

ITEM#: 2
DATE: October 9, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Resolution #18-20**
 Week of the School Administrator

BACKGROUND:

In observance of the importance of educational leadership at the school, school district, and county levels, the State of California has declared the second full week in the month of October of each year shall be designated as “Week of the School Administrator”
Education Code 44015.1

STATUS:

Schools, school districts, and county superintendents of schools are encouraged to observe the week with public recognition of the contribution that school administrators make to successful pupil achievement. District administration has prepared and recommends approval of Resolution #18-20.

FISCAL IMPACT:

None

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS

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

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:

Approve Resolution #18-20 Week of the School Administrator.

RESOLUTION OF THE RESCUE UNION SCHOOL DISTRICT
BOARD OF TRUSTEES

Resolution No. 18-20
Week of the School Administrator
October 8-14, 2018

WHEREAS, leadership matters for California's public education system and the more than 6 million students it serves;

WHEREAS, school administrators are passionate, lifelong learners who believe in the value of quality public education, and

WHEREAS, the title "school administrator" is a broad term used to define many education leadership posts. Superintendents, assistant superintendents, principals, assistant principals, special education and adult education leaders, curriculum and assessment leaders, school business officials, classified educational leaders, and other school district employees are considered administrators; and

WHEREAS, providing quality service for student success is paramount for the profession; and

WHEREAS, most school administrators began their careers as teachers. The average administrator has served in public education for more than a decade. Most of California's superintendents have served in education for more than 20 years. Such experience is beneficial in their work to effectively and efficiently lead public education and improve student achievement; and

WHEREAS, public schools operate with lean management systems. Across the nation, public schools employ fewer managers and supervisors than most public and private sector industries including transportation, food service, manufacturing, utilities, construction, publishing and public administration; and

WHEREAS, school leaders depend on a network of support from school communities – fellow administrators, teachers, parents, students businesses, community members, board trustees, colleges and universities, community and faith-based organizations, elected officials and district and county staff and resources – to promote ongoing student achievement and school success; and

WHEREAS, research shows great schools are led by great principals, and great districts are led by great superintendents. These site leaders are supported by extensive administrative networks throughout the state; and

WHEREAS, the State of California has declared the second full week of October as the "Week of the School Administrator" in Education Code 44015.1; and

WHEREAS, the future of California's public education system depends upon the quality of its leadership; now therefore

BE IT RESOLVED, by the Board of Trustees of the Rescue Union School District that all school leaders be commended for the contributions they make to successful student achievement.

PASSED AND ADOPTED on the 9th of October 2018 by the following vote:

AYES:

NOES:

ABSENT:

Nancy Brownell, President of the Board

Attest:

Suzanna George, Clerk of the Board

Rescue Union School District

2-Oct-18

| | GREEN VALLEY | JACKSON | LAKE FOREST | LAKEVIEW | RESCUE | MARINA VILLAGE | PLEASANT GROVE | Tot. |
|--------------|--------------|------------|-------------|------------|------------|----------------|----------------|-------------|
| TR. KDG | 15 | 19 | 16 | 17 | 18 | 0 | 0 | 85 |
| KDG.* | 60 | 75 | 64 | 75 | 95 | 0 | 0 | 369 |
| FIRST | 60 | 68 | 56 | 82 | 85 | 0 | 0 | 351 |
| SECOND | 63 | 74 | 71 | 83 | 67 | 0 | 0 | 358 |
| THIRD | 61 | 66 | 67 | 82 | 74 | 0 | 0 | 350 |
| FOURTH | 79 | 81 | 69 | 88 | 68 | 0 | 0 | 385 |
| FIFTH | 65 | 84 | 66 | 107 | 72 | 0 | 0 | 394 |
| SIXTH | 0 | 0 | 0 | 0 | 0 | 292 | 161 | 453 |
| SEVENTH | 0 | 0 | 0 | 0 | 0 | 269 | 181 | 450 |
| EIGHTH | 0 | 0 | 0 | 0 | 0 | 248 | 156 | 404 |
| SDC | | 16 | | | | | 15 | |
| *COOL School | | | | | | | | |
| TOTAL | 403 | 483 | 409 | 534 | 479 | 809 | 513 | 3635 |
| Ending 17-18 | 423 | 489 | 426 | 559 | 461 | 760 | 540 | 3672 |
| Difference | -20 | -6 | -17 | -25 | 18 | 49 | -27 | -37 |

| **Low Housing Projection 2017-18 | Variance |
|----------------------------------|------------|
| 100 | -15 |
| 389 | -20 |
| 348 | 3 |
| 349 | 9 |
| 362 | -12 |
| 363 | 22 |
| 393 | 1 |
| 393 | 60 |
| 348 | 102 |
| 438 | -34 |
| 0 | 31 |
| 0 | 0 |
| 3483 | 152 |

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

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

NPS 5

ENROLLMENT HISTORY

| | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE |
|------------------|-------------|-------------|-------------|------|------|------|------|------|------|------|------|
| 2018/2019 | 3606 | 3619 | 3635 | | | | | | | | |
| 2017/2018 | NA | 3624 | 3632 | 3642 | 3655 | 3685 | 3688 | 3682 | 3684 | 3679 | 3672 |
| 2016/2017 | 3723 | 3709 | 3723 | 3731 | 3734 | 3774 | 3792 | 3792 | 3786 | 3794 | 3766 |
| 2015/2016 | 3666 | 3658 | 3673 | 3673 | 3676 | 3686 | 3707 | 3717 | 3734 | 3740 | 3733 |
| 2014/2015 | 3690 | 3697 | 3699 | 3702 | 3712 | 3735 | 3753 | 3771 | 3772 | 3775 | N/A |
| 2013/2014 | 3797 | 3775 | 3770 | 3776 | 3774 | 3797 | 3804 | 3821 | 3823 | 3825 | N/A |
| 2012/2013 | 3889 | 3902 | 3895 | 3900 | 3893 | 3885 | 3912 | 3919 | 3920 | 3929 | N/A |
| 2011/2012 | 3984 | 3984 | 3989 | 3995 | 3995 | 4002 | 4019 | 4024 | 4032 | 4038 | N/A |
| 2010/2011 | 4124 | 4088 | 4070 | 4071 | 4074 | 4083 | 4092 | 4099 | 4097 | 4095 | N/A |
| 2009/2010 | 4173 | 4123 | 4115 | 4116 | 4113 | 4119 | 4122 | 4121 | 4112 | 4115 | 4110 |
| 2008/2009 | 4176 | 4105 | 4104 | 4106 | 4115 | 4110 | 4095 | 4091 | 4097 | 4099 | 4117 |
| 2007/2008 | 4093 | 4079 | 4090 | 4094 | 4091 | 4097 | 4110 | 4096 | 4101 | 4085 | 4082 |
| 2006/2007 | 3916 | 3905 | 3918 | 3927 | 3934 | 3933 | 3952 | 3967 | 3964 | 3972 | 3973 |
| 2005/2006 | 3777 | 3771 | 3788 | 3776 | 3768 | 3784 | 3780 | 3783 | 3786 | 3785 | 3785 |

Diff 2017-2018 2018-2019 -5 3

Avg Diff -5 -1

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: El Dorado Schools Financing Authority
Community Facilities District No. 1
Fiscal Year 2017-18 Update**

Information Item – No Action Required

BACKGROUND:

In 1987, the El Dorado Hills Land Development Company (the Landowners) presented the El Dorado Hills Specific Plan to the County of El Dorado proposing to develop what would become the Serrano Villages. On June 19, 1990, the Rescue Union School District, Buckeye Union Elementary School District, and the El Dorado Union High School District established the El Dorado Schools Financing Authority (a Joint Powers Authority) for the purpose of financing, acquisition, and construction of educational facilities.

In the spring of 1991, the El Dorado Hills Development Company (the “Landowners”) petitioned the El Dorado Schools Financing Authority to form the Community Facilities District No. 1. At or near the same time, the Landowners elected to form the Community Facilities District No. 1 in order to finance adequate school facilities made necessary in part by the development within the El Dorado Hills Specific Plan and adopted by the El Dorado County Board of Supervisors on or about January 19, 1989. In accordance with the Mello-Roos Community Facilities Act of 1982, the Landowners of Community Facilities District No. 1 elected to authorize the levy of a special tax to assist in funding the construction and acquisition of school facilities to serve the residents of dwellings constructed on the Landowners’ property.

STATUS:

Rescue Union School District receives special taxes (Mello Roos) paid by the homeowners in Community Facilities District No. 1 designated for the financing, acquisition and construction school facilities made necessary by the development with the El Dorado Hills Specific Plan.

For 2017-18, the Rescue Union School District has received \$820,757 in special taxes and interest from CFD No. 1. Additionally, the District drew \$4.6M of the 2017 COP (\$5.355M) that will be paid from the CFD#1 funds.

During Fiscal Year 2017-18, the Rescue Union School District expended \$6,544,106 from CFD No. 1 on expenditures related to the building of the Marina Village Middle School Two-Story building. In addition, Rescue Union School District had \$5,797 in cost related to the Sienna Ridge Property, \$36,120 in costs for the Bass Lake Property, paid to EDUHSD \$3,334 for collection of the CFD funds, and made payments on the 2010 Certificates of Participation that include \$116,875 toward principal and \$241,689 toward interest.

As of June 30, 2018, the estimated total fund balances (unaudited) of the El Dorado Schools Financing Authority Community Facilities District No. 1 for Rescue Union School District are as follows:

| | | |
|------------------------------|--------------------|---|
| Fund 35 | \$2,212,363 | |
| Fund 49 | \$ 383,213 | |
| <u>Funds w/ fiscal agent</u> | <u>\$ 793,786</u> | <i>(El Dorado Union High School District)</i> |
| Total | <u>\$3,389,362</u> | |

FISCAL IMPACT:

The District expended \$6,947,921 in CFD funds in 2017-18.

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

Board Focus Goal V - FACILITY / HOUSING:

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

Local Control Accountability Plan GOAL 6:

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

RECOMMENDATION:

No Action Required – Information Only Item.

Rescue USD CFD No. 1
Revenue and Expense Worksheet - June 30, 2018

| Rescue USD CFD No. 1 Funds Held by Fiscal Agent - El Dorado UHSD (As of June 30) | | | | | | | CFD No. 1 Funds Held at Rescue USD (As of June 30) | |
|--|--|--------------------------------|--------------------------------|---|--|---|---|-------------|
| Beginning Balance - <i>Funds Held by Fiscal Agent El Dorado UHSD (Balance July 1st)</i> | Revenues - <i>Mello Roos Taxes Paid by CFD (Inc. Int)</i> | General <u>Expenditures</u> | Debt Service - <u>COP's</u> | Fund Transfers to District <i>Fund 49 (Balance June 30th)</i> | Ending Balance - <i>Funds Held by Fiscal Agent El Dorado UHSD</i> | Proceeds in Fund 35 <i>(Inc. 2010/2017 COPs)</i> | Fund 49 | |
| 1995-96 | \$1,331 | \$85 | \$4,089 | | -\$2,673 | | | |
| 1996-97 | -\$2,673 | \$443 | \$6,925 | | -\$9,155 | | | |
| 1997-98 | -\$9,155 | \$4,998 | \$10,233 | | -\$14,390 | | | |
| 1998-99 | -\$14,390 | \$712 | -\$273 | | -\$13,405 | | | |
| 1999-00 | -\$13,405 | \$24,029 | -\$2,357 | | \$12,981 | | | |
| 2000-01 | \$12,981 | \$40,304 | \$262 | | \$53,023 | | | |
| 2001-02 | \$53,023 | \$14,841 | \$77 | | \$67,787 | | | |
| 2002-03 | \$67,964 | \$47,899 | \$301 | | \$115,562 | | | |
| 2003-04 | \$115,562 | \$29,724 | \$25 | | \$145,261 | | | |
| 2004-05 | \$145,261 | \$206,036 | \$293 | | \$351,004 | | | |
| 2005-06 | \$351,004 | \$357,246 | \$726 | | \$707,524 | | | |
| 2006-07 | \$707,524 | \$431,162 | \$1,767 | | \$1,136,919 | | | |
| 2007-08 | \$1,136,919 | \$586,259 | \$1,874 | | \$1,721,304 | | | |
| 2008-09 | \$1,721,304 | \$544,533 | \$1,301 | | \$2,264,536 | | | |
| 2009-10 | \$2,264,536 | \$567,315 | \$1,819 | | \$2,830,032 | \$2,938,000 | | \$0 |
| 2010-11 | \$2,830,032 | \$401,737 | \$1,785 | \$323,681 | \$2,906,303 | \$2,800,465 | | \$14,582 |
| 2011-12 | \$2,906,303 | \$799,698 | \$6,547 | \$521,188 | \$3,178,266 | \$2,778,669 | | \$12,691 |
| 2012-13 | \$3,178,266 | \$628,536 | \$1,888 | \$521,913 | \$3,283,001 | \$2,774,031 | | \$10,788 |
| 2013-14 | \$3,283,001 | \$623,728 | \$1,954 | \$522,498 | \$3,382,277 | \$2,757,824 | | \$8,870 |
| 2014-15 | \$3,382,277 | \$636,311 | \$2,914 | \$0 | \$2,260,613 | \$2,367,370 | | \$1,765,360 |
| 2015-16 | \$2,260,613 | \$680,895 | \$3,051 | \$0 | \$2,938,457 | \$698,667 | | \$1,569,705 |
| 2016-17 | \$2,938,457 | \$751,645 | \$3,094 | \$0 | \$3,687,008 | \$154,936 | | \$1,074,582 |
| 2017-18 | \$3,687,008 | \$810,112 | \$3,334 | \$0 | \$793,786 | \$2,212,363 | | \$383,213 |

| Rescue USD CFD No. 1 Expenditures (1995-2018) | |
|--|---------------------|
| 2010 COP Principal | \$ 881,875 |
| 2010 COP Interest | \$ 2,111,478 |
| CFD No. 1 General Expenditures | \$32,907 |
| Sienna Ridge Site - Fund 35 | \$1,678,531 |
| Marina Village 2-Story Building - Fund 35/49 | \$7,393,964 |
| Bass Lake Site - Fund 35 | \$668,739 |
| Total CFD No. 1 Expenditures - Rescue USD | \$12,767,494 |

| CFD No. 1 Fund Balances as of 06/30/2018 | |
|--|--------------------|
| Funds Held with Fiscal Agent (EDUHSD) | \$793,786 |
| Fund 35 CFD No. 1 Balance | \$2,212,363 |
| Fund 49 CFD No. 1 Balance | \$383,213 |
| Total CFD No. 1 Balances - Rescue USD | \$3,389,362 |

| Rescue USD CFD No. 1 Summary (1995-2018) | |
|---|--------------|
| Mello Roos Funds Generated since 1995 (Inc. Interest) | \$8,198,893 |
| 2010 COP Funds allocated to Projects | \$3,000,000 |
| 2017 COP Funds allocated to Projects | \$4,600,000 |
| Total Funds Received for CFD | \$15,798,893 |
| Account Balances as of 06/30/2018 | \$3,389,362 |
| Total CFD Expenses as of 6/30/2018 | \$12,767,494 |
| Total CFD Activity as of 6/30/18 | \$16,156,856 |

**Rescue Union School District
Community Facilities District #1
Fiscal Year 2017-18**

| Fund 49 - Community Facilities District | |
|--|----------------------------|
| <i>Includes Funds Held with Fiscal Agent (EDUHSD)</i> | |
| Beginning Balance: | \$ 1,074,582 |
| <i>Revenues:</i> | |
| <i>Transfers In - From Fiscal Agent (EDUHSD)</i> | \$ 3,700,000 |
| <i>Cash with Fiscal Agent (EDUHSD)</i> | \$ 755,842 |
| <i>Interest Earned (Fund 49)</i> | \$ 9,112 |
| <i>Interest Earned (With Fiscal Agent)</i> | <u>\$ 41,278</u> |
| Total Revenues: | \$ 4,506,232 |
| <i>Transfers:</i> | |
| <i>Marina Village 2-Story Project (Trsfr to FD 35)</i> | \$ (4,000,000) |
| <i>Expenditures:</i> | |
| <i>CFD Collection Fees (With Fiscal Agent)</i> | \$ 3,334 |
| <i>Bass Lake Expenses - Legal / Consultant</i> | \$ 36,120 |
| <i>Sienna Ridge Expenses - Legal / Consultant</i> | \$ 5,797 |
| <i>Debt Service - COP Interest & Fees</i> | \$ 241,689 |
| <i>Debt Service - COP Principal</i> | <u>\$ 116,875</u> |
| Total Expenditures: | \$ (403,815) |
| Ending Balance: | <u>\$ 1,176,999</u> |
| <i>Fund 49</i> | \$ 383,213 |
| <i>Funds with Fiscal Agent</i> | \$ 793,786 |

| CFD #1 Assets in Fund 35 | |
|---|----------------------------|
| <i>Proceeds of 2010 & 2017 COPs / Transfer for MV 2-Story Project</i> | |
| Beginning Balance: | \$ 154,936 |
| <i>Revenues:</i> | |
| <i>Transfers In - From Fund 49</i> | \$ 4,000,000 |
| <i>Interest Earned</i> | \$ 1,533 |
| <i>2017 COP Drawn Proceeds</i> | <u>\$ 4,600,000</u> |
| Total Revenues: | \$ 8,601,533 |
| <i>Expenditures:</i> | |
| <i>MV 2-Story Building Project (1032)</i> | <u>\$ 6,544,106</u> |
| Total Expenditures: | \$ (6,544,106) |
| Ending Balance: | <u>\$ 2,212,363</u> |

Budgeted Assets:

| | |
|---|----------------------------|
| CFD #1 Assets in Fund 35 | \$ 2,212,363 |
| Fund 49 - Community Facilities District | \$ 383,213 |
| Cash w/ Fiscal Agent (EDUHSD) | \$ 793,786 |
| Total Assets: | <u>\$ 3,389,362</u> |

Budgeted Liabilities (COP Principal Balances):

| | |
|---|-----------------------------|
| 2010 COP Refunding - CFD Principal Share (69.75%) | \$ 4,767,813 |
| 2017 COP Issuance for MV 2-Story Project | \$ 5,355,000 |
| Total Liabilities: | <u>\$ 10,122,813</u> |

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Resolution #18-21 – Rural School Bus Pilot Project Grant

BACKGROUND:

Through a partnership with Senator Mike McGuire and the California Air Resources Board (CARB) the North Coast Unified Air Quality Management District was asked to administer the Rural School Bus Pilot Project for the State of California. The main goal of this grant program is accelerating the turnover of California school bus fleets to lower carbon transportation choices, especially in rural school districts who have less access to other funding sources.

Traditionally, small and rural school districts have the oldest and dirtiest burning fleets, and historically have not had the opportunity or ability to receive funds for replacement or upgrade projects. According to the US EPA, more than half of today's school buses have been in service for over a decade. These older buses emit twice as much pollution per mile as a semi-truck. Consequently, health risks for students, especially younger children, increase significantly because their respiratory systems are still developing.

STATUS:

Rescue Union School District has submitted applications for three buses to the Rural School Bus Pilot Project Grant and have been awarded \$405,000 per bus (\$400k per bus plus \$5k for infrastructure) for a total of \$1,215,000. As part of the grant process, buses #9, #14, and #15 will be removed from service and recycled.

The District must pass this resolution as part of the process to be awarded the grant.

FISCAL IMPACT:

The value of the grant are \$1,215,000. The District will additionally have a contribution of approximately \$100,000-\$200,000 for specialized equipment (Cameras, child reminder systems, etc.) and charging infrastructure.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

District staff recommends the Board of Trustees approve the Rural School Bus Pilot Project Grant Resolution.

Resolution #18-21

BEFORE THE RESCUE UNION SCHOOL DISTRICT
AUTHORIZING PARTICIPATION IN THE RURAL SCHOOL BUS PILOT PROJECT

WHEREAS, on October 9, 2018, the Board of Trustees of the Rescue Union School District met in regular session; and

WHEREAS, California Climate Investments are funded by the State proceeds from Cap-and-Trade auctions. These funds provide an opportunity for the State to invest in projects that help achieve our climate goals and provide benefits to disadvantaged communities; and

WHEREAS, the California Air Resources Board (CARB) created the Rural School Bus Pilot Project (RSBPP), and has allocated funding from the California Climate Investments; and

WHEREAS, the North Coast Unified Air Quality Management District (NCUAQMD) has been selected to administer the RSBPP on behalf of CARB; and

WHEREAS, the NCUAQMD requires the submission of information, on standardized forms (application forms), to determine eligibility and to rank proposed projects; and

WHEREAS, if selected to receive funding, in order to participate in the RSBPP, the grantee is required to enter into an agreement with the NCUAQMD wherein the fulfillment of terms and conditions is required in order to receive the funding.

NOW THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Rescue Union School District authorizes the submission of applications for Rural School Bus Pilot Project grants; and

BE IT FURTHER RESOLVED, that if selected for funding, the Superintendent, Cheryl Olson is authorized to enter into binding contracts on behalf of the school district and to act, as needed, to ensure the contract terms are satisfied.

On motion of _____, Seconded by _____, the foregoing resolution is hereby PASSED and ADOPTED BY the Rescue Union School District Governing Board on this 9th day of October, 2018 by the following votes:

AYES:

NOES:

ABSTAIN:

Nancy Brownell, President

ATTEST:

Suzanna George, Clerk

ITEM#: 8
DATE: October 9, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California Assessment of Student Performance and Progress (CAASPP) Update

BACKGROUND:

In the spring of 2018, students in grades 3-8 took part in the Smarter Balanced Summative Assessment to measure their ability to demonstrate and apply knowledge associated with the California State Standards. Assessments included computer adaptive tests and performance tasks in the areas of English language arts and mathematics. Additionally, students in grades 5 and 8 were assessed in the area of science, taking part in the field test of the California Science Test (CAST). This new test is aligned to the Next Generation Science Standards, and because the CAST is still being field tested across the state, results for this assessment will not be returned to students, schools, or to the district.

