade level and cross grade level articulation to monitor progress of instruction by analyzing students' assessment data (trimester/unit math tests, science assessments).</p> <p>5.2 Use grade level meetings to strategize differentiation, interventions, and to share instructional techniques to reach all students.</p> <p>5.3 Provide additional training for GO Math curricula as needed.</p>	8/9/2017-5/25/2018	Administration	Conference fees for teachers to attend training in math and science	5800: Professional/Consulting Services And Operating Expenditures	Local Categorical	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5.4 Provide differentiation training to teachers to help them meet the needs of all learners.						
Involvement of staff, parents and community: 6.1 Communicate student progress regularly to parents through report cards, progress reports, and conferences. 6.2 Volunteer parent docents will present grade level standards-based science lessons. 6.3 Intervention of identified grade levels will be offered in fall and winter.	8/9/2017-5/25/2018	Teachers				
Auxiliary services for students and parents: 7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year. 7.2 Informational meetings for parents will take place throughout the year to discuss differentiation opportunities and Individualized Learning Plans for students. 7.3 Teachers will use individual class websites to communicate homework and other classroom activates. 7.4 Teachers will share links to app and online learning platforms to supplement school lessons.	8/9/2017-5/25/2018	Administration Teachers				
Monitoring program implementation and results: 8.1 Assessment of student achievement and analysis of results	8/9/2017-5/25/2018	Administration Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
for future planning. 8.2 Grade level teams will review trimester data and discuss groupings/actions for improving performance in Math and Science.						

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Support the teaching and learning process.
LEA GOAL:
Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students
SCHOOL GOAL #3:
Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students, particularly in physical education, safety, and health.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Results of the Fitnessgram will be used to gauge progress in physical fitness. the results from spring 2017 5th grade test will be used for evaluation purposes.
Findings from the Analysis of this Data:
Stakeholders indicated a need for more rigorous, relevant materials, including library services, media, and technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. The school will measure the progress of this goal using information from trimester fitness testing and the 5th grade Fitnessgram results to effectively evaluate health and wellness programs. Last years results for 5th grade performance on the Fitnessgram are currently used for data analysis. Traditionally student goals for achieving competency in at least 5 of 6 tested areas ranges near 80% or more. In 2017, the scores were consistent with that trend. Over 95% or more were in the Healthy Fitness Zone on 3 of 6 tested areas, which were primarily focused on strength activities. Aerobic capacity was 83% HFZ, and body composition (79% HFZ). Flexibility scores were 76% HFZ and were the lowest of all tested areas. Updated scores from spring 2018 will be reviewed when available from the California Department of Education.
How the School will Evaluate the Progress of this Goal:
Data surrounding social emotional programs are of a more confidential nature, but information regarding program success can be accumulated through the number of office referrals from teachers and yard supervisors. Parents have communicated a greater need for social programs through surveys and discussions (PTC surveys). Suspension and Expulsion rates will also be reviewed to evaluate progress in this area. As for fitness, the school will continue to incorporate new activities that can teach students better ways to follow a healthy lifestyle. The CHP fitness program are one such addition, as are continued improvements to the playground that encourage activity while at recess and classroom activities like yoga in Kindergarten. Teachers were given additional training in PE instruction in 2017 which will be implemented going forward. Our fitness goal for 5th graders in 2018 is 85% (average) or higher HFZ in all 6 areas of the Fitnessgram and/or 90% of all 5 areas on the Spring Fitnessgram assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Alignment of instruction with content standards:</p> <p>1.1 Students will be provided with at least 200 minutes of physical fitness education every 2 weeks.</p> <p>1.2 All students grades K-5th will be tested three times during the year using the President’s Challenge fitness activities.</p> <p>1.3 A PE Parent docent program will be developed that will create simple standards based PE lessons to be led by volunteers. One addition to this area is the CHP fitness boot camp for 4th graders starting November 2017.</p>	8/9/2017-5/25/2018	Administration Teachers Parent Volunteers	President's Challenge Awards	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	150
				4000-4999: Books And Supplies	Donations	225
			CHP Fitness Bootcamp Materials and Incentives	4000-4999: Books And Supplies	Donations	200
<p>Improvement of instruction strategies and materials:</p> <p>2.1 All students will participate in the Character Counts character education program. A different positive character trait will be emphasized each month and activities related to the these will be conducted in classrooms.</p> <p>2.2 School wide fitness activities will be developed and implemented along with the use of community resources to increase student awareness of healthy lifestyles.</p> <p>2.3 Materials and resources will be inventoried to be sure each teacher has access to P.E. equipment such as: rubber balls, basketballs, jump ropes, etc.</p> <p>2.4 Additional physical education materials will be purchased.</p> <p>2.5 Students will receive recognition for achievement in the President’s Fitness Challenge Program as</p>	8/9/2017-5/25/2018	Administration Teachers	PE and Recess Equipment	4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
measured by the level of performance achieved.						
<p>Extended learning time:</p> <p>3.1 Lake Forest will continue to provide athletic opportunities for students (volleyball, basketball, and cross-country teams) to increase fitness.</p> <p>3.2 Coaches' stipends will be provided for the athletic team coaches (\$550 each).</p> <p>3.3 Students will set personal fitness goals to increase fitness levels as measured by an increase in the number of students achieving at the 85% and above on the Fitnessgram tests.</p> <p>3.4 Students will continue to participate in community service projects such as the canned food drive (Kidz Can), clothing drives and charitable fundraisers.</p> <p>3.5 Students will be offered additional interest based clubs and enrichment during lunch or after school hours.</p>	8/9/2017-5/25/2018	Administration Teachers	<p>Coaching Stipends (4 X \$550)</p> <p>Coaches Benefits</p> <p>Sports Equipment</p> <p>Enrichment Activities</p> <p>Fitness Coordinator</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>4000-4999: Books And Supplies</p> <p>0000: Unrestricted</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Site Formula Funds</p> <p>Site Formula Funds</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Site Formula Funds</p> <p>Site Formula Funds</p>	<p>2200</p> <p>300</p> <p>400</p> <p>1000</p> <p>250</p> <p>40</p>
<p>Increased educational opportunity:</p> <p>4.1 Students in grades 2nd through 5th will receive beginning jazz and hip-hop dance instruction.</p> <p>4.2 Students in grades 4th will receive beginning folk or square dance instruction during their Coloma field trip.</p> <p>4.3 Fifth grade students will receive training and will serve as Safety Patrol officers to assist with the safe arrival and departure of students.</p>	8/9/2017-5/25/2018	Administration Teachers	<p>Dance Performances</p> <p>Safety Patrol Supplies</p> <p>Art Supplies</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Donations</p> <p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p>	<p>4500</p> <p>200</p> <p>1250</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.4 Art Instruction, through the teacher lessons, parent docents programs (Arts Attack) and/or guest instructors will deliver grade appropriate activities in grades K-5.</p> <p>4.5 Fourth graders will participate in a presentation from the "A Touch Of Understanding" organization which teaches tolerance for people with disabilities.</p> <p>4.6 Students grades 2nd-5th will have the opportunity to perform in the "Showtime" production in the Fall.</p> <p>4.7 A talent show will be offered for all students to participate in the Spring of 2018.</p>			<p>A Touch Of Understanding Assembly</p> <p>Showtime Production</p> <p>Talent Show</p>	<p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Parent Teacher Association/Parent Faculty Club (PTA/PFC)</p> <p>Parent-Teacher Association (PTA)</p> <p>Donations</p>	<p>900</p> <p>1900</p> <p>250</p>
<p>Staff development and professional collaboration:</p> <p>5.1 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data.</p> <p>5.2 Staff will participate in staff development with focus on fitness activities when offered.</p>	8/9/2017-5/25/2018	Administration Teachers	Staff Development/Training led by CSUS professor, Dr. Craig Tacla in elementary PE strategies	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	600
<p>Involvement of staff, parents, and community:</p> <p>6.1 The PTC sponsored Dolphin Dash Fun Run and Dance Extravaganza.</p> <p>6.2 The district safety committee will continue to meet to discuss ongoing safety concerns.</p> <p>6.3 The site Crisis Response and Safe School Plan (AB187) will be updated with the input of the Safety Committee and parent surveys.</p>	8/9/2017-5/25/2018	Administration PTC				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Auxiliary services for students and parents:</p> <p>7.1 The Student Success Team will meet to facilitate increased mutual support and problem solving among staff and parents to plan and generate alternative instructional and behavior management strategies for identified students.</p> <p>7.2 Parking lot safety will be discussed at Kindergarten Orientation and Back-to-School Night; a brochure describing safe arrival and departure practices for vehicles will be given to parents; periodic reminders about safety issues will be put into the site newsletter and issues addressed in the Safe School Plan.</p> <p>7.3 All classroom emergency backpacks will be inventoried and restocked with appropriate supplies.</p> <p>7.4 School rules will be reviewed and published for recess games and provided to teachers and yard supervisors.</p> <p>7.5 Parent and student volunteers will wear identification badges or visitor/volunteer stickers while visiting on campus.</p>	8/9/2017-5/25/2018	Administration	Restock Emergency Backpacks	4000-4999: Books And Supplies	Site Formula Funds	100
<p>Monitoring program implementation and results:</p> <p>8.1 Assessment and analysis of 5th grade student Fitnessgram assessments (1st through 5th).</p> <p>8.2 Healthy Kids survey results will be administered in November and the results reviewed.</p> <p>8.3 The annual RUSD Parent Survey will be available online and the</p>	8/9/2017-5/25/2018	Administration Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>results will be analyzed and reported through the LCAP committee. 8.4 Safety Committee feedback will be reviewed, and the Safe School Plan and the School Crisis Plan updated and sent to the RUSD Board for approval in February 2018.</p>						