STATUS:

Student Score Reports (SSRs), as well as aggregate and disaggregated scores for the district and school sites, have been reviewed by administrators and teachers. School and grade level teams are now developing action plans to strategically target academic areas based on student performance down to the claim level. Comparisons are also being made between current results and previous results to determine areas of strength and areas for growth.

FISCAL IMPACT:

N/A

BOARD GOAL:

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 researched-based, progressive, effective instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

RECOMMENDATION:

The Board receive test results for the 2018 administration of the Smarter Balanced assessments.



2018

Smarter Balanced Assessment Results

A Presentation for the RUSD Board of Trustees
October 9, 2018

Important Considerations

- The Smarter Balanced Assessment is but one of many measurements that we use to assess student growth.
- The Smarter Balanced Assessments:
 - are aligned to **more rigorous standards**,
 - require students to **think more critically**, and
 - contain **in-depth performance tasks** rather than multiple choice questions.
- The Smarter Balanced Assessment results are not intended to directly compare schools. Each school is somewhat unique in the programs it operates and the students it serves.

Student Achievement Levels for ELA and Math:

Standard Exceeded: Advanced progress toward mastery.

Standard Met: Progress toward mastery.

Standard Nearly Met: May require further development to demonstrate the knowledge and skills needed for likely success in future coursework.

Standard Not Met: Needs substantial improvement to demonstrate the knowledge and skills needed for likely success in future coursework.

CAASPP Results Web Site



Test Results for
English Language Arts/Literacy
and Mathematics



About

Smarter Balanced Assessments

California Alternate Assessments

Contact

Test Results

Compare Test Results

Understanding Results

Research Files

Search Smarter Balanced Test Results

Administered to students in grades 3–8 and grade 11.

California Statewide Test Results

[View Statewide Results](#)

County, District, or School Search Test Results

County:

Select County...

District (includes [Direct Funded Charter Schools](#)):

Select District...

School:

Select School...

[View Test Results](#)



Important Note

The initial public reporting release includes test records processed as of July 7, 2016. The results will be updated in the fall.

Test results for individual students are available only to parents/guardians and may be obtained only from the schools and districts where students were tested. Individual student results are not available on the Internet nor from the California Department of Education.

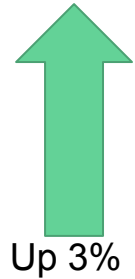
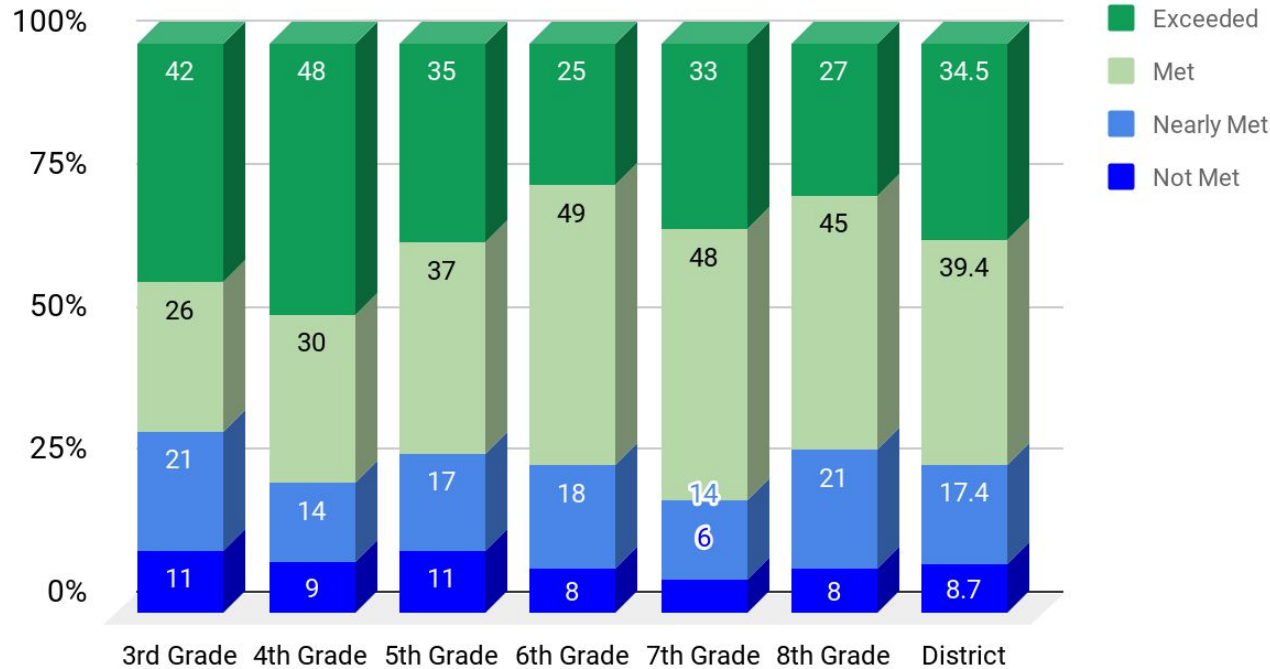
Complete statewide, county, district and school CAASPP results are available on the CDE Web page at <http://caaspp.cde.ca.gov/sb2018/Search>.

Smarter Balanced Assessment Results for District



Overall Results for the Rescue Union School District ELA 2018

ELA SBAC Results



Up 3%

% Meeting or Exceeding

2018 - 74%

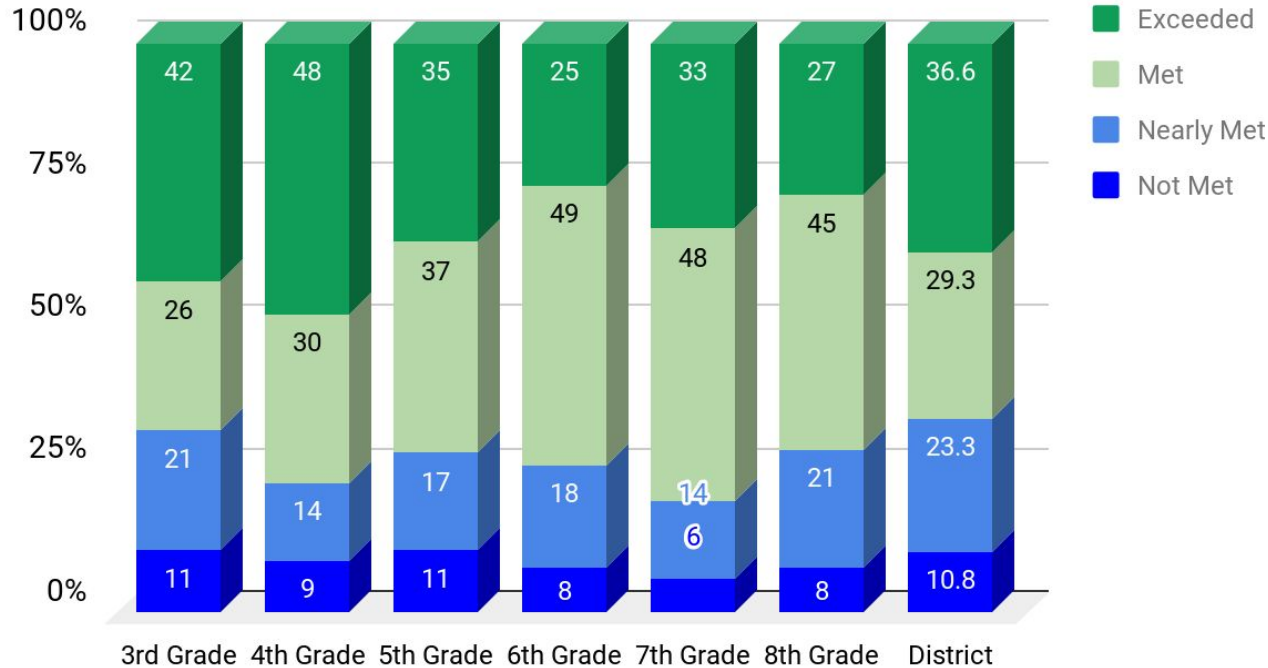
2017 - 71%

2016 - 71%

2015 - 67%

Overall Results for the Rescue Union School District Math 2018

MATH SBAC Results



Up 2.5%

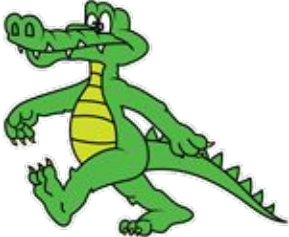
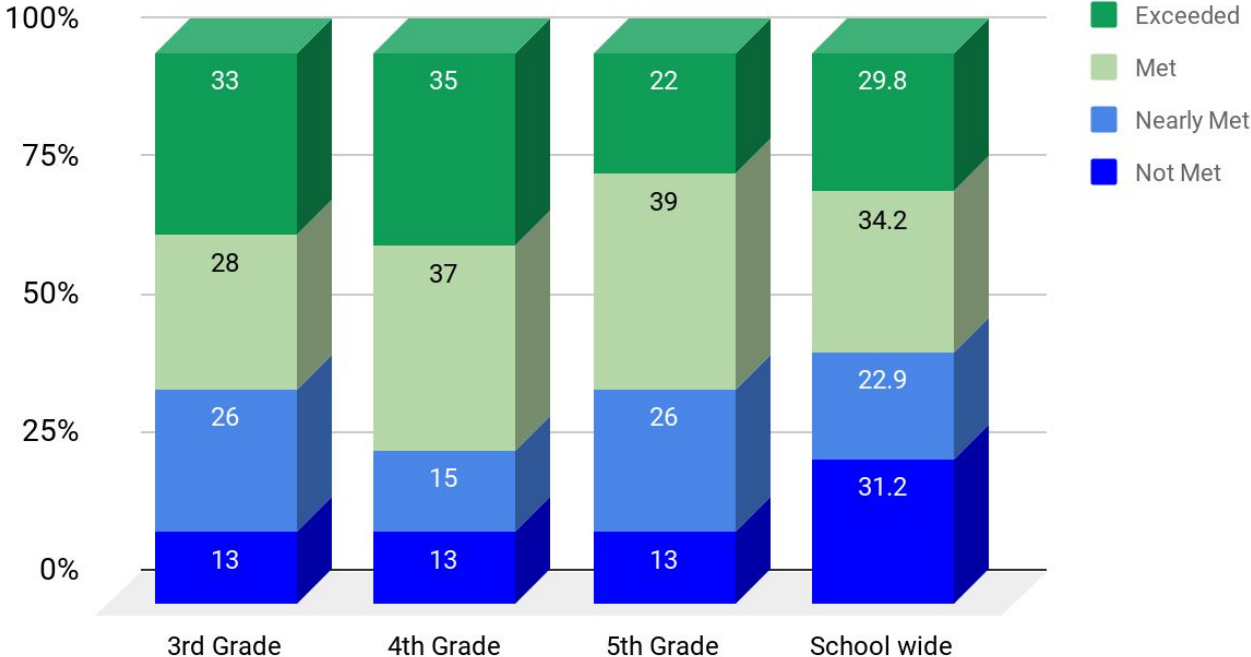
% Meeting or Exceeding
2018 - 66%
2017 - 63.5%
2016 - 63%
2015 - 63%

Smarter Balanced Assessment Results by School



Smarter Balanced Assessment Results for Green Valley School (ELA)

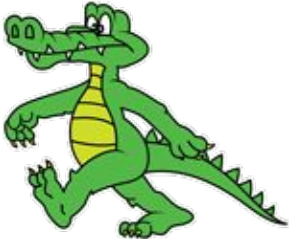
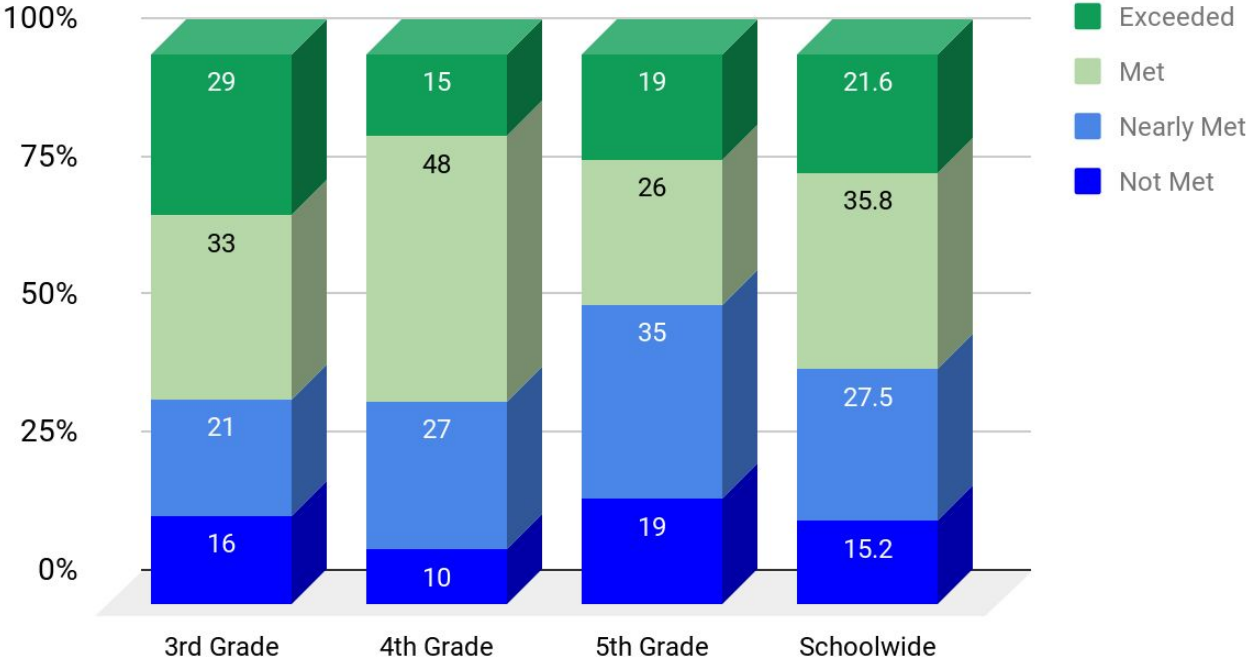
ELA SBAC Results



% Meeting or Exceeding
2018 - 64%
2017 - 56%
2016 - 57%
2015 - 55%

Smarter Balanced Assessment Results for Green Valley School (Math)

MATH SBAC Results

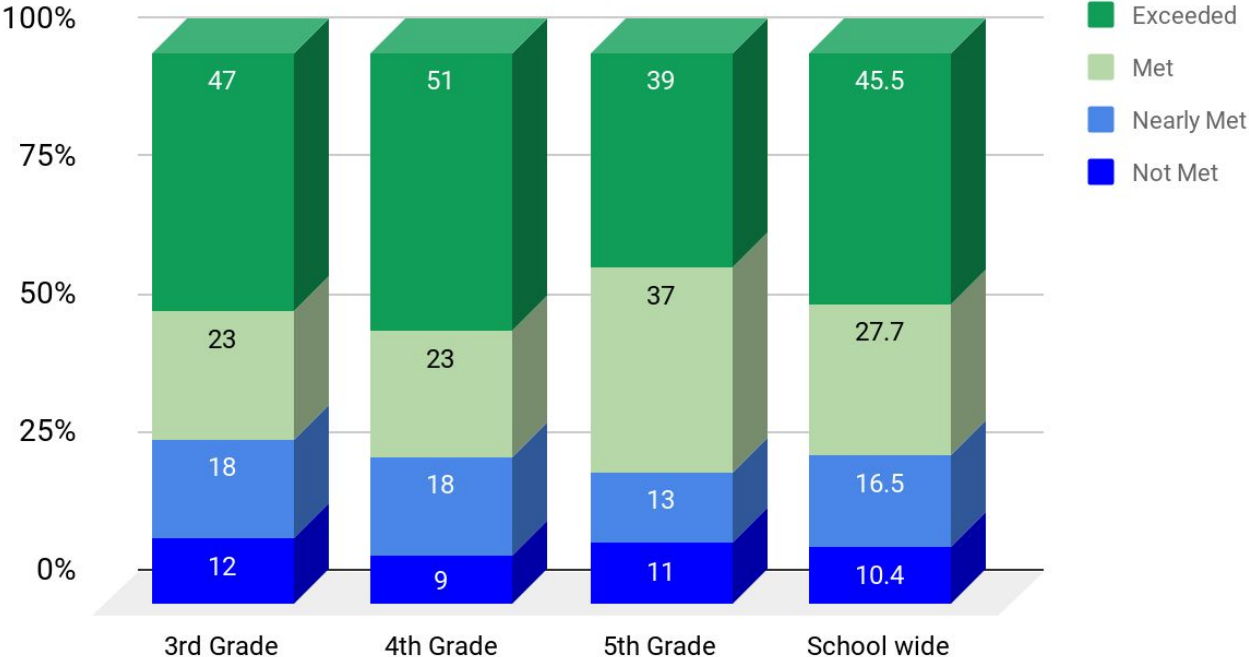


% Meeting or Exceeding
2018 - 57.4%
2017 - 50%
2016 - 46%
2015 - 49%

Smarter Balanced Assessment Results for Jackson School (ELA)



ELA SBAC Results

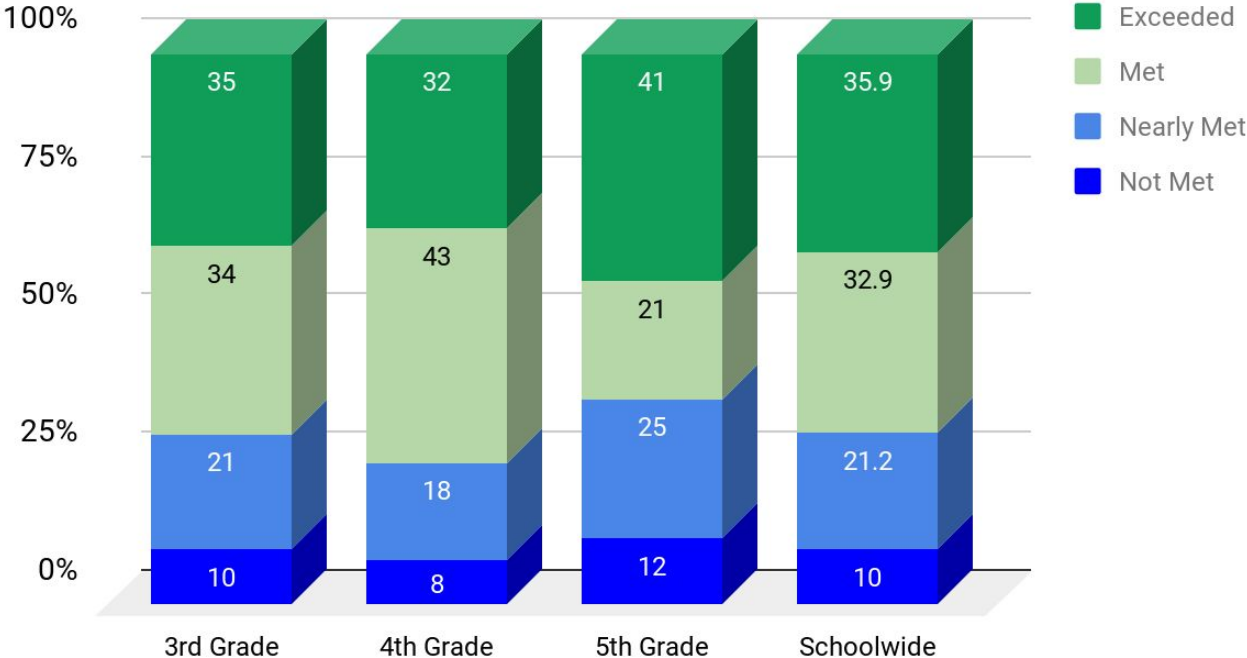


% Meeting or Exceeding
2018 - 73.2%
2017 - 77%
2016 - 73%
2015 - 65%

Smarter Balanced Assessment Results for Jackson School (Math)