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Enhance and encourage learning for all subgroups of students.
LEA GOAL:
Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment.
SCHOOL GOAL #4:
Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, and at-risk students through access to quality instruction, literary materials, academic intervention and social support programs.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, ELPAC assessments, and DIBELS metrics were used to form this goal. Currently, Lake Forest has seen a very low number of students who are classified as foster youth or homeless. Regardless, both office and teaching staff will be surveyed to find eligible students and educated on programs available to these families.
Findings from the Analysis of this Data:
Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists, and nurses corroborated these findings, and also indicated that there is a need for more professional development and supportive services to meet these goals.
School-wide SBAC data revealed that 71% of students in grades 3rd-5th met or exceeded the ELA standards and 64% of students in grades 3rd-5th met or exceeded the math standards. Students who were placed in intervention courses (including EL designated and those with IEPs) in ELA in grades 2nd-5th gained in reading fluency on an average of 6% from May 2017 to November of 2017. This rate was higher than students who were not receiving additional before or during school intervention. Of the students tested for fluency in grades 2nd-5th, 6 of 8 students reached the current benchmark for the end of the year. The remaining 2 were within 10 words per minute of achieving proficiency. CELDT testing for identified students that was conducted in fall of 2017, showed that 1 student increased at least one fluency level, 5 stayed at the previous level and only one fell a level from the previous year. The ELPAC test results will supplant the CELDT this year.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates. Our school goal is a 10% increase in the number of EL students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures and that all students reach grade level fluency benchmarks by the end of their current school year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Collection: Alignment of instruction with content standards</p> <p>1.1 Staff will complete and analyze annual school collection history and determine priorities for purchase.</p> <p>1.2 Through fundraising efforts (such as annual Book Fairs), staff and parent community members will continue to support the goal of 25+ books per student.</p> <p>1.3 Library staff will complete annual CDE Online School Library Survey.</p> <p>1.4 The library collection will support the linguistic and cultural diversity of the student population and meet the needs of all students.</p> <p>1.5 The library collection will support the state standards and frameworks in all curricular areas.</p>	8/9/2017-5/25/2018	Administration Librarian	<p>Purchase Books for the Library</p> <p>Library Books</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Donations</p> <p>Site Formula Funds</p>	<p>5000</p> <p>2500</p>
<p>Library Access and Use: Increased educational opportunity</p> <p>2.1 Track information on number of classes that use the library and compare yearly with the goal of 85% of classes using the library every week.</p> <p>2.2 The library provides barrier-free access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed.</p> <p>2.3 Students will work individually or in small groups on grade level specific research and collaborative projects.</p> <p>2.4 Students will have access to eBooks that can be viewed in the library or on classroom devices.</p>	8/9/2017-5/25/2018	Librarian Teachers	eBook purchases	4000-4999: Books And Supplies	Donations	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Library Program Elements: Increased educational opportunity</p> <p>3.1 Continue to support district wide "I love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency.</p> <p>3.2 Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively.</p> <p>3.3 Provide instructional materials and support to classroom instructional goals and priorities.</p> <p>3.4 Through motivational activities, the library will support grade level goals for number of books read annually by students as measured by increased circulation and classroom incentive programs.</p> <p>3.5 An incentive program, through use of our Reading Counts program, will count words read by each student throughout the year. A visual display illustrating individual success will be created in the library and awards for levels of words read.</p> <p>3.6 Library media coordinator and Technology Teacher will collaborate with classroom teachers to provide resources and activities related to curriculum units and lesson integration.</p> <p>3.7 The partnership and cooperative activities between the school and public library will be fostered to expand access to resources and services for teachers and students.</p>	8/9/2017-5/25/2018	Administration Librarian	Reading Incentive Program-total words read display and prizes	4000-4999: Books And Supplies	Donations	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monitoring program implementation and results: Involvement of staff, parents and community</p> <p>4.1 Library Program support to instructional program will be measured by feedback from parent and teacher surveys.</p> <p>4.2 Library/Media Coordinator will provide annual update on library access, use and collection data.</p> <p>4.3 Continue inventory of library collection and program priorities and determine funding options.</p>	8/9/2017-5/25/2018	Librarian				
<p>Increasing student "Emotional Intelligence" through social programs and services</p> <p>5.1 Lake Forest, through collaboration with the elementary school counselor, will provide student counseling and social support for identified students in grades K-5.</p> <p>5.2 With the help of our school psychologist and resource teacher, staff and yard duty will implement "Check In/Check Out" policy where identified students will communicate daily with a designated adult to monitor behavior and provide support.</p> <p>5.3 Additional programs will be implemented within primary grades to increase awareness about emotions, the feelings of others, and provide tools for dealing with low level school social issues. These include Bucket Filling, Character Counts and Zones of Regulation.</p> <p>5.4 The Lake Forest Student</p>	8/9/2017-5/25/2018	Administration Teachers Yard Duty Psychologist Resource Teacher Peer Intervention Program professionals Student Leadership				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Leadership Team will assist staff in mentoring primary age students in acceptable play and role model positive behavior on the playground. 5.5 School Psychologist will conduct short age-appropriate lessons on good choices, friendship and self advocacy in primary classrooms throughout the school year.						
Providing support for disadvantaged students 6.1 Staff will be educated and surveyed on programs available to both foster youth and economically disadvantaged students. EDCOE programs will be offered to families who are identified as eligible, such as McKinney-Vento funds for the homeless and Kinship Care services.	8/9/2017-5/25/2018	District and Site Administration Teachers Yard Duty Psychologist Resource Teacher Peer Intervention Program professionals				

Planned Improvements in Student Performance

School Goal #5

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2017. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual professional goals by October of 2017. 1.3 The administrator will receive written updates from teachers in February of 2018 to discuss progress	8/9/2017-5/25/2018	Administration Human Resources Dept.	Release time to conduct conferences to discuss professional goals	1000-1999: Certificated Personnel Salaries	Site Formula Funds	250
			BTSA support for new teachers-release time for meetings with support provider and to observe veteran staff	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	300

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
benchmark assessments and support one another professionally. 3.3 New teachers will receive BTSA training and support as needed. 3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed.						

Planned Improvements in Student Performance

School Goal #6

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

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement.</p> <p>1.4 The administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns.</p> <p>1.6 The administrator will provide feedback to custodial staff throughout the year and will evaluate staff as stated in the contract.</p> <p>1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus.</p> <p>1.8 School staff will alert the administrator regarding safety or health concerns on campus.</p> <p>1.9 Teachers and yard duty staff will encourage students to increase beautification by picking up trash on the playground.</p>						

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	32,215.00
Donations	11,325.00
Local Categorical	2,800.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	30,625.00
Parent-Teacher Association (PTA)	2,500.00
Site Formula Funds	18,980.00
Title II Part A: Improving Teacher Quality	4,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,000.00
0001-0999: Unrestricted: Locally Defined	425.00
1000-1999: Certificated Personnel Salaries	24,490.00
2000-2999: Classified Personnel Salaries	19,250.00
3000-3999: Employee Benefits	3,955.00
4000-4999: Books And Supplies	38,825.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5800: Professional/Consulting Services And Operating	7,900.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	12,100.00
2000-2999: Classified Personnel Salaries	District Funded	15,000.00
3000-3999: Employee Benefits	District Funded	3,615.00
4000-4999: Books And Supplies	District Funded	1,500.00
4000-4999: Books And Supplies	Donations	11,075.00
5000-5999: Services And Other Operating	Donations	250.00
1000-1999: Certificated Personnel Salaries	Local Categorical	300.00
5800: Professional/Consulting Services And	Local Categorical	2,500.00
0000: Unrestricted	Parent Teacher Association/Parent Faculty	1,000.00
0001-0999: Unrestricted: Locally Defined	Parent Teacher Association/Parent Faculty	425.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty	23,650.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	150.00
5800: Professional/Consulting Services And	Parent Teacher Association/Parent Faculty	5,400.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	2,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	11,790.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	4,250.00
3000-3999: Employee Benefits	Site Formula Funds	340.00
4000-4999: Books And Supplies	Site Formula Funds	2,600.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	300.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	4,100.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	49,180.00
Goal 2	26,750.00
Goal 3	16,965.00
Goal 4	9,400.00
Goal 5	550.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bruce Peters	X				
Julio Quinones				X	
Kurt Oneto				X	
Jennifer Rouen				X	
Lilian Xue				X	
Sue Belli			X		
Rebecca LaBau				X	
Ana Mountain		X			
Carol Tinney		X			
Marcie Goertz		X			
Numbers of members of each category:	1	3	1	5	

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1/23/2018.

Attested:

Bruce Peters

Typed Name of School Principal

Signature of School Principal

Date

Rebecca LaBau

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Pleasant Grove Middle School
CDS Code: 09619780101519
District: Rescue Union Elementary School District
Principal: Hope Migliaccio
Revision Date: January 1, 2018

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

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

Contact Person: Hope Migliaccio
Position: Principal
Phone Number: 5306724400
Address: 2540 Green Valley Road
Rescue, CA 95672
E-mail Address: hmigliaccio@rescueusd.org

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

Table of Contents

School Vision and Mission	4
School Profile.....	4
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	5
Analysis of Current Instructional Program	6
Description of Barriers and Related School Goals	8
School and Student Performance Data	9
CAASPP Results (All Students)	9
CELDT (Annual Assessment) Results.....	13
CELDT (All Assessment) Results.....	14
Chronic Absenteeism Data	15
Planned Improvements in Student Performance	16
School Goal #1	16
School Goal #2.....	27
School Goal #3.....	33
School Goal #4.....	39
School Goal #5.....	50
School Goal #6.....	51
Centralized Services for Planned Improvements in Student Performance	52
Centralized Service Goal #1.....	52
Centralized Service Goal #2.....	53
Centralized Service Goal #3.....	54
Centralized Service Goal #4.....	55
Centralized Service Goal #5.....	56
Summary of Expenditures in this Plan.....	57
Total Allocations and Expenditures by Funding Source	57
Total Expenditures by Object Type.....	58
Total Expenditures by Object Type and Funding Source.....	59
Total Expenditures by Goal	60
School Site Council Membership.....	61
Recommendations and Assurances.....	62

School Vision and Mission

Pleasant Grove Middle School's Vision and Mission Statements

Pleasant Grove Middle School, a California Distinguished School, will provide every student with a high standard of academic learning combined with personal and social development in a collaborative, healthy, inclusive, and positive environment. As an AVID (Advancement via Individual Determination) school, Pleasant Grove supports AVID's mission "to close the achievement gap by preparing all students for college (and career) readiness and success in a global society."

School Profile

Since opening on August 18, 2003, Pleasant Grove has quickly established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 569 sixth, seventh, and eighth grade students.

The school day is broken up into seven 50 minute periods of math, science, English, history, physical education, an elective and a lunch period. Elective options include: Band, Choir, Guitar, Computer Science, Spanish, Social Health, Leadership, Speech/Drama, PLTW (project Lead the Way) Robotics, PLTW Design and Modeling, PLTW Coding, PLTW Medical Detectives and AVID (Advancement via Individual Determination). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits. The Pleasant Grove staff is committed to providing lessons that connect what the students are learning (content) to their interests, needs and long-term goals.