MATH SBAC Results

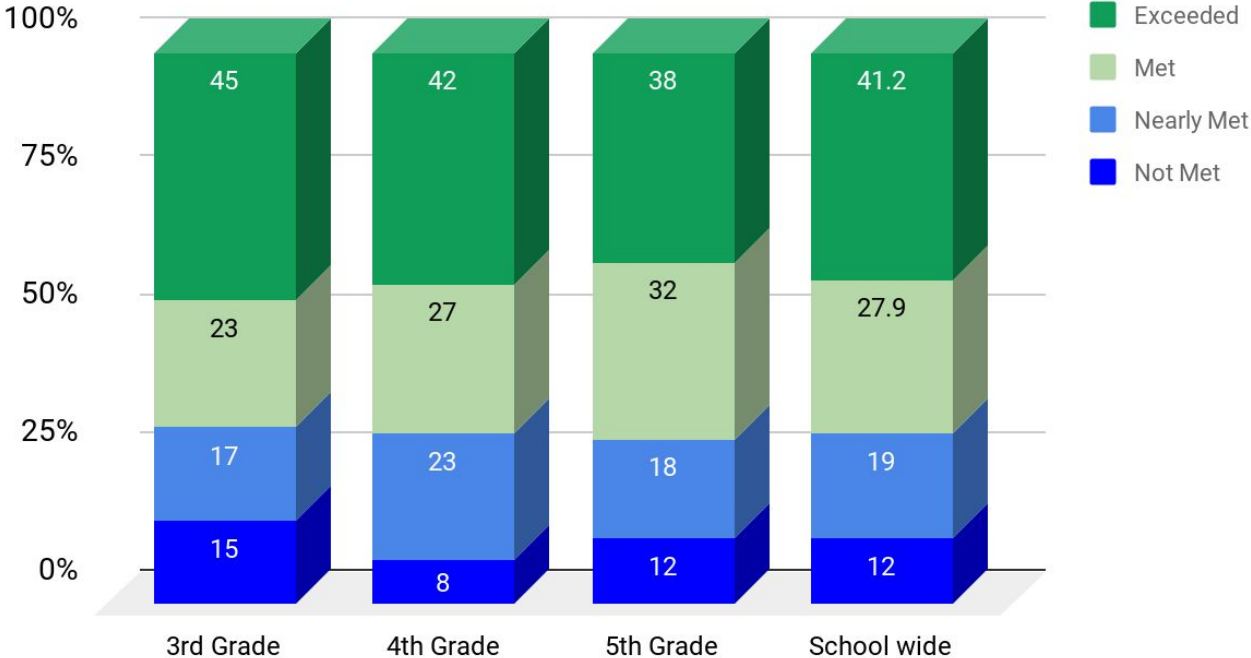


% Meeting or Exceeding
2018 - 68.8%
2017 - 74%
2016 - 68%
2015 - 68%

Smarter Balanced Assessment Results for Lake Forest (ELA)



ELA SBAC Results

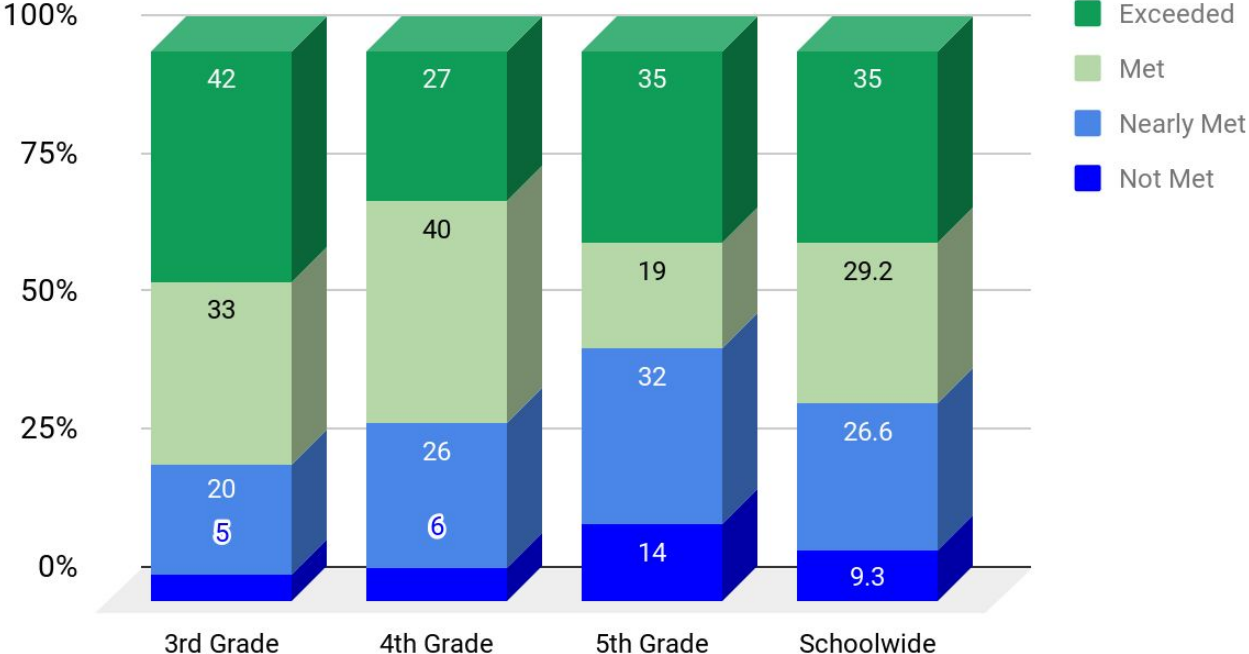


% Meeting or Exceeding
2018 - 69%
2017 - 71%
2016 - 83%
2015 - 73%

Smarter Balanced Assessment Results for Lake Forest (Math)



MATH SBAC Results

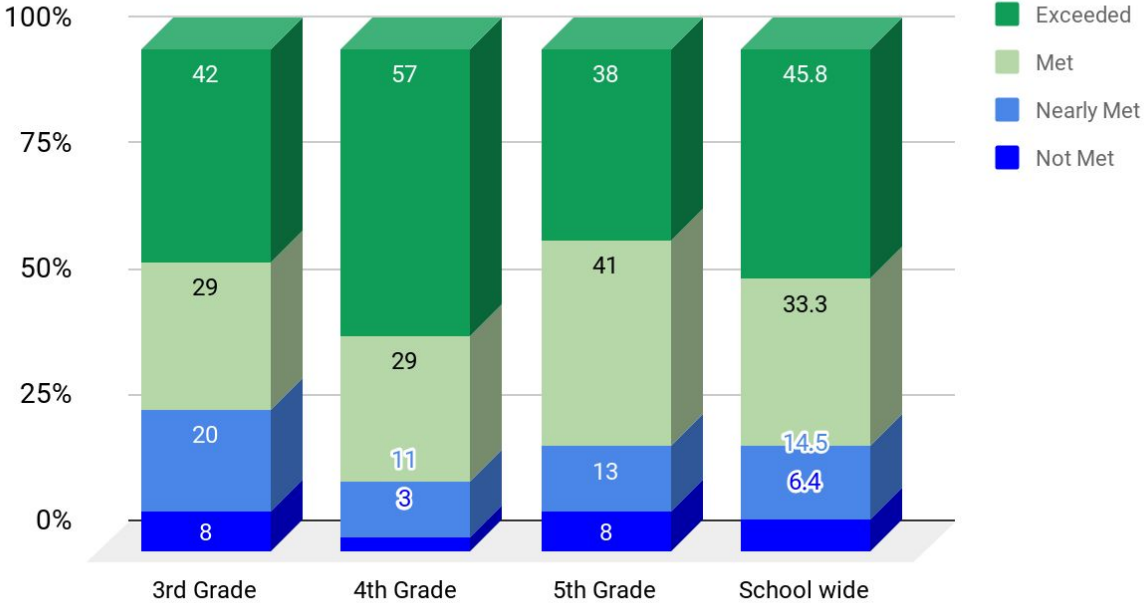


% Meeting or Exceeding
2018 - 64.2%
2017 - 65%
2016 - 74%
2015 - 69%

Smarter Balanced Assessment Results for Lakeview (ELA)



ELA SBAC Results

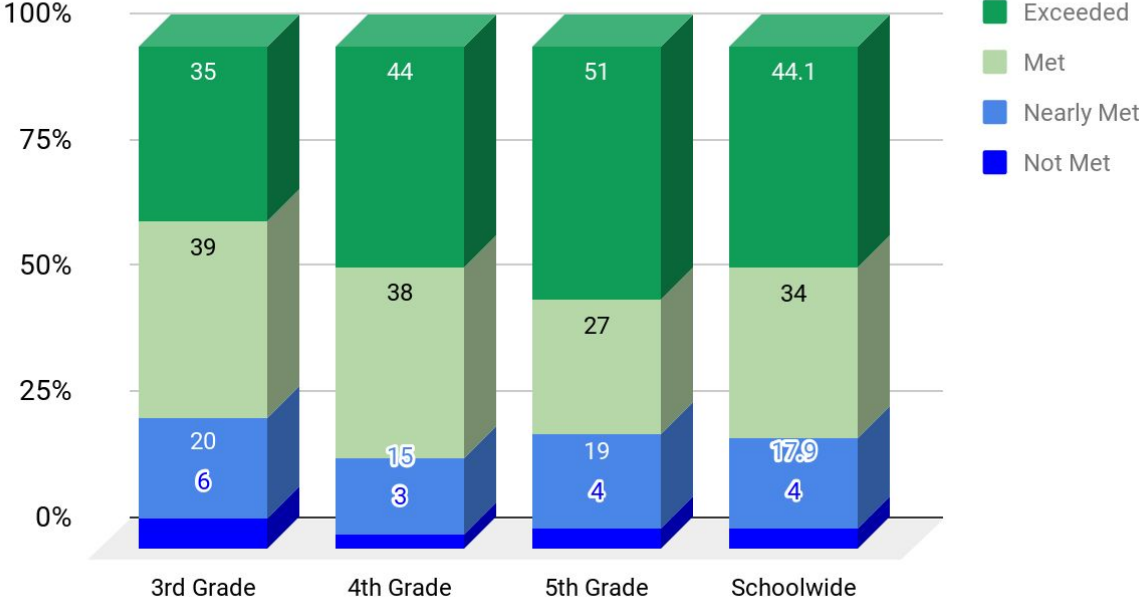


% Meeting or Exceeding
2018 - 79.1%
2017 - 80%
2016 - 79%
2015 - 63%

Smarter Balanced Assessment Results for Lakeview (Math)



MATH SBAC Results

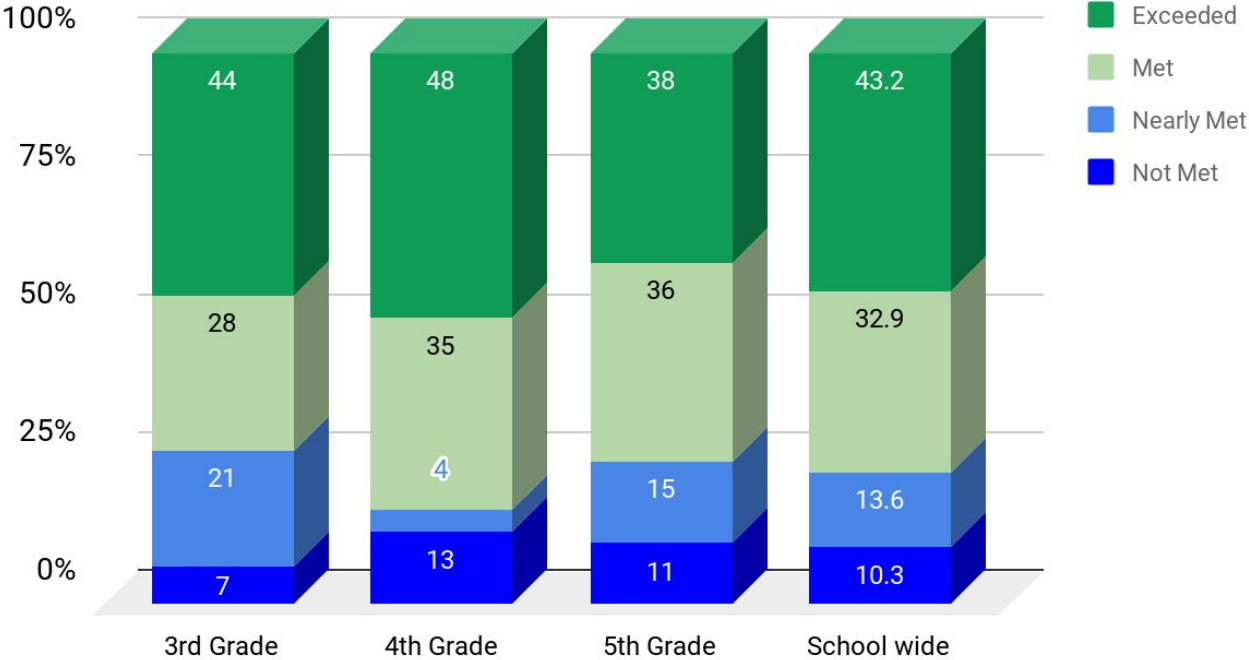


% Meeting or Exceeding
2018 - 78.1%
2017 - 78%
2016 - 75%
2015 - 68%

Smarter Balanced Assessment Results for Rescue School (ELA)



ELA SBAC Results

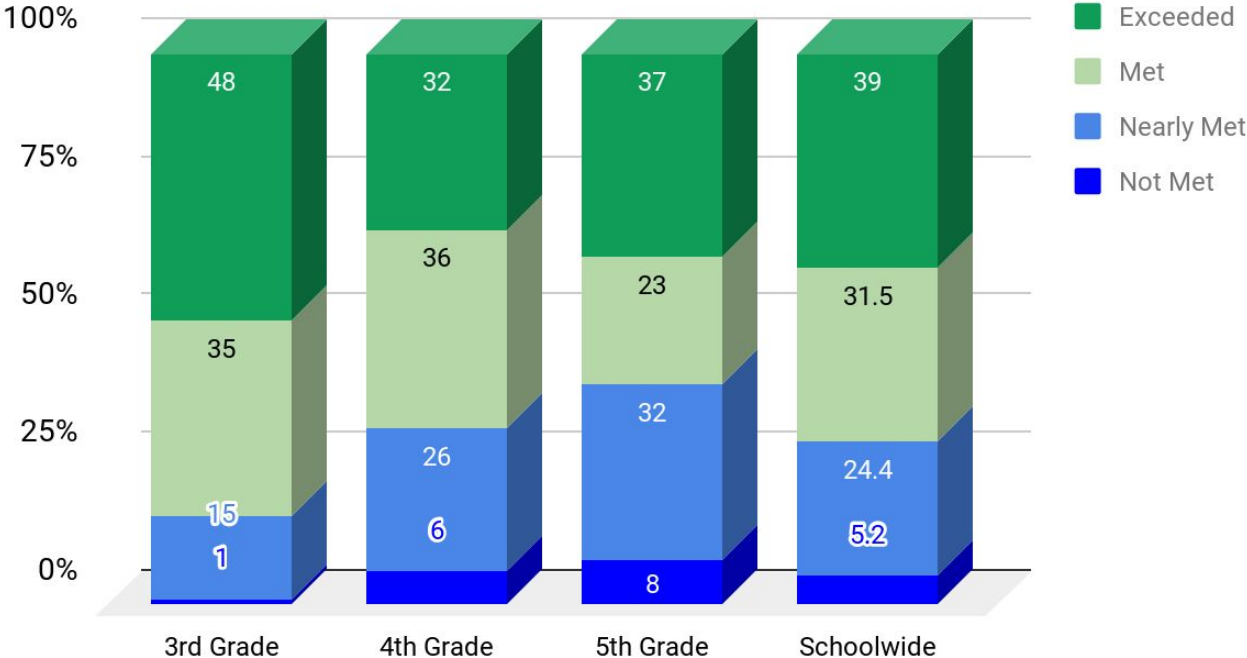


% Meeting or Exceeding
2018 - 76.1%
2017 - 79%
2016 - 77%
2015 - 69%

Smarter Balanced Assessment Results for Rescue School (Math)



MATH SBAC Results

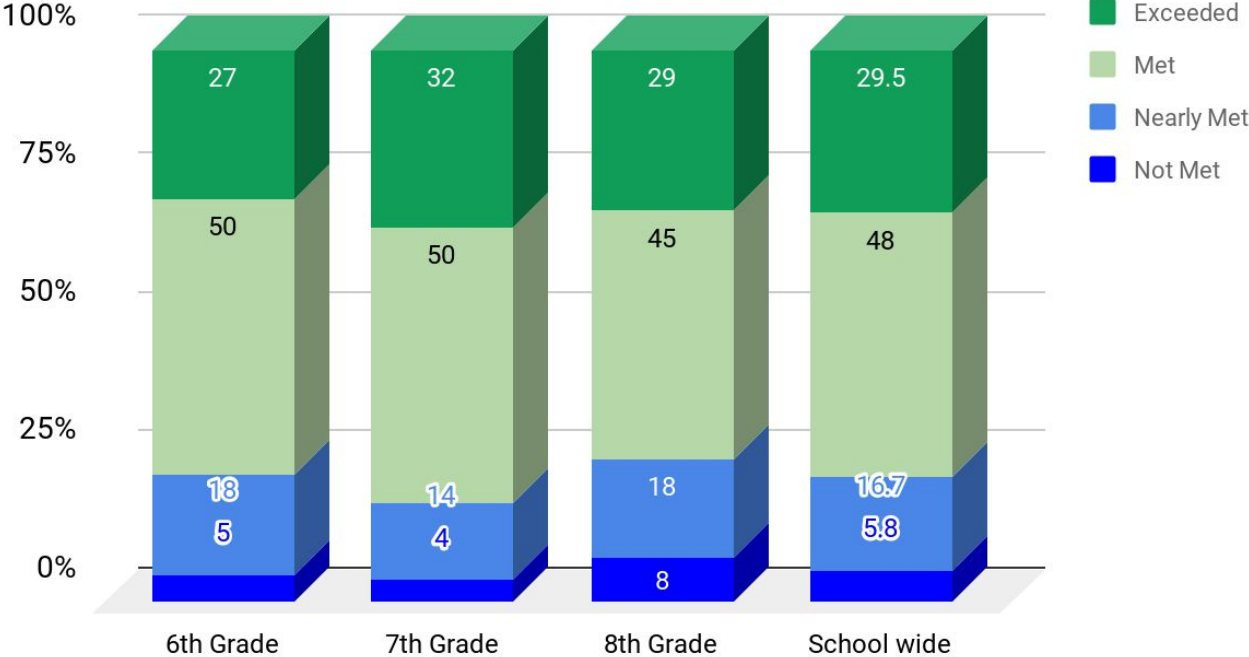


% Meeting or Exceeding
2018 - 70.5%
2017 - 70%
2016 - 67%
2015 - 62%

Smarter Balanced Assessment Results for Marina Village (ELA)



ELA SBAC Results

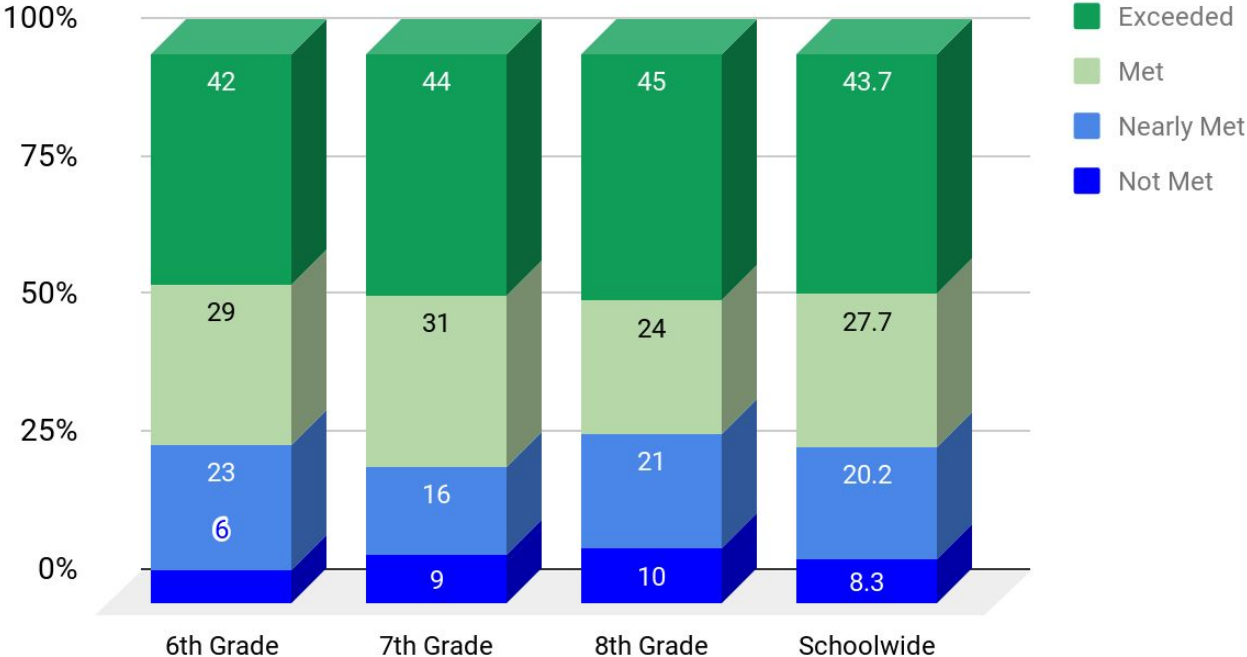


% Meeting or Exceeding
2018 - 77.5%
2017 - 75%
2016 - 76%
2015 - 77%

Smarter Balanced Assessment Results for Marina Village (Math)