At Pleasant Grove, our primary goal is to help all of our students be successful. All programs and policies are established to accomplish this goal. Our ever growing population of students with special needs represents a unique opportunity and challenge given the school's commitment to providing a supportive culture of inclusion for all students. Our focus is to accurately identify students with diverse needs, fully integrate all students into the school community, and train our staff in inclusion practices that draws on an integrated and interdisciplinary approach, engaging all students in a classroom setting, which ultimately benefits every student. Teacher training techniques that foster creativity, differentiation, collaboration, communication, critical thinking, a global-focus, and effective technology use will be crucial to the success of all of our students and our school in general.

Pleasant Grove's unique and diverse student population consists of:

88 students with IEP's (17 students receiving SDC services and 71 students receiving RSP services) (16%)

146 students identified as low-socio economic, foster youth and/or LEP (26%)

40 students with 504 plans (7%)

19 students ELD identified (3%)

Students with special needs are provided specialized academic instruction 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. 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 some 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. We utilize these skills throughout our entire campus in what we call School-wide AVID. Our AVID program focuses on skills and behaviors that

promote academic success, provide intensive support with tutorials and strong student/teacher relationships, create a positive peer group for students, and develop 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 (1 day/week), a district psychologist (3.5 days/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 process is in place to partner with teachers, and parents to assist struggling students. 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. We meet with our English Learner students is one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth. In addition, aide support for our struggling learners is available within the general 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 ability to participate in the California Junior Scholastic Federation.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Every other year, Pleasant Grove's School Site Council develops and administers a student survey to gather information about the attitudes towards and effectiveness of our academic and social programs. The results are analyzed and used to make informed decisions about priorities and expenditures for the current and following year. As a result of the District's LCAP Parent Survey, the PG Site Council does not send out an additional survey as they found the information from the LCAP parent survey sufficient. In addition, the Site Council and the school staff reviews the information from the California Healthy Kids Survey to inform decisions.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Pleasant Grove's administrative team engages in formal and informal classroom observations. These observations have revealed that our teaching staff and para-educators are providing high quality, standards-based instruction, with frequent opportunities to engage in critical thinking. Writing and literacy are promoted across the curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

When available, the results from state and local assessments, including, but not limited to, the California Standards Test (SBAC), the California English Language Development Test (CELDT), and district benchmark tests are used to monitor student performance. Instruction is modified to meet children's immediate needs and courses and instructional programs are created and developed to provide the most relevant and effective educational offering to all students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet regularly, on collaboration days and at other times, to review student progress on curricular assessments. The results of these assessments are used to identify students in need of intervention or enrichment and guide teachers in the development of programs such as after school tutorial and recommendations for reading or math intervention classes to address these needs. The administration, counseling department and special education departments continuously review assessment data, the student's grades and discipline records to assist in the modifications of instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

The teaching staff at Pleasant Grove meets the Highly Qualified Requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Pleasant Grove has sufficient numbers of credentialed teachers and professional development opportunities.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the California Standards. We have also received training and information regarding the Smarter Balanced Assessment. Additionally, site and district collaboration days are focused around staff development needed to support the students in our school.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Pleasant Grove's Leadership Team, special education team, expert teachers, paraprofessionals, intervention aides, principal, and assistant principal provide instructional support for teachers whenever needed.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are afforded opportunities to collaborate by grade level or department throughout the school year.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The materials used at Pleasant Grove and the instruction that is provided to students is aligned to the California Standards. Work is underway to begin purchasing new California Common Core Textbooks into our instructional offerings. Within the last three years, we adopted new California Standards aligned math and English textbooks. A plan is developing to pilot history textbooks in the 2018-19 school year for implementation in the 2019-20 school year. The planning and staff development for the implementation of the New Generation Science standards has also begun with supplemental materials purchased to support in the development of NGSS lessons.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instruction in reading/language arts and math are provided daily, to every child, for at least one instructional period (50 minutes). Furthermore, reading and writing standards are integrated across the curriculum.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Each department works together to develop a pacing schedule for the academic content they are required to teach.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every child at Pleasant Grove Middle School has a set of textbooks checked out to him/her. Supplemental materials aligned to the California Standards are also available for teachers and students. Some of these supplemental materials include Reading Counts, SRA Kits, Big Ideas Math on-line text books, StudySync On-line English textbooks, IXL, ScootPad, Amplify science, and Sadlier Oxford Vocabulary program. Supplemental materials are consistently reviewed and modified based on the needs of the students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

As mentioned above, every child at Pleasant Grove Middle School has a set of SBE-adopted textbooks checked out to him/her. These materials are used by each teacher.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Under-performing students are offered tutorial services by the teachers during their lunchtime and throughout the school day. Additionally, academic support electives are offered within the school day to support children with reading, math, and study skills. An academic intervention class is also available for 6th grade students.

14. Research-based educational practices to raise student achievement

Research-based, educational practices such as explicit instruction, small group or individual remediation, and engaging lessons all help to raise student performance at Pleasant Grove.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Many instructional resources, such as Reading Counts, SRA Kits, and on-line textbooks books are available to assist under-achieving students. Additionally, Pleasant Grove employs a counselor, media clerk, and eight instructional assistants to help provide support for students in need.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Pleasant Grove's School Site Council is comprised of parents, classroom teachers, classified employees, and students. This council does a great deal to plan and implement effective instructional programs at Pleasant Grove. Furthermore, our school is supported by a very active Parent Teacher Organization, Music Booster Club and ELAC committee. Each of these groups include parents, teachers, community members, and school administration.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical Funds, such as Economic Impact Aid, are used to provided additional academic instruction for various groups. This instruction takes place mostly in the general education classes and support classes, in the form of push in services provided by additional teachers or paraprofessionals, and the implementation of co-teaching strategies.

18. Fiscal support (EPC)

Pleasant Grove receives fiscal support from the Rescue Union School District Central Office.

Description of Barriers and Related School Goals

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. 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. Providing staff training along with collaboration time will assist teachers in developing lessons that connect what the students are learning (content) to their interests, needs and long-term goals.

It will also be critical to provide a format where students, teachers, and parents can communicate to support the development of student-centered learning and student self-advocacy.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	186	210	153	185	204	151	184	204	151	99.5	97.1	98.7
Grade 7	184	192	202	182	189	201	180	189	201	98.9	98.4	99.5
Grade 8	213	204	192	203	200	189	202	200	189	95.3	96.6	98.4
All Grades	583	606	547	570	593	541	566	593	541	97.8	97.4	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2532.3	2552.4	2555.7	14	26	25.17	38	36	42.38	34	22	16.56	14	15	15.89
Grade 7	2577.0	2555.2	2593.6	20	18	27.36	46	37	44.28	23	21	16.92	10	24	11.44
Grade 8	2581.3	2574.2	2561.1	16	12	14.29	43	43	33.86	24	28	29.10	17	18	22.75
All Grades	N/A	N/A	N/A	16	19	22.18	42	39	40.11	27	24	21.07	14	19	16.64

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	28	31	31.13	50	47	49.01	22	22	19.87	
Grade 7	27	27	43.78	54	46	42.29	19	27	13.93	
Grade 8	26	29	26.98	54	50	40.74	20	22	32.28	
All Grades	27	29	34.38	53	48	43.62	20	23	22.00	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	22	29	35.10	61	50	46.36	17	21	18.54
Grade 7	37	28	47.26	51	51	39.30	12	21	13.43
Grade 8	35	26	19.58	48	53	56.08	17	22	24.34
All Grades	31	28	34.20	53	51	47.13	16	21	18.67

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	14	28	28.48	71	64	62.25	15	8	9.27
Grade 7	17	24	22.89	74	61	68.16	8	15	8.96
Grade 8	18	15	15.34	67	77	67.20	15	9	17.46
All Grades	16	22	21.81	71	67	66.17	13	10	12.01

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	19	39	40.40	68	54	43.05	13	6	16.56
Grade 7	32	25	44.28	56	56	44.78	13	19	10.95
Grade 8	26	24	21.69	60	61	53.44	14	15	24.87
All Grades	25	30	35.30	61	57	47.32	13	13	17.38

Conclusions based on this data:

1. Overall, students are succeeding in the area of ELA. It will be important for our ELA teachers to specifically identify areas of weaknesses and utilize the new curriculum to target specific areas of need. Our special education students continue to struggle and represent a large percentage of students in the "standards not met" component.
2. Reading continues to be an area of improvement, especially in the area of "Demonstrating understanding of literary and non-fiction texts. A focus on student reading fluency is always a priority and is supported by our school-wide Reading Counts program. Providing content area teachers with class-sets of literature to support their specific content area will be an area of focus as it is important to acknowledge that literacy skills is not an English department specific goal. Language arts is a skill used across the disciplines and is the responsibility of all departments (math, science, social science and English/Language Arts) to integrate the interdisciplinary nature of the skills (reading, writing, listening and research) into their program.
3. As the students are required to read and comprehend data and literature across the curriculum, we will need to target student's reading proficiency as the number one school-wide intervention goal. Areas of improvement will focus on the ELA listening component and assisting students in thoughtful completion of the SBAC test.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	186	210	153	185	204	151	183	204	151	99.5	97.1	98.7
Grade 7	184	192	202	182	189	201	182	189	201	98.9	98.4	99.5
Grade 8	213	204	192	203	201	188	201	200	188	95.3	97.1	97.9
All Grades	583	606	547	570	594	540	566	593	540	97.8	97.5	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2543.3	2552.0	2532.4	17	26	19.87	33	28	31.13	29	28	25.83	19	17	23.18
Grade 7	2560.5	2544.3	2560.4	20	19	24.88	30	21	26.37	32	37	28.86	18	24	19.90
Grade 8	2572.7	2581.5	2550.4	22	29	21.28	27	19	15.43	28	30	28.72	23	23	34.57
All Grades	N/A	N/A	N/A	20	25	22.22	30	23	23.89	29	32	27.96	20	21	25.93

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 6	34	36	28.48	40	39	40.40	26	25	31.13			
Grade 7	34	26	32.84	39	43	37.31	27	31	29.85			
Grade 8	32	38	26.06	39	32	32.45	29	31	41.49			
All Grades	33	34	29.26	39	38	36.48	27	29	34.26			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	16	27	26.49	53	54	48.34	31	19	25.17
Grade 7	21	23	30.35	60	50	49.25	19	27	20.40
Grade 8	28	27	25.00	54	54	36.17	18	19	38.83
All Grades	22	26	27.41	55	53	44.44	23	22	28.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	19	28	25.83	61	55	45.70	20	17	28.48
Grade 7	21	21	28.86	67	55	52.74	12	24	18.41
Grade 8	21	25	23.40	56	59	45.21	23	17	31.38
All Grades	20	25	26.11	61	56	48.15	18	19	25.74