MATH SBAC Results

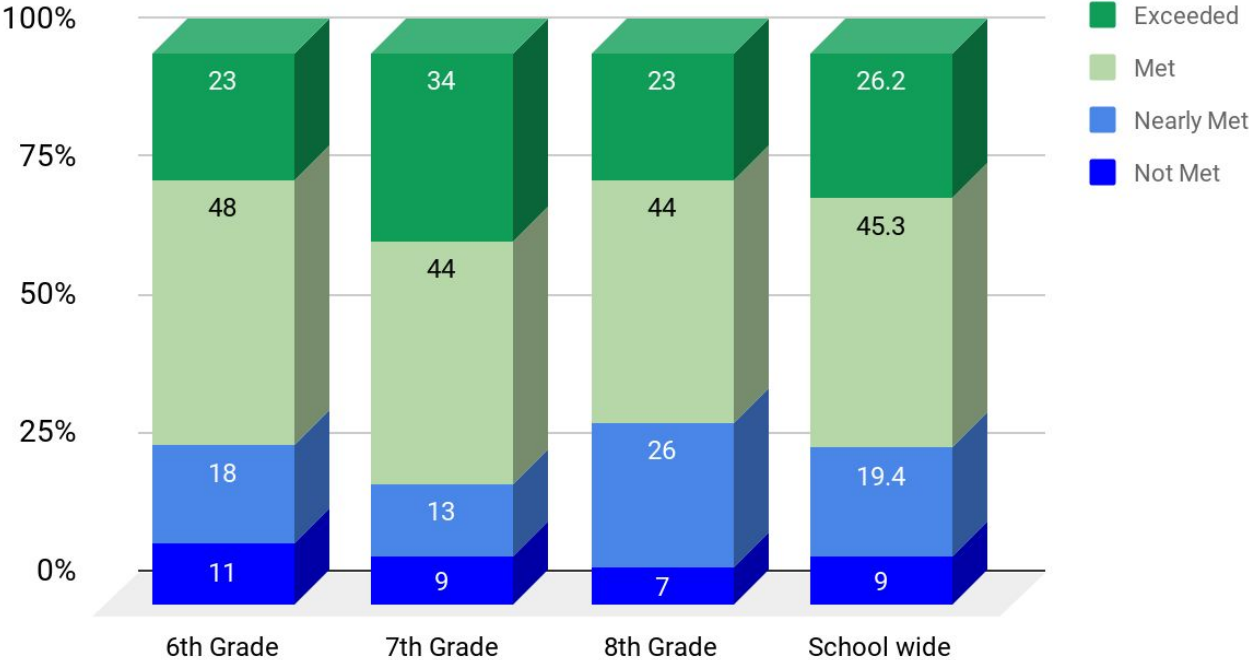


% Meeting or Exceeding
2018 - 71.4%
2017 - 69%
2016 - 71%
2015 - 70%

Smarter Balanced Assessment Results for Pleasant Grove (ELA)



ELA SBAC Results

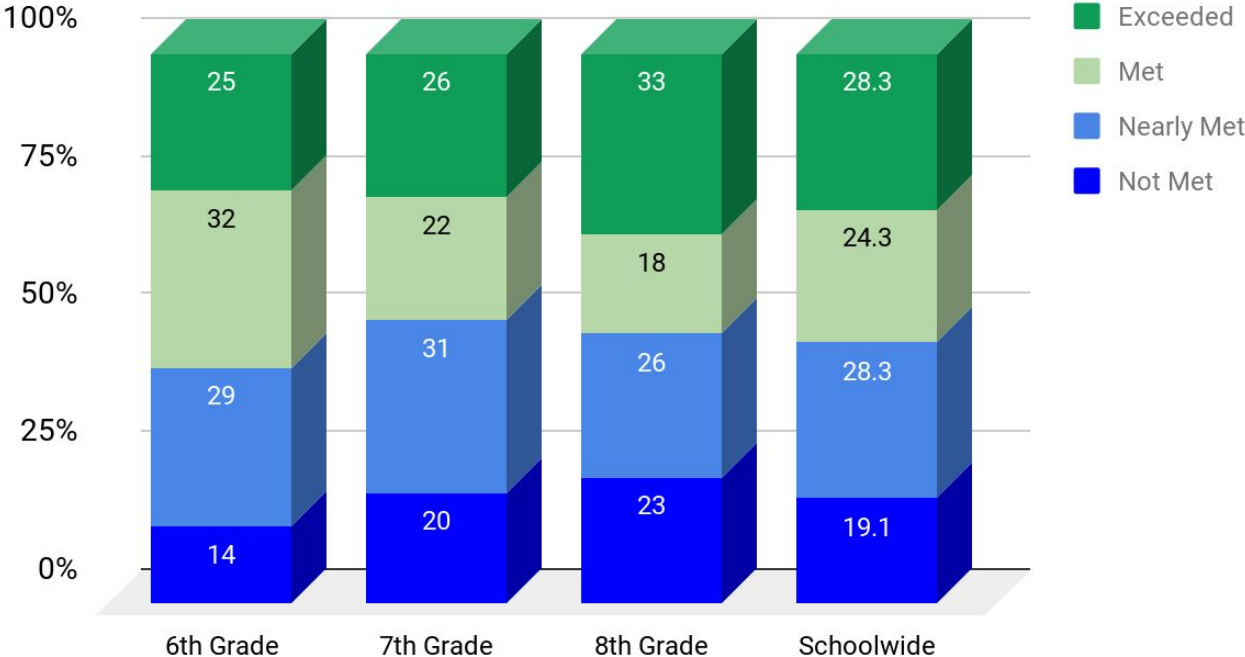


% Meeting or Exceeding
2018 - 71.5%
2017 - 62%
2016 - 58%
2015 - 60%

Smarter Balanced Assessment Results for Pleasant Grove (Math)



MATH SBAC Results



% Meeting or Exceeding
2018 - 52.6%
2017 - 46%
2016 - 48%
2015 - 50%

Smarter Balanced Assessment Results Change Over Time (Cohort Results)



SBAC Results - Change Over Time (3rd - 4th)

Achievement Level Distribution Over Time

| Achievement Level | 3rd Grade (2017) | 4th Grade (2018) |
|---|------------------|------------------|
| Mean Scale Score | 2477.3 | 2524.4 |
| Standard Exceeded: Level 4 ⁽ⁱ⁾ | 45.50 % | 47.87 % |
| Standard Met: Level 3 ⁽ⁱ⁾ | 28.88 % | 29.79 % |
| Standard Nearly Met: Level 2 ⁽ⁱ⁾ | 17.17 % | 13.83 % |
| Standard Not Met: Level 1 ⁽ⁱ⁾ | 8.45 % | 8.51 % |

Achievement Level Distribution Over Time

| Achievement Level | 3rd Grade (2017) | 4th Grade (2018) |
|---|------------------|------------------|
| Mean Scale Score | 2478.2 | 2516.9 |
| Standard Exceeded: Level 4 ⁽ⁱ⁾ | 34.88 % | 31.91 % |
| Standard Met: Level 3 ⁽ⁱ⁾ | 45.78 % | 40.69 % |
| Standard Nearly Met: Level 2 ⁽ⁱ⁾ | 13.62 % | 21.28 % |
| Standard Not Met: Level 1 ⁽ⁱ⁾ | 5.72 % | 6.12 % |

ELA

Math



3.3%



8.1%

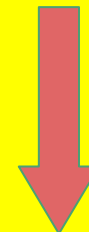
Arrows represent the increase or decrease in met or exceeded from the previous year.

SBAC Results - Change Over Time (3rd - 5th)

Achievement Level Distribution Over Time

| Achievement Level | 3rd Grade (2016) | 4th Grade (2017) | 5th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2476.5 | 2516.2 | 2547.3 |
| Standard Exceeded: Level 4 ⁽¹⁾ | 47 % | 44.44 % | 35.38 % |
| Standard Met: Level 3 ⁽¹⁾ | 28 % | 29.47 % | 36.79 % |
| Standard Nearly Met: Level 2 ⁽¹⁾ | 15 % | 15.22 % | 16.75 % |
| Standard Not Met: Level 1 ⁽¹⁾ | 10 % | 10.87 % | 11.08 % |

ELA

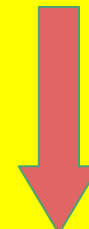


1.2%

Achievement Level Distribution Over Time

| Achievement Level | 3rd Grade (2016) | 4th Grade (2017) | 5th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2477.7 | 2514.9 | 2548.9 |
| Standard Exceeded: Level 4 ⁽¹⁾ | 36 % | 32.93 % | 37.74 % |
| Standard Met: Level 3 ⁽¹⁾ | 39 % | 34.62 % | 23.58 % |
| Standard Nearly Met: Level 2 ⁽¹⁾ | 20 % | 23.73 % | 27.59 % |
| Standard Not Met: Level 1 ⁽¹⁾ | 6 % | 8.72 % | 11.08 % |

Math



6.2%

Arrows represent the increase or decrease in met or exceeded from the previous year.

SBAC Results - Change Over Time (4rd - 6th)

Achievement Level Distribution Over Time

| Achievement Level | 4th Grade (2016) | 5th Grade (2017) | 6th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2513.0 | 2540.3 | 2570.2 |
| Standard Exceeded: Level 4 ⁽¹⁾ | 44 % | 33.03 % | 25.40 % |
| Standard Met: Level 3 ⁽¹⁾ | 29 % | 38.24 % | 48.73 % |
| Standard Nearly Met: Level 2 ⁽¹⁾ | 15 % | 16.52 % | 17.78 % |
| Standard Not Met: Level 1 ⁽¹⁾ | 12 % | 12.22 % | 8.08 % |

Achievement Level Distribution Over Time

| Achievement Level | 4th Grade (2016) | 5th Grade (2017) | 6th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2508.3 | 2542.8 | 2573.4 |
| Standard Exceeded: Level 4 ⁽¹⁾ | 29 % | 31.22 % | 34.63 % |
| Standard Met: Level 3 ⁽¹⁾ | 38 % | 26.70 % | 30.28 % |
| Standard Nearly Met: Level 2 ⁽¹⁾ | 25 % | 32.35 % | 25.46 % |
| Standard Not Met: Level 1 ⁽¹⁾ | 9 % | 9.73 % | 9.63 % |

ELA

Math



3.0%



7.0%

Arrows represent the increase or decrease in met or exceeded from the previous year.

SBAC Results - Change Over Time (5rd - 7th)

ELA

Achievement Level Distribution Over Time

| Achievement Level | 5th Grade (2016) | 6th Grade (2017) | 7th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2538.2 | 2570.9 | 2613.7 |
| Standard Exceeded: Level 4 ⁽¹⁾ | 30 % | 28.31 % | 33.07 % |
| Standard Met: Level 3 ⁽¹⁾ | 43 % | 42.86 % | 47.55 % |
| Standard Nearly Met: Level 2 ⁽¹⁾ | 13 % | 20.26 % | 13.70 % |
| Standard Not Met: Level 1 ⁽¹⁾ | 14 % | 8.57 % | 5.68 % |



9.5%

Math

Achievement Level Distribution Over Time

| Achievement Level | 5th Grade (2016) | 6th Grade (2017) | 7th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2539.0 | 2568.7 | 2595.7 |
| Standard Exceeded: Level 4 ⁽¹⁾ | 35 % | 34.82 % | 36.95 % |
| Standard Met: Level 3 ⁽¹⁾ | 24 % | 28.53 % | 27.65 % |
| Standard Nearly Met: Level 2 ⁽¹⁾ | 25 % | 22.25 % | 22.22 % |
| Standard Not Met: Level 1 ⁽¹⁾ | 16 % | 14.40 % | 13.18 % |



1.3%

Arrows represent the increase or decrease in met or exceeded from the previous year.

SBAC Results - Change Over Time (6rd - 8th)

Achievement Level Distribution Over Time

| Achievement Level | 6th Grade (2016) | 7th Grade (2017) | 8th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2562.8 | 2600.5 | 2609.5 |
| Standard Exceeded: Level 4 ^(U) | 24 % | 27.43 % | 26.65 % |
| Standard Met: Level 3 ^(U) | 44 % | 47.73 % | 44.56 % |
| Standard Nearly Met: Level 2 ^(U) | 22 % | 16.20 % | 21.11 % |
| Standard Not Met: Level 1 ^(U) | 10 % | 8.64 % | 7.68 % |

ELA



3.9%

Achievement Level Distribution Over Time

| Achievement Level | 6th Grade (2016) | 7th Grade (2017) | 8th Grade (2018) |
|---|------------------|------------------|------------------|
| Mean Scale Score | 2570.9 | 2580.2 | 2611.5 |
| Standard Exceeded: Level 4 ^(U) | 34 % | 30.82 % | 40.09 % |
| Standard Met: Level 3 ^(U) | 27 % | 25.86 % | 21.54 % |
| Standard Nearly Met: Level 2 ^(U) | 25 % | 28.66 % | 22.81 % |
| Standard Not Met: Level 1 ^(U) | 13 % | 14.66 % | 15.57 % |

Math



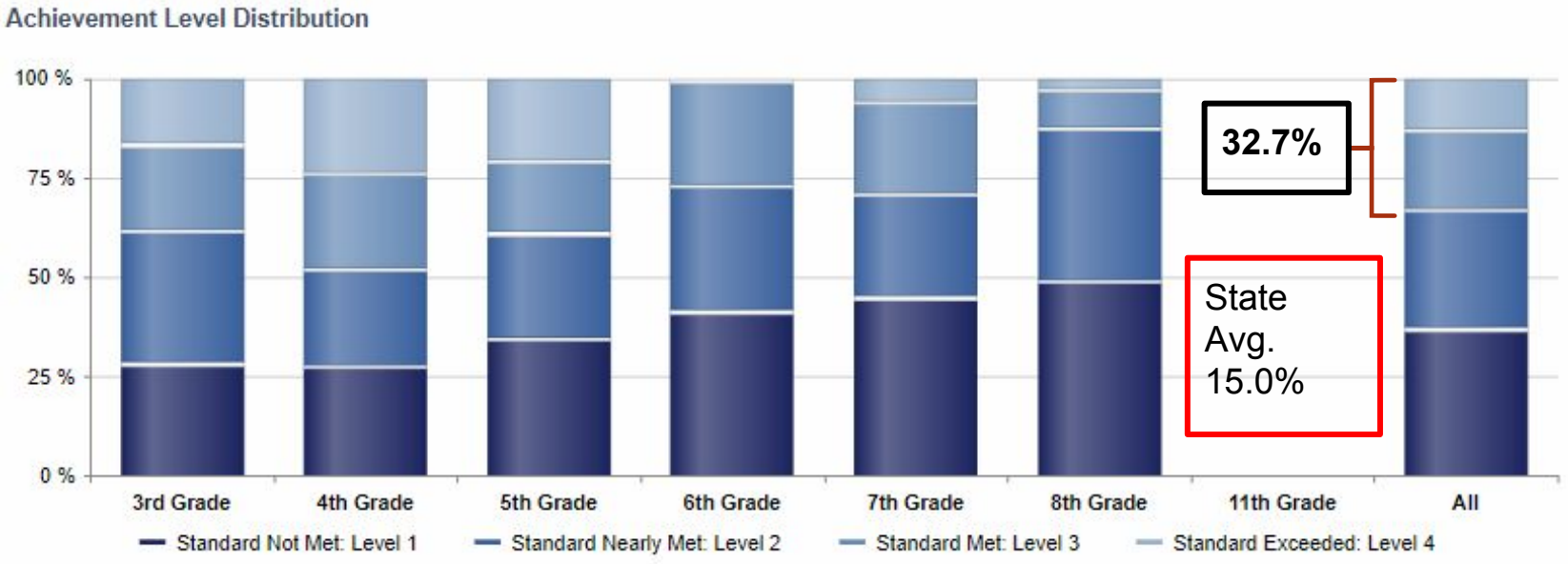
5.0%

Arrows represent the increase or decrease in met or exceeded from the previous year.

Smarter Balanced Assessment Results by Student Groups



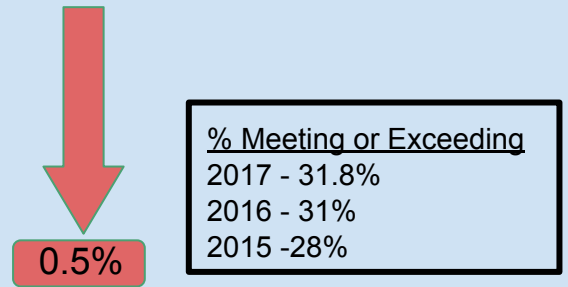
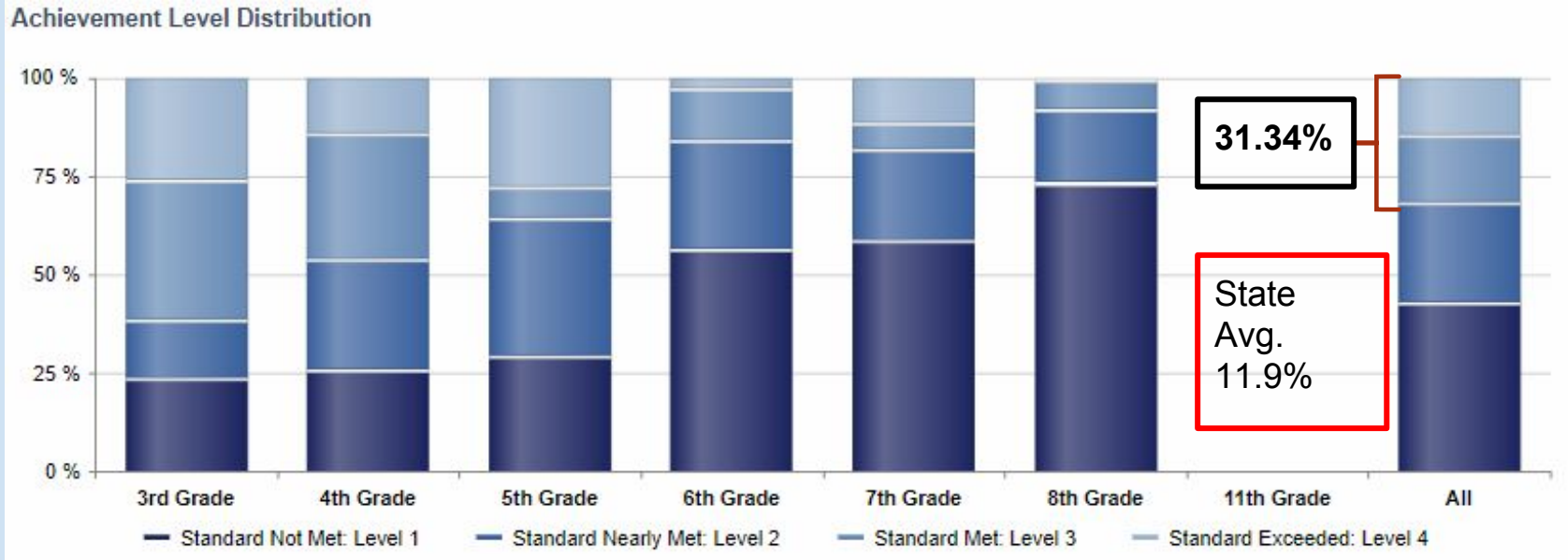
ELA Results for Students with Disability (266)



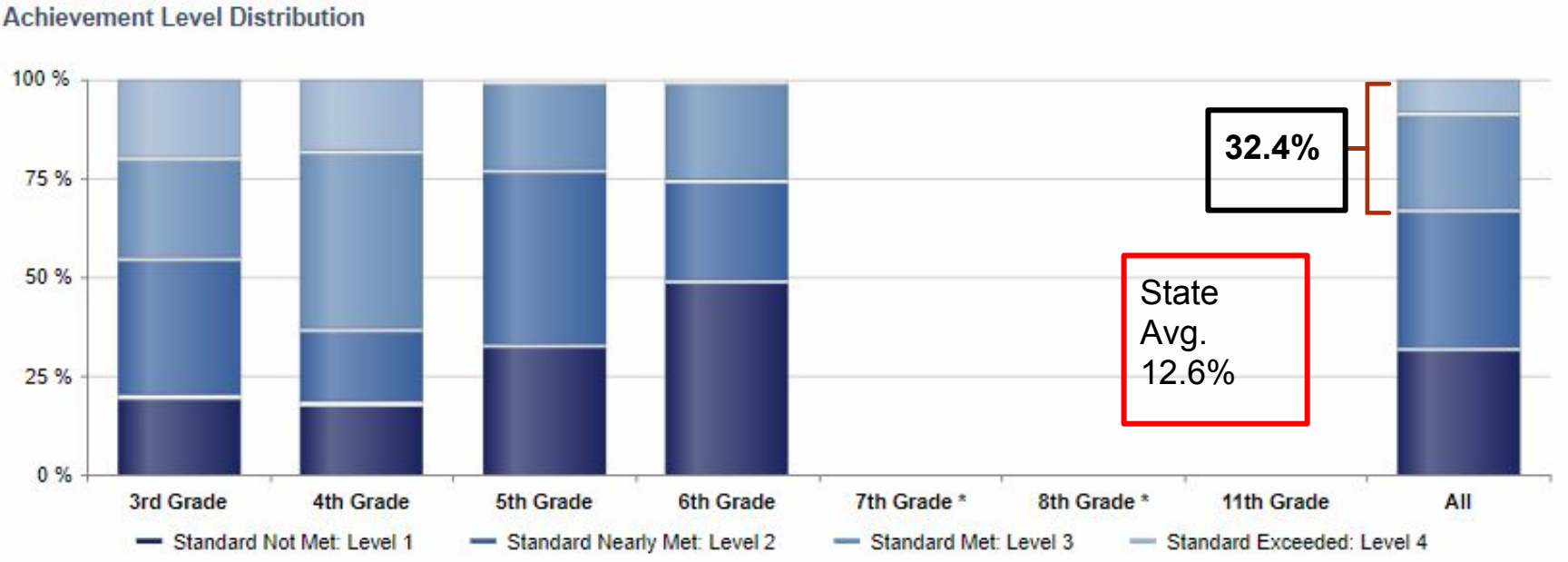
2.5%

% Meeting or Exceeding
 2017 - 30.2%
 2016 - 31%
 2015 - 26%

Math Results for Students with Disability (269)



ELA Results for EI Students (71)