Conclusions based on this data:

1. This is the third year of testing data we have on our students since the adoption of the new standards aligned math program (district-wide). As teachers and students learn to implement the new technology components and application strategies in the new textbook adoption we will see an increase in growth in all areas of math. As our students are guided by our teachers in grades K-5 (now that teachers have been trained the new textbook adoptions) in developing their abilities to think abstractly, solve problems, and consider multiple perspectives, we expect to continue to see growth in this area as we are able to focus on more rigorous concepts.
2. Our 7th grade students are the most successful in the area of "Demonstrating ability to support mathematical conclusions". This area of proficiency is also apparent in the ELA, as our 7th grade students also showed success in "Demonstrating effective communication skills". It will be important for us to focus on what practices our 7th grade teachers are implementing in their classrooms to promote student proficiency in this area.
3. More teacher training is needed in differentiating to enhance math instruction across all three grade levels. Continuation of Course 1E (with paraprofessional support/small class size) and 2E (small class size) math classes for struggling students should show an increase in student achievement as the essential classes specifically target students in the "% at or near" level, as it is where we find the majority of our students. We did not see improvement with our students in our co-taught 3E course, instead, we saw more of a dependency on adult support. After reviewing the data, we added the IXL math support program (school-wide) and eliminated the course 3E class. Students in our course 3E classes are supported with paraprofessional support, co-teaching support and a pull-out Tier II intervention program is being developed.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	20		40	30	50		40	17	60	10				33	
7		50	50	71	40		29	10				25			25
8	20	40	22	20	60	67			11	20			40		
Total	14	33	33	41	48	33	27	10	22	9		6	9	10	6

Conclusions based on this data:

1. The majority of our ELD students are at the Intermediate to Advanced level. More support has been provided throughout the school day within general education classes to increase student achievement. Preliminary data has shown that this method is showing success in overall student grades. One-on-one conferences with all EL students to develop ILP's and assist students in reflecting on progress each trimester, develop goals and discuss imbedded supports for the SBAC.
2. The inclusion of our ELD students in our elective program has provided them with opportunities to participate in our 2 year Spanish elective, Project Lead the Way, Targeted Reading Instruction, Speech and Drama, Technology, AVID, Choir and Band. This has enhanced their learning by connecting them with their peers and the school in general. We are continuing to monitor progress. Student interviews and grade checks have shown an increase in student success and overall connectedness to the school. The implementation of school-wide AVID organizational strategies has been instrumental in the current success of our ELD students. Inclusion of our EL students in our year-long AVID elective has also shown positive results in student achievement.
3. Parental involvement of our ELD families is also a crucial part in the academic achievement of the students in this subgroup. We have seen growth in student achievement of our ELD students as measured by grades in their academic classes, reclassification status, and CELDT scores of students we have successfully connected with parents. Parent information night for our EL families focusing on accessing student information through our parent portals (Jupiter Grades and Aeries), CELDT questions and answers, and conversations with the high school regarding A to G requirements.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	20		40	30	50		40	17	60	10				33	
7		58	40	75	33		25	8				20			40
8	17	33	22	17	50	67			11	17	17		50		
Total	13	38	32	42	42	32	25	8	21	8	4	5	13	8	11

Conclusions based on this data:

1.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
Asian	1	1	*
Filipino	1	1	*
Hispanic or Latino	113	11	9.7
Did not Report	1	1	*
Two or More Races	32	4	12.5
White	440	33	7.5
Male	338	24	7.1
Female	264	26	9.8
English Learners	20	2	10.0
Students with Disabilities	101	13	12.9
Socioeconomically Disadvantaged	139	22	15.8
Foster	1	1	*
Homeless	1	1	*
Grades 4-6	169	11	6.5
Grades 7-8	433	39	9.0
Grades K-8	602	50	8.3
Total	602	50	8.3

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Enhance and encourage learning for all students.

LEA GOAL:

Enhance and encourage learning for all students; Increase pupil engagement and improve pupil learning outcomes by providing a student-centered, innovative, and engaging learning environment using effective research-based instructional methodologies aligned to the California Standards.

SCHOOL GOAL #1:

All students, regardless of gender, ethnicity, language or economics will demonstrate an increase in learning outcomes. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classroom and throughout the learning environment.

Data Used to Form this Goal:

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and Reading Counts metrics were used to form this goal.

Findings from the Analysis of this Data:

Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals.

School-wide SBAC data revealed that:

68% of students in grade 6 met or exceeded the ELA standards (3% increase)

81% of students in grade 6 performed Above or At or Near Standard in Reading (Demonstrating understanding of literary and non-fictional texts) - This was an area of focus in the 2016-17 school year.

81% of students in grade 6 performed Above or At or Near Standard in Writing (Producing clear and purposeful writing)

90% of students in grade 6 performed Above or At or Near Standard in Listening (demonstrating effective communication skills) - 62% in the At or Near Standard band (district-wide focus for 2017-18 school year)

83% of student in grade 6 performed Above or At or Near Standard in Research/Inquiry (Investigating, analyzing and presenting information)

72% of students in grade 7 met or exceeded the ELA standards (9% increase)

86% of students in grade 7 performed Above or At or Near Standard in Reading (Demonstrating understanding of literary and non-fictional texts) - This was an area of focus in the 2016-17 school year.

87% of students in grade 7 performed Above or At or Near Standard in Writing (Producing clear and purposeful writing)

91% of students in grade 7 performed Above or At or Near Standard in Listening (demonstrating effective communication skills) - 68% in the At or Near Standard band (district-wide focus for 2017-18 school year)

75% of student in grade 7 performed Above or At or Near Standard in Research/Inquiry (Investigating, analyzing and presenting information)

48% of students in grade 8 met or exceeded the ELA standards (7% decrease)

68% of students in grade 8 performed Above or At or Near Standard in Reading (Demonstrating understanding of literary and non-fictional texts) - This was an area of focus in the 2016-17 school year.

68% of students in grade 6 performed Above or At or Near Standard in Writing (Producing clear and purposeful writing)

82% of students in grade 8 performed Above or At or Near Standard in Listening (demonstrating effective communication skills) - 67% in the At or Near Standard band (district-wide focus for 2017-18 school year)

75% of student in grade 8 performed Above or At or Near Standard in Research/Inquiry (Investigating, analyzing and presenting information)

51% of students in grade 6 met or exceeded the Math standards - 26% in the Standard Nearly Met band

28% of students in grade 6 performed Above Standard in Concepts & Procedures with 40% in the Standard Nearly Met band

26% of students in grade 6 performed Above Standard in Problem Solving/Data Analysis with 48% in the Standard Nearly Met band

51% of students in grade 7 met or exceeded the Math standards - 29% in the Standard Nearly Met band

33% of students in grade 7 performed Above Standard in Concepts & Procedures with 37% in the Standard Nearly Met band

30% of students in grade 7 performed Above Standard in Problem Solving/Data Analysis with 49% in the Standard Nearly Met band

37% of students in grade 8 met or exceeded the Math standards - 29% in the Standard Nearly Met band

26% of students in grade 8 performed Above Standard in Concepts & Procedures with 32% in the Standard Nearly Met band

25% of students in grade 8 performed Above Standard in Problem Solving/Data Analysis with 36% in the Standard Nearly Met band

Math intervention continues to be an area of focus for the 2017-18 school year.

LEXILE data from current year:

6th Grade (192 students):

50% Advanced/Proficient

38% Basic (of which 42% are within 100 points of the proficiency range)

11% Below Basic (100% of all students in the Below Basic band are receiving targeted intervention in reading and special education services).

.01% Were not tested.

7th Grade (163 students):

61% Advanced/Proficient

25% Basic (of which 18% are within 100 points of the proficiency range)

12% Below Basic (100% of all students in the Below Basic band are receiving targeted intervention in reading and are receiving special education services).

.04% Were not tested.

8th Grade (205 students):

72% Advanced/Proficient

19% Basic (of which 25% are within 100 points of the proficiency range)

7% Below Basic (100% of all students in the Below Basic band are receiving target intervention in reading and are receiving special education services).

.02% Were not tested.

READING INTERVENTION DATA:

Average Lexile growth in students in reading elective is 68 points/trimester and an increase in overall gpa of an entire grade. For our students struggling the most (Below Basic) we have seen increases of 100 points/trimester since the implementation of the FLEX program in our resource and SDC classes.

How the School will Evaluate the Progress of this Goal:

The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading Counts Lexile Scores, IXL Analytic reports, Math Benchmark Assessments, use of IAB's and IAC's, trimester grade reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and Lexile measures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.1 Continue to support Big Ideas math program implementation and the alignment of instruction and assessments with content standards.</p> <ul style="list-style-type: none"> Attend middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. Support the vertical articulation and collaboration of math departments. Implement programs to support students struggling with basic mathematical skills. Specifically targeting the application of mathematical concepts and procedures. Continuation of Course 1E and 2E Math classes. Discontinuation of Course 3E Math class. Replace with co-taught section of Math 3 class. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>1.1 Support Teachers release time to collaborate on Big Ideas Math Program/Student Progress towards mastery of mathematical standards</p> <p>1.1 Support Algebra/Geometry cross-district collaboration/vertical collaboration and articulation with teachers from other school sites (Middle School and High School).</p> <p>1.1 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices that support the implementation the real-world application of mathematical concepts.</p>	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> AVID Tutorial Training/Implementation year 2. Use of IXL Math Adaptive Learning intervention Program school-wide (Tier I Intervention) Provide teachers training in the use of the JUNO on-line assessment tool to create benchmark standards assessments to assist in monitoring student progress of grade-level math standards. Full release day with AVID trainer for math department to focus on student engagement strategies: (Cornell notes, STAR layering on Notes, Costa's Level of Questioning, Sentence Stems, Critical Reading in Math, and Learning Logs (DILQ Writing). 			<p>1.1 Support vertical articulation with high school and 5th grade teachers to aid in student's success in acquiring the necessary skills to transition effectively.</p> <p>1.1 Support math teacher participation on the Middle School Curriculum Council</p> <p>1.1 AVID Tutorial Training/Implementation (Educator Effectiveness Grant)</p> <p>1.1 IXL Math</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>District Funded</p> <p>Other</p> <p>District Funded</p>	<p>600</p> <p>4000</p> <p>5670</p>
<p>1.2 Support the successful implementation of the StudySync EL/A textbook adoption.</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for E/LA. Continued purchase Reading Counts Program Renew Reading Counts Quiz Subscription 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>1.2 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices.</p> <p>1.2 Purchase Reading Counts Program (Annual fee).</p> <p>1.2 Purchase Sadlier Oxford Vocabulary Program</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Site Formula Funds</p> <p>District Funded</p> <p>District Funded</p>	<p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Purchase Sadlier Oxford Vocabulary Program for E/LA Classes • Arrange for guest speakers. • Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively. • Continued purchase Read Live Reading Intervention program to assist students in identified reading intervention strategies. • Attend training(s) to increase student achievement and proficiency in writing strategies. • Attend training(s) for the effective implementation of the StudySync EL/A textbook adoption. • Continue to support Step-up to Writing program • Attend middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. • Provide teachers training in the use of the JUNO on-line assessment tool to create benchmark standards assessments to assist in monitoring student progress of 			1.2 Purchase Read Live Reading Intervention Program	4000-4999: Books And Supplies	Site Formula Funds	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
grade-level writing standards.						
<p>1.3 Continue monitoring student progress and analyze data to provide rigorous and engaging curriculum for all students.</p> <ul style="list-style-type: none"> Use beginning-of-the-year and end-of-the-year assessment results, Lexile data, and CELDT scores (grades 6, 7, 8) to drive instruction, purchase curriculum and place students appropriately. Use beginning of the year and end of the year classroom assessment results to place students and measure growth. Use classroom assessments to drive instruction, identify students in need of support, and reflect on success of teaching practices. Monitor goals set by staff/site council and collect data on specific goals to effectively implement and reflect on progress made towards the goals. Administer district, classroom and SBAC assessment tests and review results to improve student achievement. SST (Student Study Team) meetings to review student 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>1.3 Purchase Jupiter Online grading system to provide access for parents to view daily student progress.</p> <p>1.3 Provide opportunities for school counselor to attend workshops and conferences.</p> <p>1.3 Provide opportunities for site secretaries to attend Aeries and QSS trainings.</p> <p>1.3 Provide opportunities for teachers to collaborate on student assessment data and plan for student-centered instructional practices.</p> <p>1.3 Fund SST Coordinator Adjunct Duty</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2000-2999: Classified Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p>	<p>1351</p> <p>500</p> <p>500</p> <p>1000</p> <p>1800</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>progress and accommodations developed in general education classrooms to make recommendations for support.</p> <ul style="list-style-type: none"> Counselor and administrative lead student success conferences to help students set goals for his/her own success. Provide academic core teachers with training in utilizing JUNO software for establishing unit benchmarks and assessments to measure growth towards California State standards. 						
<p>1.4 Support PE/After School Sports Program and promote lifelong fitness.</p> <ul style="list-style-type: none"> Support after school athletics program. Cross Country Volleyball (Boys and Girls) Wrestling Track and Field Basketball (Boys and Girls) Development of a Fitness Training facility and program. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>1.4 Fund Athletic Director Stipend</p> <p>1.4 Purchase Materials for PE classes to replace broken and worn items</p> <p>1.4 Fund Coaching Stipends (Cross Country, Volleyball, Wrestling, Track and Field, Basketball)</p> <p>1.4 Referees for Sports Events</p> <p>1.4 Transportation for Sports Events</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Formula Funds</p> <p>Donations</p> <p>Site Formula Funds</p> <p>Donations</p> <p>Donations</p>	<p>1850</p> <p>2000</p> <p>15300</p> <p>1800</p> <p>2200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.4 Purchase Apple TV	5000-5999: Services And Other Operating Expenditures	Donations	500
			1.4 League Fees for Sports	5000-5999: Services And Other Operating Expenditures	Donations	563
			1.4 Supplies and uniforms for after school sports program	4000-4999: Books And Supplies	Donations	3500
<p>1.5 Support teacher collaboration and training opportunities in techniques that foster creativity, differentiation, collaboration, communication, critical thinking, is globally focused, and utilizes technology in meaningful ways.</p> <ul style="list-style-type: none"> • Research alternative schedules including block and the addition of an Advisory/Intervention period. • Provide teachers opportunities to observe other teachers, collaborate within disciplines, and share strategies. • Use minimum days, staff meetings and discipline specific district-wide meetings to collaborate, strategize differentiation, interventions, and share instructional techniques. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	1.5 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.6 - Support the implementation of FLEX Intervention EL/A program for Resource and SDC classrooms.</p> <ul style="list-style-type: none"> Continue purchase/Support use of ScootPad program to work progress towards student IEP goals and represent data towards progress towards the goals. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>1.6 Support the pilot and adoption of the FLEX Intervention EL/A program for RSP and SDC classes.</p> <p>1.6 Purchase of ScootPad Program</p>	<p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Special Education</p> <p>Donations</p>	<p>8000</p> <p>717</p>
<p>1.7 History</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for history/social studies. Continue to support and provide collaboration opportunities for implementation of the DBQ history bridge materials. Support history department in researching and piloting history textbook adoption. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	1.7 Release time to collaborate, research, pilot and adopt history textbook adoption.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	500
<p>1.8 Science</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for Science. Attend conferences and informational seminars to begin implementation of NGSS 1 teacher to attend GLAD Training Amplify and STEM Scopes 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>1.8 Conferences and informational seminars to begin implementation of NGSS</p> <p>1.8 NTSA Conference for 2 science teachers/hotel and transportation.</p> <p>1.8 Substitute coverage for 2 teachers @ NTSA conference.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Donations</p> <p>District Funded</p> <p>Donations</p>	<p>600</p> <p>3000</p> <p>300</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			1.8 GLAD Training	5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3690
			1.8 GLAD Training Teacher Release Time	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1000
<p>1.9 Support the 2nd year implementation of the AVID school-wide organizational system.</p> <ul style="list-style-type: none"> School-Wide Binder School-Wide Binder Checks Cornell note-taking system across all curricular areas. Purchase of student planners for all grade levels to manage and prioritize academic workload. Professional Development: <ul style="list-style-type: none"> Writing to Learn AVID Family Involvement Promoting Growth Mindset The Cognitive Backpack - Organizational Tools for Students and Teachers Tutorials: The Teacher as the Coach Engagement Strategies for your Back Pocket Philosophical Chairs Using Costa's Levels of Thinking to Increase Inquiry Electronic Portfolios Participating in AVID collection of data/Site visits for certification. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>1.9 AVID Program Expenses</p> <p>1.9 AVID Program Training</p> <p>1.9 Site funds allocated to support AVID expenses and trainings.</p> <p>1.9 Purchase of Planners</p>	<p>4000-4999: Books And Supplies</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>District Funded</p> <p>District Funded</p> <p>Donations</p> <p>Donations</p>	<p>12000</p> <p>1800</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.10 Enhance educational technology capabilities throughout the campus to support new EL/A, Math and History textbook adoption and access to the curriculum.</p> <p>Chromebooks/Carts. 1 cart for each teacher's classroom.</p>	7/1/2017 - 6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	1.10 Purchase additional Chromebook/Carts (325 total)	4000-4999: Books And Supplies	None Specified	136000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Provide an innovative and engaging learning environment.
LEA GOAL:
Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college.
SCHOOL GOAL #2:
Provide an innovative environment that integrates technology into the teaching and learning process, to ensure that our students are engaged and well-prepared for success in high school, career and college.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.
Findings from the Analysis of this Data:
Stakeholders indicated a need for more rigorous, relevant materials, including technology, that incorporate 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. Data was presented in Goal #1.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Smarter Balanced Interim Assessments, Reading Counts Lexile Scores, IXL Analytic reports, Math Benchmark Assessments, use of IAB's and IAC's, trimester grade reports, and parent/student survey results. Our school goal is a 5% increase in the total number of students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and Lexile measures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2.1 Provide relevant media/materials for teaching and learning. <ul style="list-style-type: none"> AVID Weekly Subscription (20 teachers) 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.2 Provide software to enhance teaching and learning.</p> <ul style="list-style-type: none"> • Scootpad (math, reading, E/LA/RSP and SDC) (Goal 1) • IXL (math for all students) (Goal 1) • Digital Literacy Lessons • Read Live Reading Intervention (Goal 1) • Big Ideas On-line Resources • Scholastic Reading Counts Software • Flocabulary: 6th ELA • Froguts: Science • Tinker Cad: Science • Google Suite • Google Classroom • Rosetta Stone • StudySync • Typing Agent 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>2.2 Purchase Software to Support Teaching and Learning</p> <p>2.2 Purchase Software to Support Teaching and Learning</p> <p>2.2 Purchase Scholastic Reading Counts Licenses</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Site Formula Funds</p> <p>Donations</p> <p>General Fund</p>	<p>1000</p> <p>1000</p> <p>2000</p>
<p>2.3 Continue to maintain/purchase equipment.</p> <ul style="list-style-type: none"> • Replace/Purchase keyboards, mice, and speakers. Focus on speakers for the 2017-18 school year. • Maintain Chromebooks in all classrooms for all students. • Purchase presentation clickers for teachers • Media presentation cart 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>2.3 Replace/Purchase keyboards, mice and speakers.</p> <p>2.3 Presentation Clickers</p> <p>2.3 Media Cart</p> <p>2.3 Repair/Replace MP Screen (Pricing unknown)</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Donations</p> <p>Donations</p> <p>Donations</p> <p>Donations</p>	<p>1000</p> <p>500</p> <p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Repair screen in MP 						
<p>2.4 Provide staff development opportunities to assist teachers in integrating technology into classroom lessons.</p> <ul style="list-style-type: none"> Continue to support 6th grade technology trimester elective. Continued support of technology standards scope and sequence. Systematically integrate applied technology skills/practice into classroom settings. Build library of technology resources. Creation of teacher/student/parent resource page for access to tutorials to support the use of technology resources as a tool. Provide training on Google and Google Classroom applications. Continue to support PLTW 7th and 8th grade technology electives in the elective wheel: 8th Coding & 7th Computer Science for Innovators and Makers Continue to support PLTW STEM electives into elective wheel in 6th (Medical Detectives),7th 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>Provide training opportunities for teachers in the implementation of technology</p> <p>Substitutes for trainings</p> <p>Build library of Technology Resources</p> <p>PLTW Lab Hardware</p> <p>PLTW Supplies</p> <p>PLTW Training for Computer Elective Classes</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p>	<p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Donations</p> <p>District Funded</p> <p>District Funded</p>	<p>5000</p> <p>3000</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
(Engineering and Design), and 8th (Robotics) grades. <ul style="list-style-type: none"> Dedicated Technology TOSA (3 periods/day) (2.7) 						
2.5 Provide Pleasant Grove teaching staff with support for implementation of the SBAC test. <ul style="list-style-type: none"> Staff Meetings. Collaboration Meetings. County and District opportunities. Testing schedule that provides the least number of interruptions to classroom teaching time. Technology TOSA (2.7) 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	Release time for technology support teachers to attend workshops and trainings. Support for teachers in the process for administering the SBAC.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	500
2.6 Provide student access to the library Chromebook cart to independently work on reading, writing, researching, and keyboarding skills.	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council				
2.7 Utilize technology TOSA (3 periods/day) to support the incorporation of technology in the classroom. Provide individualized, group and co-teaching opportunities when requested/needed. <ul style="list-style-type: none"> TOSA to assist with the SBAC schedule, on-line resources and tutorial videos for teachers, 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	2.7 Technology TOSA	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
students, and parents.						
<p>2.8 Use technology to increase communication of all stakeholders.</p> <ul style="list-style-type: none"> JupiterGrades - Communicate with parents, on-line student gradebook and communication with parents regarding student discipline. Calendar in JupiterGrades used to update classroom assignments. (Expenditure in Goal #1). Aeries - Utilize student database for allowing parent/teachers/staff access to all student data needed to support student academic success, develop student-centered master schedule, and track attendance. Blackboard - Communicate via, email, text and/or phone important information. Google Classroom 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.9 Digital Citizenship</p> <ul style="list-style-type: none"> Develop four digital citizenship individualized lessons for each grade level to support student awareness of responsible technology use (cyberbullying, internet safety, and other digital dilemmas). 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	2.9 No cost associated for the development of these lessons. Common Sense Media support is a free service. PG Technology TOSA developed lesson plans for all grade levels and shared with district middle school teachers/Technology TOSA's via Digital Literacy Google Classroom.			
<p>2.10 Integrate Virtual Reality Headsets into classroom lessons (teacher received grant, school general donations matched grant amount and PTO donated to purchase additional cameras/VR goggles.</p> <ul style="list-style-type: none"> Purchase green screen and video camera 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	2.10 Purchase of 14 VR Headsets (Grant)	5000-5999: Services And Other Operating Expenditures	Other	2000
			2.10 Purchase of 14 VR Headsets (PTO Donation)	5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4000
			2.10 Purchase of 14 VR Headsets (School Donation Match - INTEL)	5000-5999: Services And Other Operating Expenditures	Donations	2000
			2.10 Green Screen and Video Camera	5000-5999: Services And Other Operating Expenditures	Donations	500
			2.10 Purchase Microphone	5000-5999: Services And Other Operating Expenditures	Donations	100