↑
7.7%

% Meeting or Exceeding

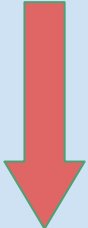
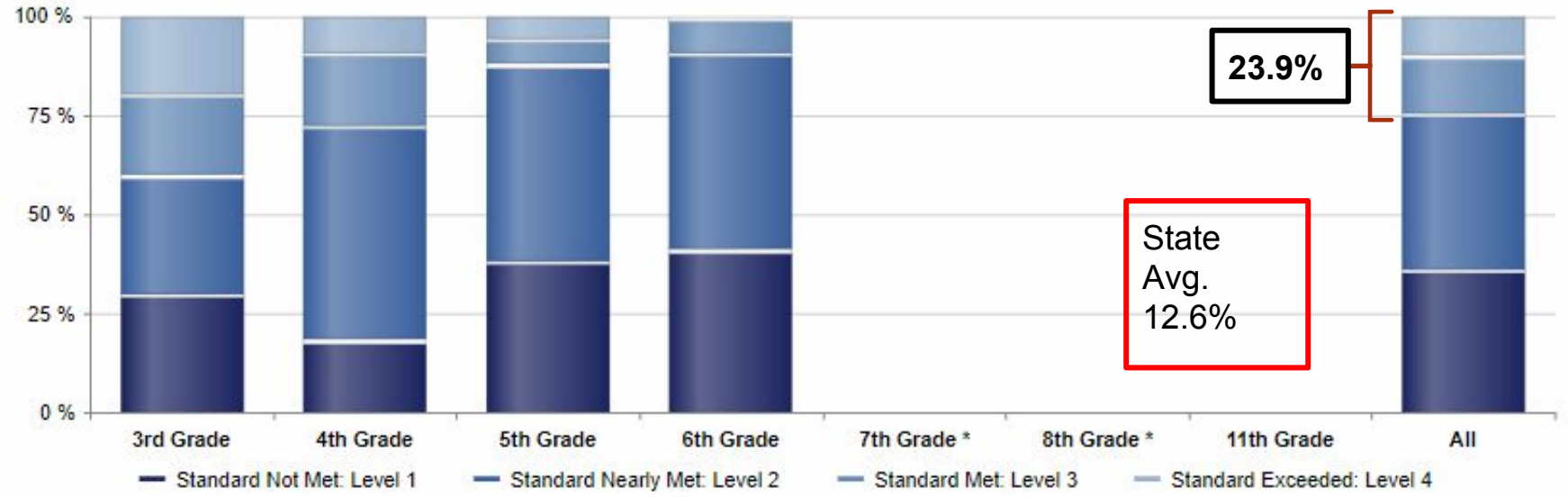
2017 - 24.7

2016 - 18%

2015 - 17%

Math Results for EI Students (71)

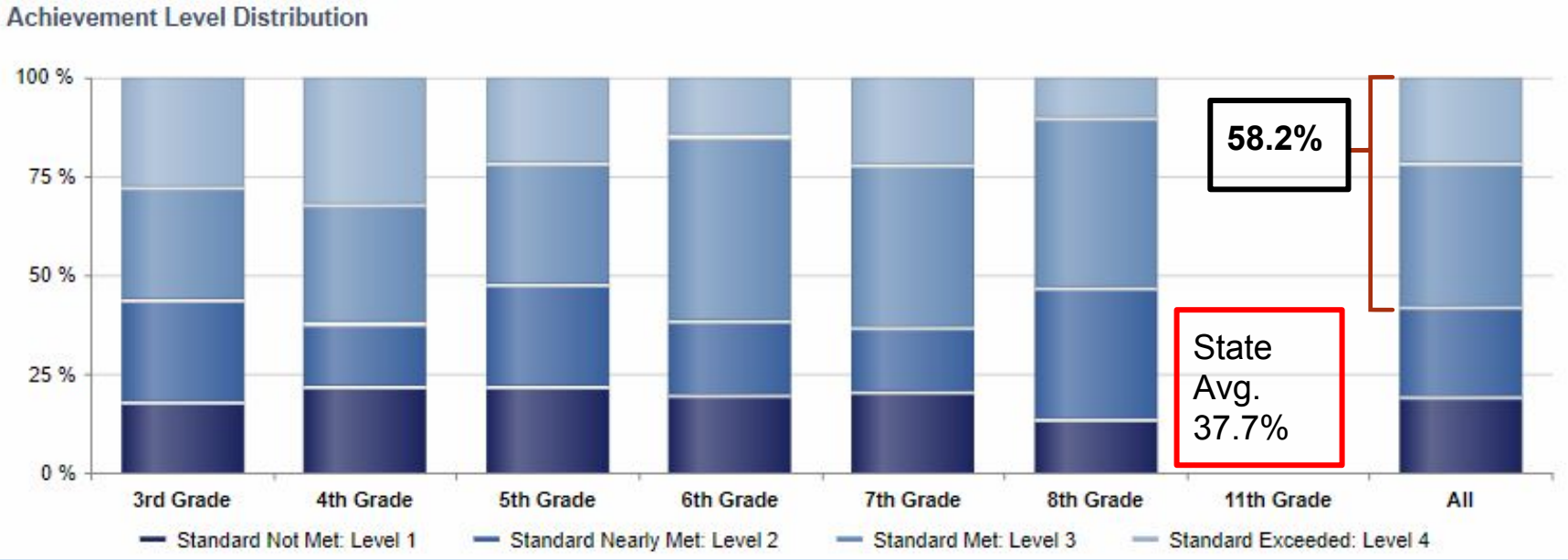
Achievement Level Distribution



4.3%

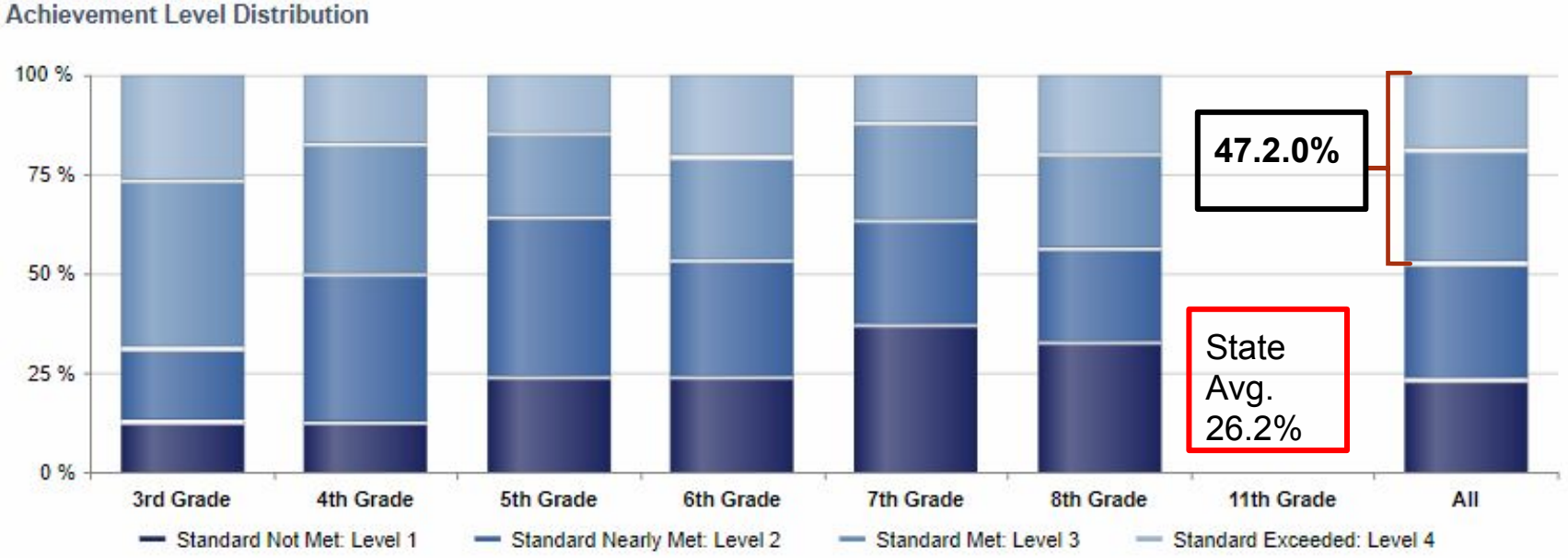
% Meeting or Exceeding
 2017 - 28.2%
 2016 - 23%
 2015 - 19%

ELA Results for Socio-Economically Disadvantaged Students (423)



% Meeting or Exceeding
 2017 - 50%
 2016 - 46%
 2015 - 45%

Math Results for Socio-Economically Disadvantaged Students (424)



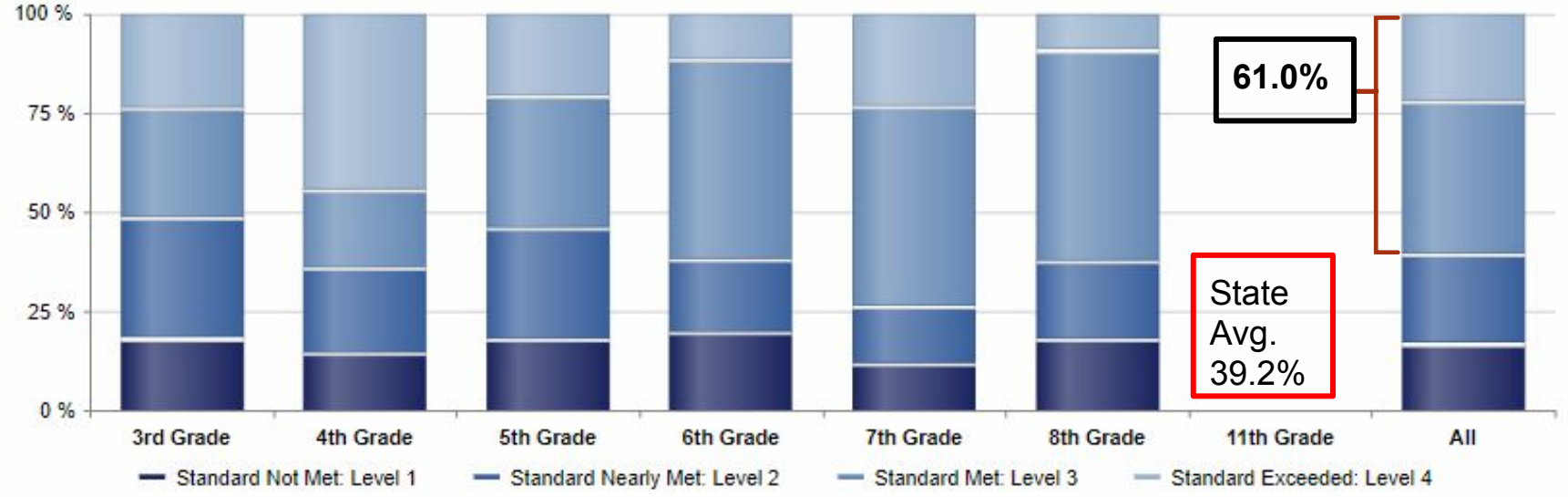
9.2%

↑

% Meeting or Exceeding
 2017 - 38%
 2016 - 38%
 2015 - 38%

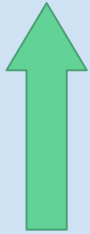
ELA Results for Hispanic or Latino (379)

Achievement Level Distribution



61.0%

State Avg. 39.2%

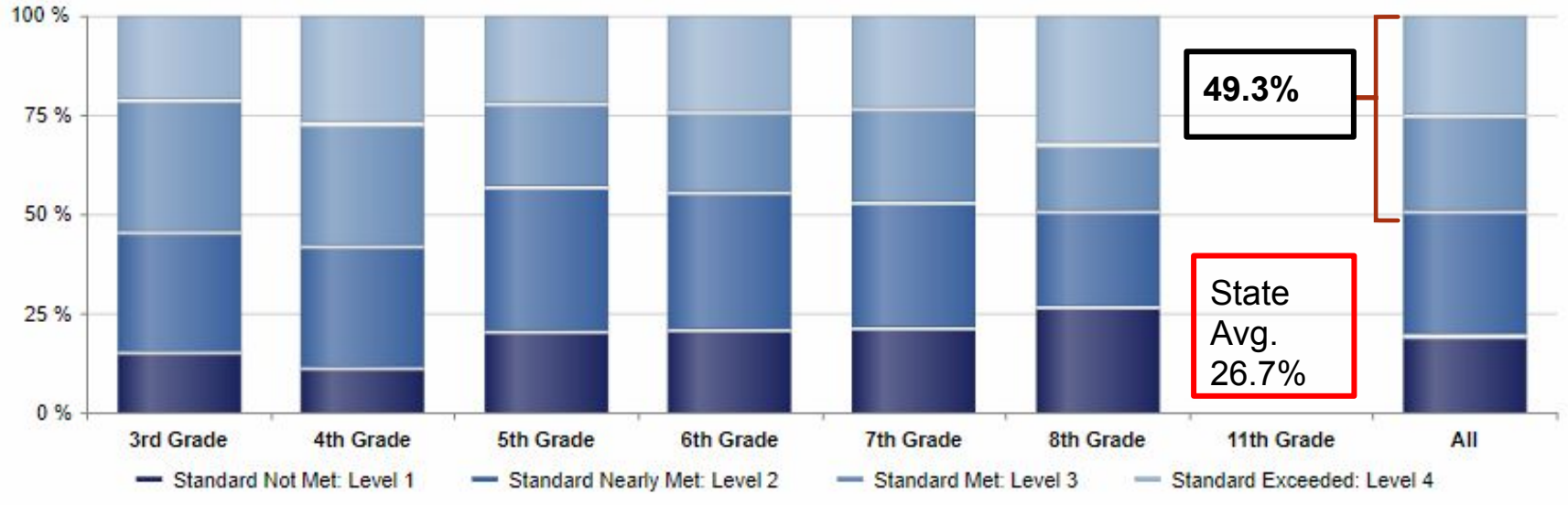


3.5%

% Meeting or Exceeding
 2017 - 57.5%
 2016 - 56%
 2015 - 55%

Math Results for Hispanic or Latino Students (379)

Achievement Level Distribution



49.3%

State Avg. 26.7%



0.5%

% Meeting or Exceeding
 2017 - 48.8%
 2016 - 45%
 2015 - 46%

Other Results By Ethnicity - Percent Meeting or Exceeding Standard

| | ELA | Math |
|---|---|-----------------------|
| African American or Black- 19 Students | 73.7% (+8.5%) (+20.7% in ELA over 2 years) (+20.6% in Math over 2 years) | 63.1% (+6.6%) |
| Asian - 135 Students | 83.0% (-5.4%) | 79.3% (-3.7%) |
| Filipino - 23 Students | 73.9% (-4.4%) | 69.6% (+13.1%) |
| White - 1784 Students | 75.7% (+3.2%) | 67.9% (+1.9%) |

Numbers in parenthesis indicate Increase or decrease from 2017 Smarter Balanced Assessment

Results By Gender - Percent Meeting or Exceeding Standard

| | ELA | Math |
|---------|---------------|---------------|
| Females | 78.5% (+1.5%) | 65% (+2%) |
| Males | 69.6% (+3.7%) | 66.9% (+2.9%) |

Numbers in parenthesis indicate Increase or decrease from 2017 Smarter Balanced Assessment

Where do we go from here?

- Site and grade level teams have already set to work reviewing SBAC Results, including trends at the claim level, student group performance, and individual student score reports.
- Areas of strength will be identified at sites and grade levels, and effective practices are being shared.
- Action plans are under development to target areas for growth, including increased time on content, increased use of the SBAC interim assessments, refined intervention grouping, peer to peer mentoring, etc.



RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Local Control Accountability Plan (LCAP)

BACKGROUND:

The District receives State funding under the Local Control Funding Formula (LCFF). The LCFF accountability system requires that LEA's develop a three-year Local Control Accountability Plan (LCAP) and complete an annual update process. The 2017-2020 LCAP has been updated in consultation with parents, students, staff, local bargaining units and the public.

STATUS:

The Board held a public hearing on June 12, 2018 for public comment on the LCAP. The Local Control Accountability Plan was subsequently presented to the Board and approved on June 19, 2018. Once approved, the plan was submitted to the El Dorado County Office of Education for final review. The County has made some minor recommendations for revision. Specifically, the County reviewers suggested including services that are provided for unduplicated pupils (Goal 7 , Action 4) in the Demonstration of Increased Services Section. They also recommended revising the total General Fund Budget expenditures to \$36,059, 845, which correctly matches the funds budgeted within the LCAP. The suggested revisions have been made, and the El Dorado County Office of Education has approved the plan as revised.

FISCAL IMPACT:

Funding and expenditures are defined in the LCFF and detailed in the 2017-2020 LCAP and adopted district budget. There is no funding impact resulting from these revisions.

BOARD GOAL(S):

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 II - 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:

The Board approve the revised Local Control Accountability Plan.

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|------------------------------|--------------------------------|--|
| Rescue Union School District | Cheryl Olson Superintendent | colson@rescueusd.org (530) 672-4810 |

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Situated approximately 30 miles east of Sacramento and nestled in the beautiful foothills of the Sierra Nevada Mountains, the Rescue Union School District proudly serves the communities of Rescue, Shingle Springs, Cameron Park, and El Dorado Hills. The district is well known and respected for the quality educational programs it provides to students in transitional kindergarten through eighth grade. As of December, student enrollment within the district is currently 3,655.

The Rescue Union School District includes five elementary schools and two middle schools, and all of our schools have been recognized with either the California Distinguished School Award, National Blue Ribbon School Award, or the California Gold Ribbon School Award. All schools pride themselves on providing positive school climates, and each is committed to ensuring that all children receive a rigorous, meaningful, and stimulating academic experience that prepares them well for college and career.

Rescue Union School District serves a demographic population that is 72.6% White, 15.3% Hispanic, 5.3% Asian, 0.9% African American, 1.0% Filipino, and about 4.9% multiple ethnicities or other. District-wide, 71.4% of students in grades three through eight are meeting or exceeding English language Arts standards as measured by the Smarter Balanced Summative Assessment, while 63.6% of our students are meeting or exceeding the standard in mathematics. Performance on locally defined benchmark assessments, including DIBELS, curriculum-based math assessments, and Lexile measurements, also indicate that a majority of our students are making progress in meeting the state's academic standards.

Of the parents with students in our district, 32.9% have post-graduate degrees, 40.6% have a college degree, 18.4% have some college, 5% have a high school diploma, 2.3% have less than a high school diploma and 0.8% declined to state. 16.7% of our students are eligible for free and reduced priced lunches, and 5% of our students are English learners. A correlation has been

identified between parent education levels, socioeconomic disadvantage, English learner status, and reduced academic achievement. The district strongly desires to eliminate this achievement gap and is addressing the matter through a variety of school-based intervention services, including push-in academic support, bilingual para-educators, lunchtime and after-school tutorial programs, staff development, and parent education classes.

In addition to providing rigorous instruction aligned to the California State Standards in all core academic classes, the Rescue Union School District offers a range of enriching electives, including, but not limited to, courses in robotics, computer assisted drafting, health, aeronautics, computer science, music, and world language. The district recognizes that it takes outstanding teachers, support staff, and administrators to bring these quality educational programs to life, and ensuingly strives to hire only the very best. In support of this claim, 100% of our teachers are fully credentialed and deemed “highly qualified”.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Effective stakeholder engagement remains a key factor in the successful creation of this year’s LCAP. Our Parent Advisory Committee has met frequently and developed a survey to elicit the viewpoints and suggestions of parents throughout our district. More than 1100 individual surveys were returned accounting for more than 1450 students. Our English Language Advisory Committee has also met and provided important perspective on the needs of our English language learners and the unique challenges many of these students face. Furthermore, our teachers, support staff, and administrators have contributed their input, providing recommendations on how to best serve the needs of the children they work with. And, perhaps most importantly, our students’ voices have been heard, as they’ve shared valuable insights through Student Listening Circles, where their ideas, suggestions, and concerns were recorded by administrators. With the collective input from all of our stakeholders, we’ve developed an LCAP that is thorough in addressing the needs of our students, families, schools, and surrounding communities.

The LCAP supports effective, universal core instruction, while at the same time provides state of the art enrichment opportunities and targeted intervention and supports. The integration of effective educational technology, such as Chromebooks and G-Suite, into the classroom has also been a stakeholder priority. In response, additional devices, support personnel, infrastructure, and professional development are included in our plan. The importance of school climate can never be understated, and the LCAP addresses this need through initiatives such as increased counseling services and character education programs. The English learners’ needs are assessed through the ELPAC and other measures, and these children receive assistance from additional personnel such as bilingual para-educators and an EI Coordinator throughout the year. The LCAP also provides intervention funds for each school so that teachers and administrators can craft an academically supportive program that is tailored to the needs of their school’s population. In the LCAP, we also strive to provide professional development opportunities that align with the diverse work that our employees do. Whether it be a teacher, secretary, custodian, media clerk, bus driver, or any other employee, we’ve prioritized ongoing training in our plan. Our goal is to hire the best and provide the professional development and support to keep staff at the cutting edge. In short, the work we’ve done to involve our stakeholder groups in the development of our district’s LCAP has ensured us that our plan addresses the needs of the many populations we serve.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

The Rescue Union School District prides itself on quality programs and practices. The students who attend our schools are making remarkable academic gains and developing the knowledge and critical thinking skills necessary to be successful in college and career. Based on a review of the LCFF Evaluation Rubric, it is clear that the majority of students are meeting or exceeding academic standards, as measured by the Smarter Balanced Summative Assessment and local metrics. 71.4% of our third through eighth graders met or exceeded the standard for English language arts and 63.6 percent of students met or exceeded the standard in math. Local academic metrics, including DIBELS, Lexile measurements, and curricular-based benchmark assessments also indicate that most students are making progress on mastering the California State Standards for English language arts and mathematics. New curricular adoptions that are aligned to the California State Standards coupled with regular and ongoing training centered on standards aligned instruction have aided us in achieving these results.