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Support the teaching and learning process.
LEA GOAL:
Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students
SCHOOL GOAL #3:
Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.
Findings from the Analysis of this Data:
Stakeholders indicated a need for more rigorous, relevant materials, including library services, media, and technology, that incorporates 21st century learning goals. Teacher input corroborated these findings, and also indicated that there is a need for more professional development to meet these goals. Data represented in Goal #1.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using professional development evaluations, annual teacher goal conferences, staff collaboration and staff survey results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Emphasize literacy and writing skills across the curriculum. <ul style="list-style-type: none"> Continue to increase the number of non-fiction novel class sets available to students and teachers to support reading in E/LA and history/social science in all grades. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	3.1 Purchase Novels for History, E/LA and Science where needed.	4000-4999: Books And Supplies	Donations	1000
			3.1 Provide replacements for novels in class sets.	4000-4999: Books And Supplies	Donations	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Provide for replacing copies of novels in class sets used to support reading in E/LA and history/social science. • Classroom setting for PE teachers to provide instruction on writing and literacy strategies across the curriculum. • Continue with creation of a Fitness Classroom setting. 						
<p>3.2 Provide teachers with time on Collaboration days for assessment and curriculum development.</p> <ul style="list-style-type: none"> • Continued articulation across grade levels, middle school sites, and departments. • Continued staff development focusing on the California Standards. • Provide teachers with 1 day of release time/year to review results, articulate with colleagues, and develop effective lessons and strategies for teaching the California Standards. • Collaborate with grade level/content specific teachers 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>3.2 Release time for teachers to attend district and county trainings and workshops.</p> <p>3.2 Registration fees for county trainings.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title II Part A: Improving Teacher Quality</p> <p>Donations</p>	<p>500</p> <p>2000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>across the district to develop district-wide assessments.</p> <ul style="list-style-type: none"> Opportunities for Special Education teachers, paraprofessionals, and general education teachers to collaborate to work on curriculum and strategies to facilitate access of curriculum for students with disabilities. 						
<p>3.3 Provide professional growth opportunities for all staff.</p> <p>Goal specific Areas:</p> <ul style="list-style-type: none"> Differentiation Inclusion CoTeaching Integrating technology into classroom instructional practices Intervention strategies Enrichment strategies AVID GLAD PLTW 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>3.3 Google Training</p> <p>3.3 Substitute Coverage for Google Trainings</p> <p>3.3 PLTW Conference</p> <p>3.3 Substitute Coverage for PLTW Conference</p> <p>3.3 ACSA Every Child Succeeds Conference.</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Donations</p> <p>Title II Part A: Improving Teacher Quality</p> <p>Site Formula Funds</p>	<p>500</p> <p>500</p> <p>1100</p> <p>300</p> <p>200</p>
<p>3.4 Continue to support the Library as a crucial part of supporting teaching and learning.</p> <ul style="list-style-type: none"> Staff and community members will continue to support the goal of 25+ books per student. (Currently, 18/student). 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>3.4 Purchase Books to enhance library.</p> <p>3.4 Provide funds for reading incentives program (partial)</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>Donations</p> <p>Donations</p>	<p>2500</p> <p>200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Library staff will complete annual CDE Online School Library Survey. Increase the number of books and supportive materials in the library and/or classrooms that are available to students and staff to support learning across the curriculum. Track information on the number of classes using the library and compare circulation numbers annually. The library provides barrier-free access for students, staff during the school day as well as before and after school hours. Provide reading motivational events and activities, author visits, assemblies, celebrations, etc. (Addition of BOB - Battle of the Books). Support grade level goals of words read annually by students through motivational activities. Movie incentive and prizes for success. Promote collaborative planning and teaching between classroom teacher and Library/Media Coordinator. The library program provides 			3.4 Provide funds for reading incentives program (partial)	5000-5999: Services And Other Operating Expenditures	PTO	500
			3.4 Professional Development for Library/Media Cord.	5000-5999: Services And Other Operating Expenditures	Donations	500
			3.4 Reading Counts Quiz Updates	4000-4999: Books And Supplies	District Funded	
			3.4 Provide opportunity to participate in library conference.	5000-5999: Services And Other Operating Expenditures	Donations	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support to instructional program and will be measured by the number of classes using the library/Reading Counts Program. Goal - 100% of all E/LA classes use the Reading Counts program to measure student progress towards independent reading goals.</p> <ul style="list-style-type: none"> Library/Media Coordinator will provide annual update on library access, use and collection data. Ensure that a process remains in place to prioritize library collection and program needs and determine funding options. Provide professional development opportunities for Library/Media coordinator. 						
<p>3.5 Continued implementation of AVID school-wide organizational strategies.</p> <ul style="list-style-type: none"> Second year focus on reading and writing strategies across all content areas. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Enhance and encourage learning for all subgroups of students.
LEA GOAL:
Enhance and encourage learning for all subgroups of students including English Language Learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention from credentialed teachers and support staff. Increase pupil engagement and improve school climate by providing a safe, supportive, student-centered learning environment.
SCHOOL GOAL #4:
Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, special education, and at-risk students through access to quality instruction, academic intervention and social support programs.
Data Used to Form this Goal:
Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.
Findings from the Analysis of this Data:
Stakeholders indicated a need for quality instruction, academic intervention and social support programs for identified subgroups and at-risk students. Input from teachers, counselors, psychologists, and nurses corroborated these findings, and also indicated that there is a need for more professional development and supportive services to meet these goals. Data represented in Goal #1.
How the School will Evaluate the Progress of this Goal:
The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates. Our school goal is a 5% increase in the number of EL students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and Lexile measures.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Utilize SDAIE/CLAD expertise to enhance instruction to ELL with a fully supported inclusion program that draws on an integrated and interdisciplinary approach, engaging	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	4.1 Materials to support student access to curriculum.	4000-4999: Books And Supplies	Site Formula Funds	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>all students in a classroom setting.</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for all content areas. Utilize SDAIE and CLAD expertise to enhance instruction for ELL Use CELDT testing information to provide differentiation within the general education classrooms. Increase student support throughout the school day by increasing the number of hours EL coordinator is on campus. Monitor student grades and work completion/reclassification Communicate student progress with Spanish speaking families and families who do not have access to the internet. ELL Parent Night Reclassification Ceremony - Principal member of the ELL High School Articulation Committee. Building communication with Ponderosa and Oakridge. EL Student Learning plans/conferences 1 time per trimester 			4.1 EL Parent Night Dinner Banquet Items	5000-5999: Services And Other Operating Expenditures	Donations	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>4.2 Explore and implement alternative intervention programs for students needing assistance in accessing curriculum within the student's school day.</p> <ul style="list-style-type: none"> • Increase classroom aide time by continuing to support and fund 2 - 3 hour intervention aide positions to assist students in general education classes throughout the school day. • Explore intervention options: • Peer Tutoring (before/after school and at lunch) • Intervention classes that are not "drop in" classes. Contract with commitment to attend and student and parent support. • Intervention options throughout the school day. • Parent information nights on study techniques and homework support strategies. • Implementation of a Homework Lab in the evenings involving 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	4.2 Increase aide support (Intervention Aides)	2000-2999: Classified Personnel Salaries	Local Categorical	30848