Positive school climate is another source of pride for the Rescue Union School District. Teachers, support staff, administrators, and the students themselves go to great lengths to ensure that children feel safe and connected to their school. Results from the California Healthy Kids Survey, administered to fifth and seventh graders at all schools, indicate that 98% of elementary students and 95% of middle school students feel either moderately or highly connected to their school. 87% of elementary students reported feeling safe at school most or all of the time and only 6% of middle school students reported that their school feels unsafe or very unsafe. Chronic absenteeism is at 4.3%, which is the lowest rate in all of El Dorado County. The state indicator for suspension is yellow for the "all students" category. Our suspension rate is down from green the previous year, prompting our schools to explore systems to better support students' social and emotional needs and alternatives to suspension. This year, 100% of our teachers are appropriately credentialed and assigned.

Rescue Union School District is also proud of the technology initiatives contained in our LCAP and the progress we've made in advancing the effective use of educational technology within the classroom environment. Courses, such as those found in our Project Lead the Way series, have students using state of the art technology to construct and program VEX robots, develop their own functional apps using MIT App Inventor, design real world structures using professional grade computer assisted drafting software, and code with Python. We have also invested in personnel and staff development to support continued growth and the ability to most effectively use technology to enhance and even redefine the educational experience for our students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined

need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The following state indicators contain student groups that are identified in the "Red" or "Orange" category on the LCFF Evaluation Rubric (California School Dashboard)

Suspension Rate - Homeless, Students with Disabilities, African American, Asian, and Two/+ Race
English Learner Progress

Math (3-8) - English Learners and Socioeconomically Disadvantaged

The following student groups, identified as "Red" or "Orange" in the previous year, have now improved to "Yellow" or higher in the current year

Suspension Rate - English Learners

English Language Arts (3-8) - English Learners, Socioeconomically Disadvantaged, and Hispanic

No local performance indicators fall within the "Not Met" or "Not Met for Two Years" category on the LCFF Evaluation Rubric.

Locally defined benchmark assessments, including DIBELS, Lexile measurements, and curricular-based tests, indicate intensive work needs to be done to close the academic achievement gap for English learners, socioeconomically disadvantaged, and special education students. Smarter Balanced Assessment results also indicate that more needs to be done to close the achievement gap in English Language Arts for Hispanic students, as they currently score approximately 14 percentage points below the district average on the summative assessment. Similarly, interventions and supports are needed for our Hispanic students to close a 14.6% achievement gap on the Smarter Balanced math assessment. Socioeconomically disadvantaged children are also scoring approximately 21.4 percentage points below the district average on ELA summative assessments and 25.4 percentage points lower in math.

The Rescue Union School District is utilizing LCFF base and supplemental funds to address the academic achievement gaps for the student groups mentioned above. Intervention funds are allocated to each of our seven schools to support programs such as before and after-school tutoring, increased support personnel, remediation curriculum, etc. School administrators, working with their school site councils, have local discretion to use these funds to best address the unique needs of their student population. An English learner coordinator and bilingual para-educators are hired by the district to support our English learners, oversee their progress, and help coordinate effective intervention programs and professional development on "integrated" and "designated" English instruction. Special education students receive targeted services as outlined in their Individualized Education Plan. Special education teachers and para-educators who serve students with disabilities receive focused staff development provided by the Director of Student Support Services.

Suspension rates reflected on the dashboard are high for Homeless Students, Students with Disabilities, African Americans, Asians, and Two/+ Race. Discussions are being held with school site principals and teachers to develop better alternatives to suspension. Restorative justice programs have been implemented at both middle schools to serve as alternatives to suspension. The district is also training teachers at Green Valley School in PBIS, and plans to expand this program to the other schools in time.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

According to the LCFF Evaluation Rubrics, the Rescue Union School District's English learners and students with disabilities were suspended or expelled at rates two or more performance levels above "all student" performance. Discussions are being held with school site principals and teachers to develop better alternatives to suspension, including restorative justice programs. The district is also training teachers at Green Valley School in PBIS, and plans to expand this program to the other schools in time.

English learners and socioeconomically disadvantaged students fell two or more performance levels below the "all students" category in Math (3-8). The Rescue Union School District is utilizing LCFF base and supplemental funds to address the academic achievement gaps for the student groups mentioned above. Intervention funds are allocated to each of our seven schools to support programs such as before and after-school tutoring, increased support personnel, remediation curriculum, etc. School administrators, working with their school site councils, have local discretion to use these funds to best address the unique needs of their student population. An EI coordinator and bilingual para-educators are hired by the district to support English learners, coordinate effective intervention programs, and provide professional development on "integrated" and "designated" English instruction.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The significant ways in which the Rescue Union School District will increase or improve services for low-income students and English learners has been identified in the previous two sections. As of October, our schools serve thirteen Foster Youth students and no school has more than six Foster Youth enrolled. With that said, our district has noticed that alternative kinship care providers, including grandparents, aunts, uncles, etc., often care for non-biological children, frequently without the financial support and guidance that comes with the Foster Youth program. To address the needs of our Foster Youth and any other children who may be living with non-biological caregivers, our district has established a Foster Youth hotline that caregivers can call to request academic or social assistance or to get more information about additional supports available within our local community and throughout the County.

Living Values parenting classes have also been scheduled to support the needs of caregivers in our community. Although all parents are welcome to register, our school secretaries and administrators provide personalized invitations to foster parents as well as kinship care providers. Two full time elementary counselors and two and a half middle school counselors are employed to help address situational depression or other mental health issues that can be associated with students in the Foster Youth program.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
|---|-----------------|
| Total General Fund Budget Expenditures For LCAP Year | \$36,059,845.00 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | \$36,059,845.00 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Rescue Union School District projects expenditures of nearly \$35 million in the LCAP Year of 2017-18. Over 85% of the Rescue USD expenditures are directed toward certificated staff, classified staff, and benefits in support of all students in the District. In addition, Rescue Union School District projects expenditures above \$1.0 million on transportation, over \$1.0 million on Instructional Technology, nearly \$863,000 on facility maintenance and operations, and \$2.5 million on supports for special education.

| DESCRIPTION | AMOUNT |
|---|---------------|
| Total Projected LCFF Revenues for LCAP Year | \$29,402,602 |

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

The District will 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 State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Grade Span Adjustment
Trimester 2 DIBELS Results
Lexile Results
Grade 3 Smarter Balanced Summative Results
RUSD Trimester Math Assessments, Reading Counts Results
Parent Survey Results
Student Listening Circle Results

17-18

Elementary students will continue to benefit from smaller class sizes in grades K-3.

Actual

Elementary students in grades TK-3 benefited from smaller class sizes (Grade Span Adjustment of 23.67). See measurable academic data in the Analysis Section below.

Expected

Baseline

Elementary students benefitted from an estimated grade span adjustment of 23.6 in grades K-3 (as of March 13).

DIBELS

Kindergarten – Trimester 2

78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency

1st Grade – Trimester 2

78% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Correct Letter Sounds).

88% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Whole Words Read).

83% of first grade students met the benchmark for DIBELS Oral Reading Fluency.

83% of first grade students met the benchmark for DIBELS Oral Reading Accuracy.

2nd Grade – Trimester 2

82% of second grade students met the benchmark for DIBELS Oral Reading Fluency.

83% of second grade students met the benchmark for DIBELS Oral Reading Accuracy.

3rd Grade – Trimester 2

90% of third grade students met the benchmark for DIBELS Oral Reading Fluency.

91% of third grade students met the benchmark for DIBELS Oral Reading Accuracy.

Lexile Growth (As reported on February 2, 2017)

Below is a summary of the growth for second and third grades by school site.

Green Valley 2nd Grade: Average Lexile Growth of 185

Green Valley 3rd Grade: Average Lexile Growth of 106

Jackson 2nd Grade: Average Lexile Growth of 40

Jackson 3rd Grade: Average Lexile Growth of 20

Lake Forest 2nd Grade: Average Lexile Growth of 258

Lake Forest 3rd Grade: Average Lexile Growth of 76

Lakeview 2nd Grade: Average Lexile Growth of 140

Lakeview 3rd Grade: Average Lexile Growth of 82

Rescue 2nd Grade: Average Lexile Growth of 166

Actual

Expected

Metric/Indicator

DIBELS
Parent Survey Results
Student Listening Circle Results

17-18

Kindergarten students will benefit from a full-day kindergarten program.

Baseline

DIBELS

Kindergarten – Trimester 2

78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency

2017-2018 will be the first year of universal full-day kindergarten, and as such, parent survey results and student listening circle results will be collected upon the conclusion of the inaugural year.

Metric/Indicator

Parent Survey Results
Student Listening Circle Results
Course Enrollment Data

17-18

Students in the middle schools will have the opportunity to take enriching electives in Spanish, Computer Science, and Project Lead the Way (STEAM), and Music.

Actual

Kindergarten students in grades TK-3 participated in our inaugural full-day program. (See measurable academic data in the Analysis Section below)

Significant numbers of middle school students enrolled in enriching electives. (See enrollment data in Analysis Section below)

Expected

Baseline

The District offered a variety of electives, including Spanish, Project Lead the Way (PLTW), and Computer Science to middle school students. Feedback from student listening circles conducted at Pleasant Grove and Marina Village indicates that these electives are among the most desirable in the eyes of the students. Parent feedback on the LCAP survey also indicates a strong desire to continue to provide these electives to our middle school students. Yearlong enrollment totals and Trimester 2 GPA data for the Spanish, Project Lead the Way, and Computer Science courses is provided below.

Spanish 6th Grade: 157
Spanish 7th Grade: 178
Spanish 8th Grade: 58
PLTW Robotics: 47
PLTW Design and Modeling: 136
PLTW Medical Detectives: 68
PLTW Flight and Space: 78
7th Grade Computer Science: 137
8th Grade Computer Science: 49

Marina Village
PLTW Robotics: 3.07
PLTW Design and Modeling: 3.78
PLTW Flight and Space: 3.57
7th Grade Computer Science: 3.74
8th Grade Computer Science: 2.88

Pleasant Grove
PLTW Robotics: CR
PLTW Design and Modeling: 2.77
PLTW Medical Detectives: CR
7th Grade Computer Science: 2.63
8th Grade Computer Science: 2.74

Metric/Indicator

Parent Survey Results
Student Listening Circle Results

17-18

Students will develop the necessary life skills to be successful students. Specific focus will be on time management and study habits.

Actual

Teachers focused on integrating time management and study habit discussions into their teaching. As a result, students were successful in completing assignments and earning passing grades. This was especially emphasized at Pleasant Grove in the AVID model. (See GPA and student listening circle data in Analysis Section below)

Expected

Baseline

Life Skills Instruction - Individual lessons of life skills (e.g. including time management, responsibility, scheduling with a planner) were provided in all classes at a developmentally appropriate level for the targeted class. In addition, multiple Growth Mindset professional development modules were provided to teachers to enhance students perception of soft-skills such as perseverance and the willingness to grow and learn from mistakes. Teacher evaluation of these professional development modules was rated at 2.8 out of 4, with 4 being the highest. Parent Survey results indicate that life skills instruction is still a high priority, especially at the middle school level.

Metric/Indicator

Parent Survey Results
Student Listening Circle Results

17-18

Makerspaces will be established at each school site to promote creativity, collaboration, and critical thinking through various engineering and design challenges.

Baseline

As this is a new action, baseline data on the use and effectiveness of makerspaces will be established in the 2017-2018 school year. LCAP Parent Survey results indicate that parents strongly favor STEAM activities, such as makerspaces.

Actual

Makerspaces were established at Rescue Elementary and Lake Forest Elementary School. The other school sites also brought in components of makerspaces including 3-d printers, programmable robots, and engineering challenges.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| The District will continue to reduce class sizes towards 24:1 in grades K-3. | The district reduced class size to an average of 23.67 in grades K-3. | The ongoing estimated salary for the two and one-half (2.5) certificated teachers at an average of \$65,000 per teacher is | RESC 0000/L2-0430 1000-1999: Certificated Personnel Salaries Supplemental \$288,488 |

\$162,500. 1000-1999:
Certificated Personnel Salaries
Base \$162,500

The ongoing estimated benefit
expense for the two and one-half
(2.5) certificated teachers at an
average of \$15,000 per teacher is
\$37,500. 3000-3999: Employee
Benefits Base \$37,500

RESC 0000/L2-0430 3000-3999:
Employee Benefits Supplemental
\$83,930

Action 2

Planned Actions/Services

Instructional Assistants will be
hired to support full day
kindergarten classes (2 hours per
day, per class) and Transitional
Kindergarten classes (1 hour per
day, per class).

Actual Actions/Services

Instructional Assistants were hired
to support full day kindergarten
programs at all school sites (2
hours per day). Instructional
Assistants were also hired to
support transitional kindergarten
classes (1 hour per day).

Budgeted Expenditures

K- \$140,000
TK- \$25,000
2000-2999: Classified Personnel
Salaries Base \$165,000

Estimated Actual Expenditures

RESC 0000 2000-2999:
Classified Personnel Salaries
Base \$111,659

Action 3

Planned Actions/Services

The District will continue to offer
classes in Spanish, Computer
Science, and Project Lead the Way
(STEAM) to sixth, seventh, and
eighth grade students.

Actual Actions/Services

The District offered classes in
Spanish, Computer Science, and
Project Lead the Way (STEAM) to
sixth, seventh, and eighth grade
students.

Budgeted Expenditures

The ongoing estimated salary
cost to restructure the middle
school elective program by hiring
two certificated technology
teachers at \$65,000 each is
\$130,000 1000-1999: Certificated
Personnel Salaries Base
\$130,000

The ongoing estimated benefit
cost of two newly hired
certificated teachers is
approximately \$15,000 each or
\$30,000 total. 3000-3999:
Employee Benefits Base \$30,000

Estimated Actual Expenditures

RESC 0816/L2-0073 1000-1999:
Certificated Personnel Salaries
Base \$112,136

RESC 0816/L2-0073 3000-3999:
Employee Benefits Base \$29,310

The estimated ongoing costs for Project Lead The Way at Marina Village and Pleasant Grove are \$20,000. 4000-4999: Books And Supplies Base \$20,000

RESC 0816/L2-0073 4000-4999: Books And Supplies Base \$17,647

Action 4

**Planned
Actions/Services**

The District will provide additional enrichment opportunities for students by offering three days, per week, of before school jazz instruction.

**Actual
Actions/Services**

The District provided jazz instruction at both middle schools, three days per week.

**Budgeted
Expenditures**

The estimated salary costs to offer jazz instruction three days per week before school at each middle school is \$9,600. 1000-1999: Certificated Personnel Salaries Base \$9,600

The estimated benefit costs to offer jazz instruction three days per week before school at each middle school is \$1,318. 3000-3999: Employee Benefits Base \$1,318

**Estimated Actual
Expenditures**

RESC 1100 1000-1999: Certificated Personnel Salaries \$8000

RESC 1100 3000-3999: Employee Benefits \$1384

Action 5

**Planned
Actions/Services**

The District will support and encourage the integration of life-skills instruction, specifically time management and study habits into daily lessons.

**Actual
Actions/Services**

The district supported and encouraged instruction related to time management and study habits, most notably through programs such as IMPACT and classroom activities, which have no additional costs.

**Budgeted
Expenditures**

The estimated salary costs to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$1,500. 1000-1999: Certificated Personnel Salaries Base \$1,500

The estimated benefit costs to support and encourage the integration of life-skills instruction, including time management, note

**Estimated Actual
Expenditures**

0001-0999: Unrestricted: Locally Defined Base 0

3000-3999: Employee Benefits Base 0

| | | | |
|--|--|--|---|
| | | <p>taking strategies, and organization into daily lessons is \$200. 3000-3999: Employee Benefits Base \$200</p> | |
| | | <p>The estimated cost of supplies to support and encourage the integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$800. 4000-4999: Books And Supplies Base \$800</p> | <p>4000-4999: Books And Supplies Base 0</p> |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>Funding for each school library will be provided to purchase makerspace materials as well as design and engineering activities.</p> | <p>Librarians are in the process of determining best uses of the funds. To date, \$1000 have been spent on makerspace labs and components.</p> | <p>4000-4999: Books And Supplies Base \$3500</p> | <p>RESC 1100 4000-4999: Books And Supplies Base \$1000</p> |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| <p>To increase multicultural understanding and appreciation, and to prepare our students for success in a global society, the District will support a collaborative partnership with our sister schools in Hangzhou, China. Students from the Chinese schools will be welcomed for exchange visits into our schools, and opportunities to send our students to visit the schools in China will be explored. Additionally, opportunities to establish sister school connections</p> | <p>Students from our Chinese sister-schools were welcomed for exchange visits into our schools during the months of September and October. We are currently planning opportunities to send our students to visit the schools in China. We are also still exploring opportunities to establish sister school connections for Green Valley Elementary School, Rescue Elementary School, and Pleasant Grove Middle School.</p> | <p>4000-4999: Books And Supplies Base \$500</p> <p>5000-5999: Services And Other Operating Expenditures Base \$500</p> | <p>RESC 1100 4000-4999: Books And Supplies \$1050</p> <p>RESC 1100 5000-5999: Services And Other Operating Expenditures \$0</p> |

for Green Valley Elementary School, Rescue Elementary School, and Pleasant Grove Middle School will be explored.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District was committed to enhancing and encouraging learning for all students, increasing pupil engagement, and improving overall learning outcomes. Lower class sizes were achieved in grades K-3 through the hiring of additional certificated staff, while additional classified support staff, such as kindergarten and transitional kindergarten aides, further reduced the ratio of students to adults. The District continued to offer a variety of stimulating and engaging electives and extracurricular activities including Project Lead the Way courses such as Automation and Robotics, Design and Modeling, Medical Detectives, Flight and Space, Energy and the Environment, and Computer Science. Spanish as an elective was offered to all sixth, seventh, and eighth grade students, and young musicians received musical instruction in Jazz three days per week. Teachers also worked to improve students' study habits and time management. Funds were provided to each library to start makerspaces. Some school sites used additional site funds to add additional makerspace equipment and supplies, including 3-D printers. Once again, the District welcomed approximately 100 students and 15 educators from Hangzhou, China as part of our sister-school program. Cultural activities highlighting both the United States and China were shared.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions undertaken as part of this goal were effective in helping to enhance and encourage learning for all students. Teachers reported an increased ability to work with individuals and small groups of students due to the lower class sizes and increased classified support. Students, through listening circle discussions, also reported overall satisfaction with the engaging quality of electives offered at middle schools and makerspace activities. Reports from the students and families at school who hosted the Chinese visitors indicate that the program is effective in improving cultural understanding. Teachers, especially those at Pleasant Grove Middle School where the AVID program has been adopted, report improved study habits and better time management from students, although work in this area may still be needed. Although correlational, results from the California School Dashboard's Academic Indicators do suggest that the lower class size, additional support, and enrichment programs are benefiting most students. The performance for "All Students" is green for both math and English language arts. Furthermore, no student groups fell into the orange or red category for English language arts and only two of seven were orange for math (English Learners and Socioeconomically Disadvantaged). DIBELS Assessment Data also confirms that most students are making satisfactory progress in developing the skills needed to become proficient readers. At the conclusion of the first trimester, 74% of first graders had met the benchmark for phoneme segmentation, 80% met the benchmark for nonsense word fluency (correct letter sounds), and 92% met the benchmark for nonsense word fluency (whole words read). Similarly, 77% of second graders met the benchmark for correct letter

sounds, and 84% met the benchmark for whole words read. When assessed on the DIBELS measure for reading fluency, 84% of second graders met the benchmark for the number of words read, while 87% met the benchmark for accuracy of those words read. Third, fourth, and fifth grades also scored well on the DIBELS fluency measures, with 89% of third graders, 86% of fourth graders, and 88% of fifth graders reaching the benchmark. Kindergarten students, in their first year of the district-wide full day kindergarten program, also scored well on newly adopted ESGI measures, establishing baseline data for the grade and program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District spent significantly more funds on class size reduction than originally budgeted. The District planned to hire 1.5 teachers but hired 3 instead.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a result of the positive feedback received from schools and families who hosted the visitors from our Chinese sister-schools, we are now in the planning process to expand our sister-school connections by partnering Green Valley Elementary and Rescue Elementary with schools in Hangzhou. Additionally, the RUSD Board of Trustees voted to augment the China visitation budget by \$5400 to help release teachers and plan for events that would facilitate more opportunities to learn about each other's culture. Additionally, the District plans to revise all LCAP goals for 2018-19 and 2019-20, condensing the current six goals into three, more focused goals, targeting educational services, school climate, and infrastructure/support. These changes can be found in new Goal 7 of the LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

The District will 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

RUSD Technology Assessments

17-18

Students will increase their proficiency with respect to the skills contained in the RUSD Technology Scope and Sequence.

Actual

Students demonstrated increased proficiency with respect to the skills contained in the RUSD Technology Scope and Sequence.

Expected

Baseline

Broad RUSD Technology Assessments, aligned with the skills outlined in the RUSD Technology Scope and Sequence, are nearing completion and are planned to be administered in the 2017-2018 school year to establish baseline data.

A preliminary Google Apps proficiency assessment was administered to 501 elementary age students in grades 4 and 5, and a baseline median score of 18/30 was established on the skills portion of the assessment.

On the student perception portion of this survey, 30% of students scored themselves a 3 (out of 3) on how well they know the Google Apps, and 46% scored themselves a 3 (out of 3) on how well they know how to use a Chromebook.

Metric/Indicator

Computer Science Course Grades
PLTW Course Grades

17-18

Middle school students will be provided with career technical education opportunities through the Project Lead The Way (PLTW) courses, including Introduction to Computer Science.

Actual

Middle school students in 7th and 8th grades were provided with Career Technical Education instruction through the Project Lead The Way Introduction to Computer Science course.

Expected

Baseline

Below is the year long, district-wide enrollment data for Computer Science and PLTW courses, along with the average course GPAs from Trimester 2.

PLTW Robotics: 47
PLTW Design and Modeling: 136
PLTW Medical Detectives: 68
PLTW Flight and Space: 78
7th Grade Computer Science: 137
8th Grade Computer Science: 49

Marina Village
PLTW Robotics: 3.07
PLTW Design and Modeling: 3.78
PLTW Flight and Space: 3.57

Pleasant Grove
PLTW Robotics: CR
PLTW Design and Modeling: 2.77
PLTW Medical Detectives: CR
7th Grade Computer Science: 2.63
8th Grade Computer Science: 2.74

Metric/Indicator

LCAP Parent Survey Results
ParentLink Usage Reports

17-18

All stakeholders, including parents, students, teachers, support staff, and community members will receive regular and timely communication through a variety of media services.

Baseline

As of April 2017 2,446 Parentlink announcements were sent to 452,861 contacts within the District.

Metric/Indicator

Technology TOSA support schedules and logs.

17-18

Students will have greater access to technology and will benefit from the integration of 21st century skills in the classroom.

Actual

All stakeholders, including parents, students, teachers, support staff, and community members received regular and timely communication through a variety of media services.

This year, students had unprecedented access to technology, including Chromebooks and iPads. Additionally, Three Technology TOSAs worked with classroom teachers to help integrate technology and 21st century skills in the classroom.

Expected

Baseline

This year, our Elementary Technology TOSA provided an average of 48 coaching sessions per week to teacher and students, primarily in grades 3-8.

Our Middle School Technology TOSAs supported 9 departments and approximately 60 teachers. Beyond the school day, they provided over 30 hours of additional professional development.

Metric/Indicator

LCAP Parent Survey Results
Student Listening Circle Feedback

17-18

The District will promote timely academic grade reporting to parents and students and facilitate the efficient collection and analysis of formative and benchmark assessment data through the JupiterEd/Juno programs.

Baseline

The District will purchase the JupiterEd program for all sites beginning July 1, of 2017. This will be the first year for district-wide use, and as such, baseline data on usage and data reporting will be established during the 2017-2018 school year.

Actual

The District promoted timely academic grade reporting by providing Juno for all seven schools. Teachers were also provided with training on how to use the program to facilitate efficient collection and analysis of formative and benchmark assessment data.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| The District will continue to fund Teachers on Special Assignment (TOSA) to support and coach teachers in the delivery of the skills found in the RUSD Technology Scope and Sequence. Three TOSAs will be employed at the following FTE levels: 1.0, 0.8, and 0.4. | The District funded Teachers on Special Assignment (TOSA) to support and coach teachers in the delivery of the skills found in the RUSD Technology Scope and Sequence. Three TOSAs were employed at the following FTE levels: 1.0, 0.8, and 0.4. | The ongoing estimated salary costs of one(2.2 FTE) certificated technology teaching position would be approximately \$200,000. 1000-1999: Certificated | RESC 0816 1000-1999: Certificated Personnel Salaries Base \$183,836 |

| | | | |
|--|--|--|---|
| | | Personnel Salaries Base \$200,000 | |
| | | The ongoing estimated benefit costs of one(1.0 FTE) certificated technology teaching position would be approximately \$60,000. 3000-3999: Employee Benefits Base \$60,000 | RESC 0816 3000-3999: Employee Benefits Base \$49,257 |
| | | The estimated cost to provide 10 release days for the .4 Middle School Technology TOSA at Pleasant Grove to support other sites is \$2,000. 1000-1999: Certificated Personnel Salaries Base \$2000 | RESC 0 1000-1999: Certificated Personnel Salaries Base \$1400 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| As a member of the El Dorado Career Technical Education Initiative Grant Consortium, Rescue Union School District will provide career technical education opportunities to middle school students through the Project Lead The Way courses, including the Introduction to Computer Science electives. Additionally, a sub-committee will be established to discuss the creation of an outdoor science program focused on agriculture, ecology, nutrition, and sustainable management of natural resources. | Rescue Union School District, a member of the El Dorado Career Education Technical Incentive Grant Consortium, provided career technical education opportunities to middle school students in 7th and 8th grades through the Project Lead The Way Introduction to Computer Science electives. Additionally, a sub-committee was established to discuss the creation of an outdoor science program focused on agriculture, ecology, nutrition, and sustainable management of natural resources. These Costs were captured in Goal 1, Action 3. | The estimated cost in 2017-18 to provide career technical education opportunities for middle school students is \$30,000. 1000-1999: Certificated Personnel Salaries Base \$30,000 | 1000-1999: Certificated Personnel Salaries Base \$0 |

Action 3

**Planned
Actions/Services**

The District will continue to disseminate information to all stakeholders by providing consistent, accurate, and up to date information about our district and schools through all available media.

**Actual
Actions/Services**

The District continued to disseminate information to all stakeholders by providing consistent, accurate, and up to date information about our district and schools through all available media. To further improve communication, a social media position was created and filled.

**Budgeted
Expenditures**

The ongoing estimated costs related to the dissemination of information to stakeholders through websites, Aeries Software, ParentLink and other programs exceeds \$50,000. 5000-5999: Services And Other Operating Expenditures Base \$50,000

**Estimated Actual
Expenditures**

RESC 0/0816 5000-5999: Services And Other Operating Expenditures Base \$95,050

Action 4

**Planned
Actions/Services**

RUSD will continue to support access to technology and the integration of other 21st century skills in the classroom through the deployment of 1,159 Chromebooks, 50 charging carts, and 64 additional wireless access points. This deployment brings our device to student ratio to 1:1 in grades 3-8.

**Actual
Actions/Services**

RUSD supported access to technology and the integration of other 21st century skills in the classroom by deploying 1,159 Chromebooks, 50 charging carts, and 64 additional wireless access points. This deployment brings our device to student ratio to 1:1 in grades 3-8.

**Budgeted
Expenditures**

The ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$310,000. 2000-2999: Classified Personnel Salaries Base \$323,000

The ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$106,000. 3000-3999: Employee Benefits Base \$106,000

The ongoing estimated costs for software, services, and infrastructure exceed \$130,000. 5000-5999: Services And Other Operating Expenditures Base \$130,000

**Estimated Actual
Expenditures**

RESC 0 2000-2999: Classified Personnel Salaries Base \$351,888

RESC 0 3000-3999: Employee Benefits Base \$120,214

RESC 0/0816 5000-5999: Services And Other Operating Expenditures Base \$152,546

Action 5

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

The District will purchase JupiterEd/Juno for all school sites to promote timely academic grade reporting to parents and students and to facilitate the efficient collection and analysis of formative and benchmark assessment data.

The District purchased JupiterEd/Juno for all school sites to promote timely academic grade reporting to parents and students and to facilitate the efficient collection and analysis of formative and benchmark assessment data.

5000-5999: Services And Other Operating Expenditures Base \$9,000

RESC 0816 5000-5999: Services And Other Operating Expenditures Base \$8098

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District was committed to providing an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process. This year, an unprecedented number of student devices were purchased and deployed for student use. In all, 1159 Chromebooks, 50 charging carts, and 64 additional wireless access points were deployed bringing our ratio of students to devices to 1:1 in 3rd through 8th grades.

Understanding that many of our teachers might require assistance to effectively use the new technology, we employed three Technology TOSAs (1.0FTE, 0.8 FTE, and 0.4 FTE). These TOSAs provided training, modeled lessons, and supported technology integration at every school site.

The District also continued its participation in the El Dorado Consortium for the Career Technical Education Incentive Grant, funding computer science instruction for seventh and eighth graders by qualified career technical educators.

Communication was also a priority and technology was used to more efficiently reach all stakeholders. The Jupiter/Juno program was purchased for all seven schools to promote more timely academic progress reporting for students and parents and to facilitate the efficient collection and analysis of formative and benchmark data. A consultant was also hired to coordinate and share social media for the District.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The District's initiatives surrounding innovating and engaging learning environments proved to be effective. Our IT Department was able to deploy and maintain 100% of purchased Chromebooks and ensure that our ratio of devices to student was 1:1.

Students and teachers used the Chromebooks frequently. On average, 94% of the classroom devices were used each day as measured by reports from the Google Console. Students also demonstrated increased rates of understanding with respect to the

skills contained in the RUSD Technology Scope and Sequence as measured by the Google Apps Assessment. 86.7% of students self-reported a score of 3 out of 3 when asked how well they know the Google Apps. Similarly, 92% of students self-reported a score of 3 out of 3 when asked how well they know the Chromebook.

Our Technology TOSAs logged more than 1250 hours of support for teachers during the school day, and also provided after-school support sessions for a cohort of teachers pursuing their Google Certified Educator certification. Students enrolled in our Career Technical Education Computer Science courses were also successful. In all, 44 seventh and eighth grade students were enrolled at Pleasant Grove and all received a grade of CR. At Marina Village, 47 seventh and eighth grade students were enrolled in computer science earned a combined grade point average of 3.59.

To more effectively communicate with our educational community, the district employed several technologies. The District utilized Jupiter/Juno to constantly share academic progress of students in grades 4-8. Parents and students had access to grades, assignments, and other resources every day of the school year. Additionally, 32,820 Parentlink messages were sent to stakeholder recipients to notify them of district events, student absences, and more. Our newly hired social media consultant also shared more than 120 posts on Facebook with a cumulative daily post reach of 37,956. Similarly, 143 posts were made on Instagram with a cumulative daily post reach of reach of 19,209.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenditures for communication increased with the hiring of a social media consultant to run the District's Facebook and Instagram accounts.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Recognizing that most of our parents are engaged in social media, the District hired a consultant to run the social media sites for the district, including Facebook and Instagram. Additionally, the District plans to revise all LCAP goals for 2018-19 and 2019-20, condensing the current six goals into three, more focused goals, targeting educational services, school climate, and infrastructure/support. The changes can be found in new goals Goal 7 and 9 of the LCAP. Action 2 is now reflected in Goal 9 Action 2. Action 4 is now reflected in Goal 9 Action 1.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

The District will support the teaching and learning process to ensure that a consistent, high quality, challenging and engaging learning environment is provided for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Instructional Materials Inventory
Applicable RUSD professional development evaluation results

17-18

Staff and students will be provided with California Standards aligned ELA/ELD curriculum and the training to support a successful implementation.

Actual

Staff was provided with District adopted curriculum aligned to the California State Standards (Benchmark Advance K-5, McGraw Hill StudySync 6-8). Teachers and para-educators were also provided with staff development and collaboration time to most effectively use these materials.

Expected

Baseline

100% of students were provided with new, standards aligned English language arts instructional materials and 100% of English teachers received training related to the effective use of these new programs.

Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)

Benchmark's Online Tools - Practical Tips from a Pilot Teacher: 3.1

Integrated/Designated ELD Strategies: 3

Socratic Seminars: 4

Benchmark Training on August 8 for Grades K-1: 3.0

Benchmark Training on August 8 for Grades 2-3: 1.6

Benchmark Training on August 8 for Grades: 4-5: 3.14

Benchmark Training on Sept 6 for Grades K-1: 2.5

Benchmark Training on Sept 6 for Grades 2-3: 2.8

Benchmark Training on Sept 6 for Grades 4-5: 1.2

Benchmark Demonstration Lessons in January: 2.8

Metric/Indicator

RUSD professional development evaluation results

17-18

Staff will be provided with effective, timely, and relevant staff development.

Actual

RUSD staff was provided with learning opportunities on topics including District adopted math and ELA programs, Technology Integration into the Classroom, Next Generation Science Standards, Multi-Tiered Systems of Support, and Trauma Informed Practices. (see below for a more complete list and evaluation scores)

Expected

Baseline

The RUSD staff was provided with effective, timely, and relevant staff development on a wide range of topics including curriculum frameworks, growth mindset, differentiation, and technology as indicated by the professional development evaluation results (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)

Beginning Classroom Website Design: 3.7

Benchmark's Online Tools - Practical Tips from a Pilot Teacher: 3.1

Brain Breaks and the Neuroscience Behind Them: 3.6

Creating Juno Resources: 3.8

Engaging Digital Discussions: 4

Engaging Students with EdPuzzle and Kahoot: 4

Getting Started with Elementary Classroom Robotics: 3

Getting Started with Google Classroom: 3.14

How to use Reading Counts and Lexile Scores, and get your kids to read 1,000,000 words!: 3.3

Integrated/Designated ELD Strategies: 3

Intermediate Classroom Website Design: 3.4

Meeting the Needs of Special Education Students in the Gen Ed Setting (Emphasis on students on the spectrum): 4

Next Generation Science Standards for Elementary Teachers: 3.7

Socratic Seminars: 4

The Daily 5: 4

Differentiated Instruction for High Achievers: 3.6

Benchmark Training on August 8 for Grades K-1: 3.0

Benchmark Training on August 8 for Grades 2-3: 1.6

Benchmark Training on August 8 for Grades 4-5: 3.14

Benchmark Training on Sept 6 for Grades K-1: 2.5

Actual

Expected

Metric/Indicator

RUSD professional development evaluation results

17-18

Staff will be provided with materials aligned to the Next Generation Science Standards, for review, in advance of a formal curriculum adoption.

Baseline

Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)

Next Generation Science Standards for Elementary Teachers: 3.7

Metric/Indicator

Curriculum Committee Meeting Schedule

17-18

The Curriculum Committee will continue to meet and help set the direction for matters pertaining to professional development, instructional resources, etc.

Baseline

The RUSD Elementary Curriculum Committee met on the following dates to help set the direction for matters pertaining to professional development, instructional resources, etc.: August 30, 2016, December 13, 2016, and March 15, 2017.

The RUSD Middle School Curriculum Committee met on the following dates to help set the direction for matters pertaining to professional development, instructional resources, etc.: August 29, 2016, December 12, 2016, and March 13, 2017.

Metric/Indicator

LCAP Parent Survey results

17-18

RUSD staff will provide improved communication, relationship building, and responsiveness to stakeholders.

Baseline

Parent survey results indicate that 45% of parents felt that customer service had improved or significantly improved over the previous year, compared to only 4% who felt that it had decreased or significantly decreased.

Actual

All RUSD teachers were provided with STEMScopes materials aligned to the Next Generation Science Standards. Additionally, several Amplify NGSS aligned units were purchased for middle school science teachers.

The RUSD Elementary Curriculum Committee met three times this year. The RUSD Middle Grade Curriculum Committee also met three times this year.

RUSD staff provided improved communication to stakeholders, adding Jupitergrades and social media to the list of communication tools used to engage families.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| RUSD will provide an effective staff development program for continued implementation of the California Standards, the use of adopted instructional resources, the Smarter Balanced Assessment, the use of technology in instruction, and other best instructional practices. | Rescue Union Teachers and students were provided with District adopted curriculum aligned to the California State Standards. The Benchmark Advance program was provided to elementary students and teachers, while the McGraw Hill Studysync program was provided to teachers and students in middle schools. Teachers and para-educators were also provided with staff development and collaboration time to effectively use these materials. Internal training helped reduce costs. | 1000-1999: Certificated Personnel Salaries Base \$25,000 | RESC 6264/L2 0603 1000-1999: Certificated Personnel Salaries Base \$8233 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| RUSD will review and pilot bridge materials aligned with the Next Generation Science Standards, in advance of an anticipated adoption of materials in the near term. | All RUSD teachers were provided with STEMScopes materials aligned to the Next Generation Science Standards. Training on how to best use these materials were also provided. Several Amplify NGSS aligned units were also purchased for middle school science teachers. | 4000-4999: Books And Supplies Base \$40,000 | RESC 6300 4000-4999: Books And Supplies Other \$14,268 RESC 6264 5000-5999: Services And Other Operating Expenditures Other \$29,248 |

Action 3

Planned

Actual

Budgeted

Estimated Actual

| Actions/Services | Actions/Services | Expenditures | Expenditures |
|--|---|--|--|
| Using resources from the Educator Effectiveness Fund, RUSD will provide staff development opportunities tailored to the needs of classified instructional assistants and library media coordinators. | Training for classified instructional assistants, such as our bilingual para-educators, was provided on the English language Arts adoption. This training occurred in house to and was provided by principals, our EI Coordinator, and other employees. | 2000-2999: Classified Personnel Salaries Other \$2,500 | 2000-2999: Classified Personnel Salaries 0 |
| | | 3000-3999: Employee Benefits Other \$1,000 | 3000-3999: Employee Benefits 0 |
| | | 5000-5999: Services And Other Operating Expenditures Other \$2,500 | 5000-5999: Services And Other Operating Expenditures 0 |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|-------------------------------|
| RUSD will purchase the FLEX Literacy Program to support middle school special education students in English language arts | The Flex Literacy program was purchased to support special education students at Pleasant Grove Middle School and Marina Village Middle School. Training was provided gratis. | 4000-4999: Books And Supplies Base \$20,000 | RESC 6300 Other \$21,117 |
| | | 3000-3999: Employee Benefits Other \$1,000 | 0 |
| | | 5000-5999: Services And Other Operating Expenditures Other \$2,500 | 0 |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| RUSD will continue to fund Curriculum Committees (one, half-day meeting per trimester x twenty members). | Three Elementary Curriculum Committee and three Middle Grades Curriculum Committee meetings were held this year. | The estimated cost to fund the Curriculum Committee is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000 | RESC 0000 1000-1999: Certificated Personnel Salaries Base \$3360 |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|-------------------------------------|
| RUSD will continue to prioritize and monitor communication, relationship building, and responsiveness to stakeholders. | RUSD prioritized communication this year at all school sites and contracting for increased social media services. This expense | The estimated cost to provide staff development to improve communication, relationship | Recognized in Goal 2, Action 3 0 |

was recognized in Goal 2 , Action 3.

building, and responsiveness to stakeholders is \$5,000. 5000-5999: Services And Other Operating Expenditures Base \$5,000

Action 7

Planned Actions/Services

RUSD will strive to attract high quality substitutes by increasing the full day rate to \$140 and providing professional development workshops for substitutes on topics related to instruction in the Rescue Union School District.

Actual Actions/Services

RUSD raised the substitute rate to \$140 per day. Substitute training is being planned for the end of the school year. The total cost for all subs was budgeted; however, only the additional cost is reflected in the actual expenditures.

Budgeted Expenditures

The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$335,000

Estimated Actual Expenditures

RESC 0 1000-1999: Certificated Personnel Salaries Base \$98,920

Action 8

Planned Actions/Services

Using resources from the Educator Effectiveness Fund, RUSD will, in conjunction with the Peer Assistance and Review panel, provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting.

Actual Actions/Services

Educator Funds were allocated and used to allow teachers to observe model lessons and demonstrations of instructional technology.

Budgeted Expenditures

The estimated cost to provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting is \$5,000. 1000-1999: Certificated Personnel Salaries Base \$5,000

Estimated Actual Expenditures

RESC 6264/L2 0604 1000-1999: Certificated Personnel Salaries Other \$6708

Action 9

Planned Actions/Services

The District will fund the Sadlier Vocabulary Development program at each middle school.

Actual Actions/Services

The Sadlier Oxford program was purchased for students at Pleasant

Budgeted Expenditures

The estimated cost to provide the Sadlier Vocabulary Development program at each middle school is

Estimated Actual Expenditures

RS 6300 4000-4999: Books And Supplies Other \$18,126

Grove Middle School and Marina Village Middle School.

\$16,000. 4000-4999: Books And Supplies Base \$16,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year, the Rescue Union School District did much to support the teaching and learning process. District adopted materials, aligned to the California English and math standards, were provided to all teachers and students. Additionally, bridge materials aligned to the Next Generation Science Standards were provided to aid teachers in science instruction until such time that a more formal adoption is possible. Training was provided on the new History Social Science Framework and District teams attended the El Dorado County Office of Education History Materials Review Fair and Program Analysis. Supplemental instructional programs including FLEX literacy and Sadlier Vocabulary were also provided. Teachers had opportunities to observe demonstration lessons and participate in coaching activities.

Instructional assistants and other instructionally related support staff were provided with training from District personnel including administrators, teachers, and our newly hired English Language Coordinator. Our Curriculum Committee met each trimester to discuss programs and instructional matters as well as provide guidance on the topics to be addressed on early release Mondays.

The Rescue Union School District also built upon our commitment to positive and effective communication. The Jupitergrades program was purchased for all school sites to provide real-time academic progress information to parents and a social media coordinator was contracted to provide positive, regular occurring updates and posts concerning the District.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions under this goal was high. District-wide staff development days included a range of topics. Overall satisfaction, as reported by the teachers who attended the trainings, is listed below. Presentations were evaluated on a four-point scale, with 1 being poor and 4 being excellent.