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
parents and students.						
4.3 Teacher choice to volunteer to provide teacher tutorials before school, lunchtime (15 minutes), and after school as desired by individual teachers.	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council				
<p>4.4 Continue to support activities to increase student and parent engagement.</p> <ul style="list-style-type: none"> ELAC and DELAC Committee Involvement (Pathways to College, Guest Speakers) Cinco De Mayo celebration Support District-wide Multicultural Fair Continue to support district-wide "I Love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency. Funds associated with this goal is found in Goal #3 (Library) Sugarloaf Fine Arts Camp Program ACSA's Every Child Succeed Award Nomination Operation School Bell (Over 40 students assisted each year with clothing allowances) INTEL PC Pal Program PTO PUMA Walk 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>4.4 INTEL Field Trip (PC Pals)</p> <p>4.4 Oral Interpretation Festival</p> <p>4.4 National Geographic Geography Bee</p> <p>4.4 Puma Walk</p> <p>4.4 National History Day Project Entry Fees (Request to PTO to fund this was denied.)</p> <p>4.4 PC Pal Coordinator</p> <p>4.4 INTEL PC Pal Events</p> <p>4.4 Transportation to the PC INTEL Event</p> <p>4.4 Cinco de Mayo Event</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>Donations</p> <p>Donations</p> <p>Donations</p> <p>Donations</p> <p>Donations</p> <p>Site Formula Funds</p> <p>Donations</p> <p>Donations</p> <p>Donations</p>	<p>500</p> <p>100</p> <p>120</p> <p>100</p> <p>600</p> <p>400</p> <p>250</p> <p>200</p> <p>200</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Jupiter/JUNO on-line SIS system Nominate 7th grade girls for the Davis Technology/Math/Science Convention Oral Interpretation Festival AVID Parent Nights <p>Topics:</p> <ol style="list-style-type: none"> Jupiter Gradebooks Career and College Readiness Homework Support Expert Panel Discussion for parents and students: Educational Equity and Opportunities <ul style="list-style-type: none"> IEP (Over 100 meetings/annually) 504 (Over 40 meetings/annually) SST (Over 40 meetings/annually) Parent/Teacher Conferences Counselor National History Day Project Quarterly Parent Newsletters 			4.4 District-Wide Multicultural Fair	5000-5999: Services And Other Operating Expenditures	District Funded	500
<p>4.5 Support all student through differentiation of California Standards within classroom. Provide enrichment opportunities and engaging elective classes for all students.</p> <ul style="list-style-type: none"> AI (Academic Intervention) program provided in 6th grade JAZZ band before school program 3 days/week. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	4.6 Music Director Stipened	1000-1999: Certificated Personnel Salaries	Site Formula Funds	2040
			4.6 Jazz Band Before School Program	1000-1999: Certificated Personnel Salaries	District Funded	
			4.6 Stipends for ASB, Yearbook, CJSF	1000-1999: Certificated Personnel Salaries	Site Formula Funds	3600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • PC pals Program with Intel Employees embedded within 2 of our 6th grade E/LA classes. • CJSF 7th and 8th (California Junior Scholastic Society) • ASB/Leadership Elective • Yearbook • WEB • AVID (School-wide and 6th grade trimester elective/8th grade YL Elective). • Drama/Speech Elective (6th) • Yearbook Elective (7th) • PLTW Electives at all grade levels • Band Electives for all grade levels • Addition of a Choir Elective • Spanish Electives for all grade levels • Computer Electives at all grade levels 			4.6 ASB Bookkeeper Stipend	2000-2999: Classified Personnel Salaries	Site Formula Funds	850
			4.6 Fees associated with participation in organizations	5000-5999: Services And Other Operating Expenditures	Donations	500
			4.6 Stipend for WEB leader	2000-2999: Classified Personnel Salaries	Site Formula Funds	1500
			4.6 Materials/Curriculum for Elective Classes	4000-4999: Books And Supplies	Site Formula Funds	500
			4.6 Jazz Band Supplies and Registration Fees	5000-5999: Services And Other Operating Expenditures	Donations	25000
<p>4.6 Include intervention electives throughout school day.</p> <ul style="list-style-type: none"> • Read Live Reading Intervention - Costs associated with this purchase of this program can be found in Goal #1 • Co-Teaching 6th, 7th and 8th grade course "E" math classes. • Explore/Implement co-teaching classes in different disciplines (currently only in math). • Continue to explore all options for intervention programs within 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the school day.</p> <ul style="list-style-type: none"> Support implementation of AVID program. 						
<p>4.7 Provide A Safe and Supportive Climate</p> <ul style="list-style-type: none"> WEB Orientation for new students and parents/families. Parent conferences during the first trimester. Open House/Back-to-School Night. Continue providing parent resource materials from counselor and library. Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. Ensure that staff is well trained and has the capability to effectively communicate during emergency situations (Safety Committee) Sustain WEB (Where Everybody Belongs) Program to facilitate transition of new students. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>4.7 Support WEB Activities</p> <p>4.7 Behavior Incentives for Puma Pride Awards and Student of the Trimester</p> <p>4.7 Transportation for 5th grade "Welcome to PG" field trip</p> <p>4.7 Financial support for Leadership Elective</p> <p>4.7 Lunchtime activity sports equipment</p>	<p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Donations</p> <p>Donations</p> <p>Parent-Teacher Association (PTA)</p> <p>Parent-Teacher Association (PTA)</p> <p>Donations</p>	<p>500</p> <p>1000</p> <p>336</p> <p>1000</p> <p>300</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Reward students for positive behaviors. CPR/First Aide Training AVID Leadership Team Members from each discipline make-up team of school advisors. Master Scheduling Committee. Members from each grade level and discipline to participate in the training and development of the Master Schedule for the 2017-18 school year. Students use Anonymous Tip Line to provide information and suggestions for a safer school climate in a confidential way. Student leadership elective class to provide input into day to day operation of school and programs offered. Student participation on SITE team and SAFETY committee. 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. Support SDC class in development and grant application for garden project. Support end-of-the year events at all grade levels. 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Purchase equipment for lunch-time activities 						
<p>4.8 Student-Centered Collaboration Team Meetings(IEP's, 504's and SST's) to support all students achieving.</p> <ul style="list-style-type: none"> IEP meetings scheduled throughout the school day and substitute coverage provided for a general education teacher to attend each meeting on a rotating basis. Schedule articulation between 5th grade and 6th grade teaching staffs for transition to middle school. Schedule articulation with high schools for transition to 9th grade. (Students with 504's and IEP's) Utilize SST forum to evaluate services needed for under-performing students. Use promotion/retention and AB 1802 conferences to set goals for under-performing students. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	<p>4.98 5th - 6th Transition meeting teacher extra duty pay</p> <p>4.8 Release time for teachers to attend meetings during the school day.</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>1000-1999: Certificated Personnel Salaries</p>	<p>Site Formula Funds</p> <p>Special Education</p>	200
<p>4.9 Provide Opportunities for Parent Communication and Resources.</p> <ul style="list-style-type: none"> Provide parent trainings and informational sessions to discuss the California Standards. 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	4.9 Expenditures associated with providing outreach, resources and communication to parents.	5000-5999: Services And Other Operating Expenditures	Donations	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Regular Parent Updates using the ParentLink and Jupiter systems. Emails and phone calls from principal and vice-principal. Parent and Student Grades and communication regarding student progress through Jupiter. Jupiter/Google Classroom trainings for teachers, parents and students. Administrative participation with the Music Boosters and PTO. 						
<p>4.10 Coordinate services for at-risk students</p> <ul style="list-style-type: none"> Counseling ERMHS counseling for multiple students receiving mental health services through outside programs. SARB Data driven/Student-Centered IEP, SST and 504 meetings: 	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	4.10 Provide training for staff relating to students with ED (Emotional Disturbance) diagnosis.	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.12 Provide funds for classroom supplies and materials to support teaching and learning	7/1/2017-6/30/2018	Pleasant Grove Administration, Teachers, Support Staff, and School Site Council	4.12 Classroom Budgets for Teachers	4000-4999: Books And Supplies	Site Formula Funds	6000

Planned Improvements in Student Performance

School Goal #5

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
See District LCAP for Actions to be Taken to Reach this Goal.						

Planned Improvements in Student Performance

School Goal #6

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
PTO	500.00
District Funded	9,770.00
Donations	80,101.00
General Fund	2,000.00
Local Categorical	30,848.00
None Specified	136,000.00
Other	6,000.00
Parent Teacher Association/Parent Faculty Club	4,000.00
Parent-Teacher Association (PTA)	1,336.00
Site Formula Funds	38,240.00
Special Education	8,000.00
Title II Part A: Improving Teacher Quality	15,490.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	42,890.00
2000-2999: Classified Personnel Salaries	33,698.00
4000-4999: Books And Supplies	180,550.00
5000-5999: Services And Other Operating Expenditures	73,347.00
5800: Professional/Consulting Services And Operating	1,800.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	PTO	500.00
1000-1999: Certificated Personnel Salaries	District Funded	600.00
5000-5999: Services And Other Operating	District Funded	9,170.00
1000-1999: Certificated Personnel Salaries	Donations	300.00
4000-4999: Books And Supplies	Donations	27,550.00
5000-5999: Services And Other Operating	Donations	50,451.00
5800: Professional/Consulting Services And	Donations	1,800.00
5000-5999: Services And Other Operating	General Fund	2,000.00
2000-2999: Classified Personnel Salaries	Local Categorical	30,848.00
4000-4999: Books And Supplies	None Specified	136,000.00
1000-1999: Certificated Personnel Salaries	Other	4,000.00
5000-5999: Services And Other Operating	Other	2,000.00
5000-5999: Services And Other Operating	Parent Teacher Association/Parent Faculty	4,000.00
5000-5999: Services And Other Operating	Parent-Teacher Association (PTA)	1,336.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	26,190.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,850.00
4000-4999: Books And Supplies	Site Formula Funds	9,000.00
5000-5999: Services And Other Operating	Site Formula Funds	200.00
4000-4999: Books And Supplies	Special Education	8,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,800.00
5000-5999: Services And Other Operating	Title II Part A: Improving Teacher Quality	3,690.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	216,741.00
Goal 2	25,100.00
Goal 3	11,300.00
Goal 4	79,144.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Hope Migliaccio	X				
Nlta Franks		X			
Natalie Hadden			X		
Cindy Fackrell			X		
Matt Hardt		X			
Leslie Halket		X			
Kari Fregoso				X	
Diane Williams				X	
Imelda Schwab				X	
Adriana Edwards					X
Gino Tomasello					X
Carly Smith					X
Numbers of members of each category:	1	3	2	3	3

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

Recommendations and Assurances

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

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

State Compensatory Education Advisory Committee

Signature

English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/21/2015.

Attested:

Hope Migliaccio

Typed Name of School Principal

Signature of School Principal

Date

Nita Franks

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California School Dashboard

BACKGROUND:

The District began receiving funding under the Local Control Funding Formula (LCFF) for the 2013-2014 school year. The LCFF accountability system requires that LEA's develop a three-year Local Control Accountability Plan (LCAP) and complete annual updates. The performance of schools and districts under the new Local Control Accountability Planning process will be reported out for various state and local indicators on the new California School Dashboard.

STATUS:

The Board will receive information regarding Rescue Union School District's results for the following State Indicators on the California School Dashboard:

- English Learner
- Suspension Rate

Information on additional California School Dashboard indicators will be shared during future meetings.

FISCAL IMPACT:

N/A

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 II – FISCAL ACCOUNTABILITY

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

Board Focus Goal III - COMMUNICATION / COMMUNITY INVOLVEMENT

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

RECOMMENDATION:

Information and discussion only.



California School Dashboard Results for Rescue Union School District

2017-2018



Our New Accountability System

- A Different Accountability System
 - Formerly referred to as the accountability rubrics and LCFF Dashboard
 - Multiple measures vs. results from one test (API)

- Indicators that Align to State Priorities
 - [i.e. Chronic Absenteeism, Suspension Rate, Academics, EI Progress]

Status and Change



- Status is based on the most recent year of data for the indicator.
 - Very High
 - High
 - Medium
 - Low
 - Very Low
- Change is the difference between the performance from the most recent year of data and the prior year data.
 - Increased Significantly
 - Increased
 - Maintained
 - Declined
 - Declined Significantly

ELA Academic Indicator – Distance from Level 3

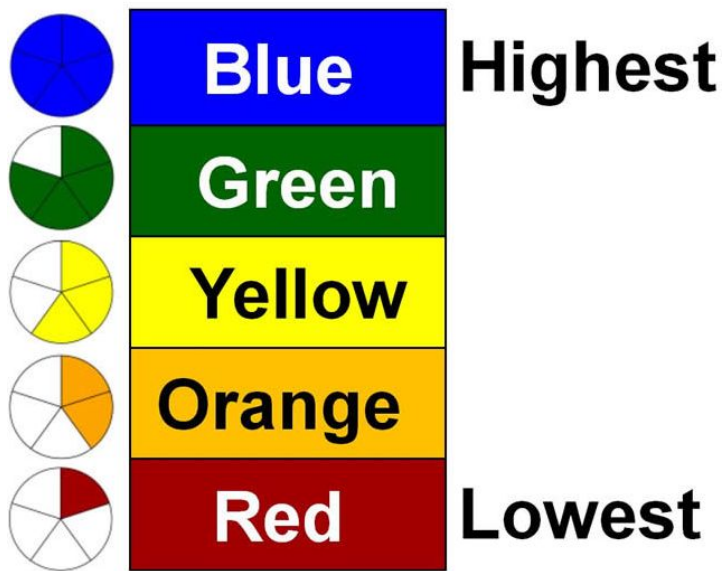
Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by less than 3 points or Increased by less than 3 points	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
Status: Very High 45 points or higher	Green	Green	Blue	Blue	Blue
Status: High 10 to 44.9 points	Green	Green	Green	Green	Blue
Status: Medium -5 points to +9.9 points	Yellow	Yellow	Yellow	Green	Green
Status: Low -5.1 to -70 points	Orange	Orange	Orange	Yellow	Yellow
Status: Very Low -70.1 points or lower	Red	Red	Red	Orange	Orange

Math Academic Indicator – Distance from Level 3

Level	Change: Declined Significantly by more than 15 points	Change: Declined By 3 to 15 points	Change: Maintained Declined by less than 3 points or Increased by less than 3 points	Change: Increased by 3 to less than 15 points	Change: Increased Significantly By 15 points or more
Status: Very High 35 points or higher	Green	Green	Blue	Blue	Blue
Status: High zero to 34.9 points	Green	Green	Green	Green	Blue
Status: Medium -25 points to less than zero	Yellow	Yellow	Yellow	Green	Green
Status: Low -25.1 to -95 points	Orange	Orange	Orange	Yellow	Yellow
Status: Very Low -95.1 points or lower	Red	Red	Red	Orange	Orange

Status and Change

- New icons for a new system





English Learner Indicator



English Learner Indicator

Who/What is counted in the EL Performance Indicator?

- Students who advance at least one CELDT level from prior year to current year
- EI students who were reclassified in the prior year
- Long Term English Learners
 - Students who have remained (or dropped) at the same English language proficiency level for two or more consecutive years on CELDT
 - Students in grades six through nine who have scored at the “Standard Not Met” level on the prior year CAASPP ELA.
- Note: CELDT is being replaced by ELPAC



English Learner Indicator

Here's how it all gets calculated...


Els and LTEIs who increased on CELDT + Els who remain advanced on CELDT + Reclassified Students

CELDT Test Takers + Els who were reclassified

English Learner Indicator

	Student Performance	Number of Students	Status	Change
<u>English Learner</u>		146	Medium 72.6%	Declined Significantly -10.7%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

We had 106 students reported in Spring 2016 vs. 146 in Fall 2017. This increased our denominator significantly. Status for students was not too bad (it actually increased by almost 4%), but we declined significantly, primarily because the number of we reclassified did not remain proportional to the increase in total students.

English Learner Indicator

English Indicator Progress Indicator Five-by-Five Color Table



Level	Declined Significantly by greater than 10.0% (Change)	Declined by 1.5% to 10.0% (Change)	Maintained Declined or increased by less than 1.5% (Change)	Increased by 1.5% to less than 10.0% (Change)	Increased Significantly by 10.0% or greater (Change)
Very High 85.0% or greater (Status)	Yellow	Green	Blue	Blue	Blue
High 75.0% to less than 85.0% (Status)	Orange	Yellow	Green	Green	Blue
Medium 67.0% to less than 75.0%	Orange	Orange	Yellow	Green	Green
Low 60.0% to less than 67.0% (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60.0% (Status)	Red	Red	Red	Orange	Yellow

Rescue Union





English Learner Indicator

What next?

- Exciting work has been initiated by our EI Coordinator, Amy Bohren. Teachers and students at schools sites with EIs are working more with academic vocabulary and accountable talk.
- Bilingual Instructional Assistants have received training to better work with our EIs.
- Our rate of reclassification is expected to double this year!

Note:

- Future dashboard results may look different due to the shift to ELPAC.



Suspension Rate Indicator



Suspension Rate Indicator

Who/What is counted in the Suspension Rate Indicator?



- Total number of unduplicated students who have been suspended in the previous school year
- In school and out of school suspensions both count



Suspension Rate Indicator

State Indicators	All Students Performance	Status	Change
Suspension Rate (K-12)		Medium 2.5%	Maintained +0.1%

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

Suspension rate as of now is 0.87% (halfway through the year).

Suspension Rate Indicator

LEA Suspension: Elementary School District Five-by-Five Color Table

Level	Increased Significantly by greater than 2.0% (Change)	Increased by 0.3% to 2.0% (Change)	Maintained Declined or increased by less than 0.3% (Change)	Declined by 0.3% to less than 2.0% (Change)	Declined Significantly by 2.0% or greater (Change)
Very Low 0.5% or less (Status)	N/A	Green	Blue	Blue	Blue
LOW Greater than 0.5% to 1.5% (Status)	N/A	Yellow	Green	Green	Blue
Medium Greater than 1.5% to 3.0%	Orange	Orange	Yellow	Green	Green
High Greater than 3.0% to 6.0% (Status)	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 6.0% (Status)	Red	Red	Red	Orange	Yellow

Rescue Union



To move to the “green” or “blue” category, we need to drop our overall suspension rate below 1.5%, decline by 0.3% from the previous year, or both.

Suspension Rate Indicator

LEA Suspension: Elementary School District Five-by-Five Color Table

Level	Increased Significantly by greater than 2.0% (Change)	Increased by 0.3% to 2.0% (Change)	Maintained Declined or increased by less than 0.3% (Change)	Declined by 0.3% to less than 2.0% (Change)	Declined Significantly by 2.0% or greater (Change)
Very Low 0.5% or less (Status)	N/A	Green	Blue	Blue	Blue
LOW Greater than 0.5% to 1.5% (Status)	N/A	Yellow	Green	Green	Blue
Medium Greater than 1.5% to 3.0%	Orange	Orange	Yellow	Green	Green
High Greater than 3.0% to 6.0% (Status)	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 6.0% (Status)	Red	Red	Red	Orange	Yellow

Rescue Union



To move to the “green” or “blue” category, we need to drop our overall suspension rate below 1.5%, decline by 0.3% from the previous year, or both.

Suspension Rate Indicator



<u>All Students</u>		3,963	Medium 2.5%	Maintained +0.1%
<u>English Learners</u>		188	Medium 2.7%	Maintained +0.1%
<u>Foster Youth</u>		23	Very High 8.7%	Declined Significantly -6.1%
<u>Homeless</u>		20	High 5%	Increased +0.7%
<u>Socioeconomically Disadvantaged</u>		652	High 5.2%	Declined -1.2%

Suspension Rate Indicator



<u>Students with Disabilities</u>		531	Very High 6.8%	Maintained 0%
<u>African American</u>		47	High 4.3%	Increased +1.4%
<u>American Indian</u>		12	Very Low 0%	Declined Significantly -6.7%
<u>Asian</u>		201	Medium 2%	Increased +2%
<u>Filipino</u>		41	Very Low 0%	Declined Significantly -2.3%

Suspension Rate Indicator










<u>Hispanic</u>		625	High 3.4%	Declined -0.5%
<u>Pacific Islander</u>		10	*	*
<u>Two or More Races</u>		182	High 3.3%	Maintained -0.1%
<u>White</u>		2,837	Medium 2.3%	Maintained +0.2%

Suspension Rate Indicator



Total Student Groups Groups Red/Orange

Green Valley		5	1
Jackson		4	1
Lake Forest		4	0
Lakeview		6	2
Rescue		4	0
Marina Village		6	4
Pleasant Grove		5	2



Suspension Rate Indicator

What next?

- LCAP actions have been established to help provide alternatives to suspension, including restorative programs.
- Additional personnel has been hired to help support student behaviors at school
 - Counselors
 - Teachers (substitute)
 - Paraeducators
 - Behaviorist (contracted services)
- The Leadership Team, teachers, and support staff will be engaged in the exploration and implementation of Multi-tiered Systems of Support (MTSS), including Positive Behavior Intervention Systems (PBIS) and Social emotional supports.