August 10th Staff Development Day
Cheryl Olson's Daffodil Principle Keynote: 3.67

Session 1
Classroom Website Design: 3.85
GLAD Strategies: 4.00
Benchmark Online Tools: 3.00

Student Engagement: 4.00
Socratic Seminars: 3.50
Google Apps: 3.50
Wild Goosechase: 4.00
Growth Mindset: 3.67
Social Studies Framework: 3.50
NGSS (4-8): 4.00
NGSS (K-3): 4.00
PE Strategies: 3.67
Chromebook 101: 2.83
Digital Portfolios (slide): 4.00

Session 2

Classroom Website Design: 4.00
GLAD Strategies: 4.00
Student Engagement: 4.00
Socratic Seminars: 3.88
Google Apps: 4.00
Wild Goosechase: 2.50
Growth Mindset: 4.00
Social Studies Framework: 3.5
NGSS (4-8): 3.50
NGSS (K-3): 3.63
PE Strategies: 4.00
Chromebook 101: 3.20
Digital Portfolios (slide): 4.00
Using Reading Counts: 4.00
Overall Effectiveness of Staff Development Day: 3.73

September 8th Staff Development Day

Cheryl Olson's Daffodil Principle Keynote: 3.77

Session 1

STEMScopes (3-5) NGSS: 2.81
EL: 3.00
Jupiter/Juno (K): 2.67
Jupiter/Juno (1st): 2.33
Jupiter/Juno (2nd): 2.33
MV Safari: 3.92

PG AVID: 3.50
TK PD Modules: 3.50
Session 2
STEMScopes (K-2) NGSS: 2.81
Jupiter/Juno (3rd) 4.00
Jupiter/Juno (4th): 3.00
Jupiter/Juno (5th): 3.63

January 11th Benchmark Online Tools and Interventions: 3.67

February 27th Go Math! Online Tools and Interventions: 3.05

District Adopted Instructional Materials

Instructional materials inventory reports, conducted in accordance with the Williams Act, confirmed that 100% of students and teachers were provided with appropriately aligned instructional materials. Furthermore, 100% of teachers were provided with the NGSS aligned STEMScopes program and 100% of middle school history teachers were provided with the Document Based Questions (DBQ) program aligned to the new framework.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development and training costs were considerably lower than projected. Internal training, provided by experts at our own school sites and district office, helped reduce costs.

The total projected cost for substitutes was also much higher; however, it should be noted that only the additional cost to reach the new \$140 rate is reflected in the actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After piloting the NGSS aligned STEMScopes program and Mystery Science and at the recommendation of our Curriculum Committee, it was determined that the District would purchase these materials for all teachers. These materials were in addition to the NGSS aligned Amplify units that were purchased at the beginning of the school year. After discussions with the RUSD Board of Trustees about improving communication and positive messaging, a decision was made to contract for social media support with Jessica Hoff Creative Consulting. Additionally, the District plans to revise all LCAP goals for 2018-19 and 2019-20, condensing the current six goals into three, more focused goals, targeting educational services, school climate, and infrastructure/support. The changes can be found in new goals Goal 7 and 9 of the LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

The District will enhance and encourage learning for all student groups including English language learners, foster youth, and socio-economically disadvantaged students by increasing access to intervention and enrichment opportunities from credentialed teachers and support staff. The District will also increase pupil engagement and improve school climate by providing a safe, supportive, and student-centered learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

DIBELS (K-3 Trimester 2)
Reading Counts scores
Go Math!/Big Idea assessments
Smarter Balanced Assessments

17-18

At all schools, students in need of intervention will be provided with site-based support, within the school day, to improve proficiency in designated areas.

Actual

Students in need of intervention were provided with support during the school day. (See measurable academic data in the Analysis Section below)

Expected

Actual

Baseline

DIBELS

Kindergarten – Trimester 2

78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency

1st Grade – Trimester 2

78% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Correct Letter Sounds).

88% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Whole Words Read).

83% of first grade students met the benchmark for DIBELS Oral Reading Fluency.

83% of first grade students met the benchmark for DIBELS Oral Reading Accuracy.

2nd Grade – Trimester 2

82% of second grade students met the benchmark for DIBELS Oral Reading Fluency.

83% of second grade students met the benchmark for DIBELS Oral Reading Accuracy.

3rd Grade – Trimester 2

90% of third grade students met the benchmark for DIBELS Oral Reading Fluency.

91% of third grade students met the benchmark for DIBELS Oral Reading Accuracy.

4th Grade – Trimester 2

84% of fourth grade students met the benchmark for DIBELS Oral Reading Fluency.

92% of fourth grade students met the benchmark for DIBELS Oral Reading Accuracy.

5th Grade – Trimester 2

84% of fifth grade students met the benchmark for DIBELS Oral Reading Fluency.

88% of fifth grade students met the benchmark for DIBELS Oral Reading Accuracy.

Lexile Growth (As reported on May 14, 2017)

Green Valley Elementary School - 162

Jackson Elementary School - 131

Lake Forest Elementary School - 153

Lakeview Elementary School - 169

Expected

Metric/Indicator

California Healthy Kids Survey results

Suspension/expulsion data

Attendance rates

17-18

All schools will have an improved school climate, and will benefit from proactive anti-bullying / character education programs. Students' social, emotional, mental and physical health needs will be met by staff, including school counselors.

Actual

All schools continued or implemented a character education/anti-bullying program. Counselors worked at all school sites to address students' social-emotional needs (See California Healthy Kids Survey data below)

Expected

Actual

Baseline

Results from key indicators of the California Healthy Kids Survey, administered to fifth and seventh grade students in October of 2016 are listed below. Note: Results for the School Engagement and Supports subsection include only "high" results. When combined with "moderately high" results, the percentages increase significantly. As an example, 46% of middle school students reported high levels of caring adult relationships, but when combined with moderately high results, the percentage increases to 90%.

Elementary Results

School Engagement/Supports

School Connectedness (high) 70%
Academic Motivation (high) 56%
Caring adult relationships (high) 68%
High expectations (high) 70%
Meaningful participation (high) 19%

School Safety

Feel safe at school 91%
Been hit or pushed 42%
Mean rumors spread about you 38%
Been called bad names or mean jokes made about you 42%
Saw a weapon at school (past 12 mo.) 8%

Disciplinary Environment

Students well behaved 65%
Students treated fairly 60%
Students treated with respect 91%

Lifetime Substance Abuse

Alcohol or drug use 21%
Cigarette smoking 0%
E-cigarette 0%

Middle School Results

School Engagement/Supports

School Connectedness (high) 68%
Academic Motivation (high) 50%
Truant more than a few times in past 12 mo. 2%
Caring adult relationships (high) 46%
High expectations (high) 62%
Meaningful participation (high) 19%

School Safety

Expected

Metric/Indicator

RUSD professional development evaluation reports

17-18

EI teachers and support staff will have the necessary knowledge and tools to meet the needs of English Learners.

Baseline

Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 1 being the lowest)

Benchmark's Online Tools - Practical Tips from a Pilot Teacher: 3.1

Integrated/Designated ELD Strategies: 3

Benchmark Training on August 8 for Grades: K-1 3.0

Benchmark Training on August 8 for Grades 2-3: 1.6

Benchmark Training on August 8 for Grades 4-5: 3.14

Benchmark Training on Sept 6 for Grades K-1: 2.5

Benchmark Training on Sept 6 for Grades 2-3: 2.8

Benchmark Training on Sept 6 for Grades 4-5: 1.2

Benchmark Demonstration Lessons in January: 2.8

Metric/Indicator

CA School Dashboard Results

EI DIBELS Data

EI Go Math! Data

CELDT scores

Reclassification rates

17-18

EL students at Green Valley, Rescue, and Pleasant Grove will benefit from increased academic support, during the school day, from a bilingual instructional assistant.

Actual

Our EI Coordinator worked with teachers and bilingual aides to ensure that our instructional staff had the knowledge, skills, and tools to meet the needs of English learners. (See EI reclassification rates below)

Students at Green Valley and Rescue received additional academic support from bilingual instructional aides.

Expected

Baseline

Data listed on the California School Dashboard shows our English learners performed at a “medium” level 68.9% when assessed in 2015-2016, but declined by 3.8%, resulting in an “orange” indicator score for English learner progress.

Our English learner student group also received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%.

English Learner DIBELS Data - Percent of Students Meeting Trimester II Benchmarks

Kindergarten (Phoneme Segmentation Fluency) – 64.7%
First Grade (Nonsense Word Fluency –Correct Letter Sounds) – 63.6%
First Grade (Nonsense Word Fluency –Whole Words Read) – 77.2%
Second Grade (Oral Reading Fluency) – 81.8%
Second Grade (Oral Reading Accuracy) – 81.8%
Third Grade (Oral Reading Fluency) – 100%
Third Grade (Oral Reading Accuracy) – 100%
Fourth Grade (Oral Reading Fluency) – 57.8%
Fourth Grade (Oral Reading Accuracy) – 89.4%
Fifth Grade (Oral Reading Fluency) – 61.5%
Fifth Grade (Oral Reading Accuracy) – 69.2%

English Learner Go Math! Data - Percentage of Students Meeting Trimester II Benchmarks

(Note: This assessment encompasses all standards taught throughout the year, including standards not taught until the third trimester)

Second Grade (GoMath! Mid-Year Assessment) – 11.1%
Third Grade (GoMath! Mid-Year Assessment) – 15.3% (12.9% Below All Students)
Fourth Grade (GoMath! Mid-Year Assessment) – 0% (19.1% Below All Students)
Fifth Grade (GoMath! Mid-Year Assessment) – 0% (25.4% Below All Students)

CELDT Level data

(Compares 2015-2016 to 2016-2017)

Overall average increase of .22 CELDT Levels

2 Students decreased by 2 CELDT levels

18 Students decreased by 1 CELDT level

49 Students maintained their CELDT level

27 Students increased by 1 CELDT level

4 Students increased by 2 CELDT levels

2 Students increased by 3 CELDT levels

Actual

Expected

Metric/Indicator

CA School Dashboard Results
EI DIBELS Data
EI Go Math! Data
CELDT scores
Reclassification rates

17-18

EI students from across the district, will benefit from academic tutoring, after the school day, from a bilingual instructional assistant.

Baseline

See above.

Metric/Indicator

Title III Accountability Conference report
Multicultural Fair attendance reports

17-18

Students, parents, and staff will increase cultural sensitivity and awareness.

Baseline

The RUSD offered a multicultural fair on February 10, 2017. Approximately 100 students and family members attended, and 6 student/adult groups performed various cultural acts including singing and dancing. In all, 22 countries were represented with informational and interactive booths.

Metric/Indicator

LCAP Parent Survey results
Student listening circle reports

17-18

Enriching and stimulating experiences will be provided to high achieving and gifted students.

Baseline

The desire to provide enriching and challenging activities for high achieving students was ranked highly (7th) in general comments on the LCAP Parent Survey.

Beginning in 2017-2018, a cadre of teachers will offer a series of challenging, after-school enrichment classes. Baseline data on the effectiveness of the after-school classes will be established during the 2017-2018 school year.

Actual

The after-school bilingual tutoring program was put on hold in favor of more intense academic tutoring within the regular school day.

The Rescue Union School District promoted and hosted a multicultural fair for students, staff, and families. Additionally, visits by students and teachers from four Chinese sister schools, along with a visit by some of our students and families to Hangzhou, China helped increase cultural awareness.

A coordinator was hired to assist with the development of opportunities to enrich and challenge high achieving students. Approximately \$1500 was provided to each site to enact such programs.

Expected

Metric/Indicator

Student listening circle reports
AVID Elective GPA
College acceptance/graduation rates (when data becomes available)

17-18

RUSD will implement and support students through an AVID program at Pleasant Grove Middle School.

Baseline

AVID - Our middle school students at Pleasant Grove participated in the inaugural year of a school-wide AVID program at Pleasant Grove, establishing baseline data for the AVID program. In all, 583 students were taught AVID strategies and 18 participated in a year-long AVID elective. Lexile Growth Reports indicate a schoolwide jump from a beginning of year score of 1020 to a score of 1050, as measured in February.

Students in the AVID elective class have an average GPA of 2.67 and feedback from student listening circles conducted at Pleasant Grove indicate that general education students appreciate the organizational skills and note-taking strategies that AVID teaches, but some would prefer a smaller AVID binder.

From the 8th grade AVID elective, only 4 of 13 surveyed students have plans to continue in the AVID elective in high school. Many of the students in this elective expressed the desire to take other electives as the reason that they may not participate in AVID in high school.

Metric/Indicator

RUSD professional development evaluation reports
California School Dashboard Results

17-18

Teachers and EI students will benefit from targeted professional development, academic support, and program monitoring provided by an EI coordinator.

Actual

The District provided financial and personnel support for the AVID Program.

An EI Coordinator was hired and worked with teachers, administrators, and para-educators to provide professional development related to effective instructional strategies for EI students.

Expected

Baseline

Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 1 being the lowest)

Integrated/Designated ELD Strategies: 3

California School Dashboard Results

Our English learner student group received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%. In the same category, our socioeconomically disadvantaged students were also “orange”, scoring 18.6 points below Level 3 and declining by 6.3%. Our Foster Youth enrollment was under the threshold to receive dashboard data.

Metric/Indicator

DELAC feedback

17-18

English Learner families will receive increased levels of communication and support from a bilingual community liaison.

Baseline

DELAC feedback provided to the superintendent indicates a strong desire to keep the bilingual community liaison to support communication between the home and school district. On average, the bilingual community liaison makes 3-20 calls per day and provides in-person translation services about twice per month.

Metric/Indicator

CA School Dashboard Results

17-18

Opportunities to support students, especially English learners, Foster Youth, and Socioeconomically Disadvantaged students, with homework after school will be provided.

Actual

A bilingual community liaison was employed to provide increased levels of communication for English learner families.

After school homework clubs were discontinued in favor of more intensive supports during regular school hours and summer school support services.

Expected

Baseline

Our English learner student group received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%. In the same category, our socioeconomically disadvantaged students were also “orange”, scoring 18.6 points below Level 3 and declining by 6.3%. Our Foster Youth enrollment was under the threshold to receive dashboard data.

Metric/Indicator

CA School Dashboard Results

17-18

EI students, Socioeconomically Disadvantaged students, and Foster Youth from across the district, will benefit from a Summer Program to provide additional instruction and support after the school year ends.

Baseline

See above.

Metric/Indicator

CA School Dashboard Results

17-18

EI students, Socioeconomically Disadvantaged students, and Foster Youth at Green Valley and Rescue will benefit from the further reduction in class sizes below 24:1 in grades K-3.

Baseline

See above.

Metric/Indicator

Kinship care hotline contact logs

17-18

Foster Youth and students in kinship care will benefit from increased outreach to care providers of children in these student groups.

Baseline

Baseline data on the types and frequency of outreach will be established during the 2017-2018 school year.

Metric/Indicator

Student listening circle results

California Healthy Kids Survey results

Actual

A summer program for EI students, socioeconomically disadvantaged students, and Foster Youth from across the district, is scheduled to take place in July.

To support all students, the district aims for a district-wide K-3 average class size of 24:1. Therefore, the District did not use any additional Supplemental Funds to further lower the average beyond 24:1.

A support hotline was established to assist Foster parents and Kinship care providers. Additionally, Foster and Kinship Care Education (FKCE) classes were promoted by the District.

Intramural activities were coordinated at Pleasant Grove Middle School and Marina Village Middle Schools.

Expected

17-18

Culture at the middle schools, especially as it relates to the lunchtime environment, will improve due to scheduled intramural activities.

Baseline

The intramural program is scheduled to begin in 2017. Baseline data on the effectiveness of this program will be collected during the 2017-2018 school year. For existing California Healthy Kids survey results, please see above.

Metric/Indicator

Student listening circle results
California Healthy Kids Survey results
Discipline referrals

17-18

School culture at Green Valley will improve as a result of the implementation of the Positive Behavior Interventions and Supports (PBIS) program.

Baseline

The PBIS is scheduled to begin in 2017. Baseline data on the effectiveness of this program will be collected during the 2017-2018 school year.

Metric/Indicator

Suspension Rates
California Healthy Kids Survey Results

17-18

Suspension rates will go down and school climate will improve as a result of the restorative community service project at Pleasant Grove and Marina Village Middle Schools.

Actual

Staff at Green Valley Elementary School was trained in Positive Behavior Interventions and Supports (PBIS) and students at all grade levels participated in this model.

Restorative community service projects were offered at both middle schools. Suspension rates as of Feb. 1 are down about 1.5%.

Expected

Actual

Baseline

See above for California Healthy Kids Survey data of Pleasant Grove and Marina Village Middle Schools.

Suspension rates for “all students”, as reported on the California School Dashboard, fell in the green category for Marina Village Middle School; however, the Students with Disabilities was orange (Very high 12.9%/Declined-1.9%).

Suspension rates for “all students”, as reported on the California School Dashboard, fell in the orange category for Pleasant Grove Middle School. Students with Disabilities and socioeconomically disadvantaged students were in the red category. (High 10.1%/Increased 7.7% and High 8.5%/Increased 5.3%).

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>RUSD will provide increased funding (20%) for intervention classes and programs to assist struggling students.</p> | <p>RUSD provided increased funding (20%) for intervention classes and programs to assist struggling students.</p> | <p>The estimated cost to continue intervention and assistance for struggling students. 1000-1999: Certificated Personnel Salaries Supplemental \$43,400</p> | <p>RESC 0000/L2 0430 1000-1999: Certificated Personnel Salaries Supplemental \$33,101</p> |
| | | <p>The estimated benefit cost to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$7,200</p> | <p>RESC 0000/L2 0430 3000-3999: Employee Benefits \$5749</p> |
| | | <p>The estimated classified salary cost to continue intervention and assistance for struggling students. 2000-2999: Classified</p> | <p>RESC 0000/L2 0430 2000-2999: Classified Personnel Salaries Supplemental \$111,134</p> |

| | | | |
|--|--|---|--|
| | | Personnel Salaries Supplemental \$125,000 | |
| | | The estimated classified benefit cost to continue intervention and assistance for struggling students. 3000-3999: Employee Benefits Supplemental \$20,400 | RESC 0000/L2 0430 3000-3999: Employee Benefits \$15,955 |
| | | The estimated books and supplies costs to continue intervention and assistance for struggling students. 4000-4999: Books And Supplies Supplemental \$3,000 | RESC 0000/L2 0430 4000-4999: Books And Supplies \$15,465 |
| | | The estimated services and other costs to continue intervention and assistance for struggling students. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,500 | RESC 0000/L2 0430 5000-5999: Services And Other Operating Expenditures \$4,004 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| RUSD will fund an intramural coordinator, at the contractual stipended amount, for each middle school, to promote more organized lunchtime activities and improve school climate. | RUSD encumbered funds to hire an intramural coordinator, at the contractual stipended amount, for each middle school, to promote more organized lunchtime activities and improve school climate. | The estimated salary cost to fund two intramural coordinators, at the contractual stipended amount is \$2,800. 1000-1999: Certificated Personnel Salaries Other \$2,800 | RESC 1100 0001-0999: Unrestricted: Locally Defined Base \$2,800 |
| | | The estimated salary cost to fund two intramural coordinators, at the contractual stipended amount is \$500. 3000-3999: Employee Benefits Other \$1,000 | RESC 1100 3000-3999: Employee Benefits Base \$628 |
| | | The estimated cost to provide materials to run an intramural | RESC 1100 4000-4999: Books And Supplies Base 0 |

activities program is \$500. 4000-4999: Books And Supplies Base \$500

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>RUSD will continue to support proactive anti-bullying / character education programs in all schools.</p> | <p>RUSD continued to support proactive anti-bullying / character education programs in all schools. These services were paid from site budgets, including donations. No District funds were utilized.</p> | <p>The District and sites will continue to promote anti-bullying and character education through ongoing grade and age appropriate programs. Sites utilize their budgets in order to provide and promote anti-bullying and character education programs within their school. Estimated Expenditures: \$20,000 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> | <p>5000-5999: Services And Other Operating Expenditures 0</p> |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| <p>RUSD will continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual Title III Accountability Conference, and efforts to increase cultural awareness for all staff.</p> | <p>RUSD continued to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the EI Conferences, and efforts to increase cultural awareness for all staff.</p> | <p>The estimated cost to continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual Title III Accountability Conference, and efforts to increase cultural awareness for all staff is \$5,000 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000</p> | <p>RESC 4201/4203 5000-5999: Services And Other Operating Expenditures Supplemental \$15,687</p> |

Action 5

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| RUSD will fund a 1.0 FTE counselor to provide group and individual counseling and mental health intervention services at Green Valley Elementary School and a 1.0 FTE Counselor to meet the social, emotional, mental and physical health needs of students at Rescue (.4 FTE), Jackson (.2 FTE), Lakeview (.2 FTE), and Lake Forest (.2 FTE). | RUSD funded a 1.0 FTE counselor to provide group and individual counseling and mental health intervention services at Green Valley Elementary School and a 1.0 FTE Counselor to meet the social, emotional, mental and physical health needs of students at Rescue (.4 FTE), Jackson (.2 FTE), Lakeview (.2 FTE), and Lake Forest (.2 FTE). | <p data-bbox="1056 193 1514 310">1000-1999: Certificated Personnel Salaries Supplemental \$120,000</p> <p data-bbox="1056 315 1514 428">3000-3999: Employee Benefits Supplemental \$30,000</p> | <p data-bbox="1528 193 1986 310">RESC 0000/L1 0430 1000-1999: Certificated Personnel Salaries Supplemental \$144,739</p> <p data-bbox="1528 315 1986 428">RESC 0000/L1 0430 3000-3999: Employee Benefits Supplemental \$43,112</p> |

Action 6

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|---|
| RUSD will fund three, six-hour per day Bilingual Aides to support EI students in the classroom at Green Valley School and Rescue School. | RUSD funded three, six-hour per day Bilingual Aides to support EI students in the classroom at Green Valley School and Rescue School. | <p data-bbox="1056 753 1514 997">The estimated salary cost to fund three, six-hour per day Bilingual Aides to support IL students in the classroom at Green Valley School and Rescue School is \$78,000. 2000-2999: Classified Personnel Salaries Supplemental \$78,000</p> <p data-bbox="1056 1002 1514 1256">The estimated benefit cost to fund three, six-hour per day Bilingual Aides to support EI students in the classroom at Green Valley School and Rescue School is \$23,700. 3000-3999: Employee Benefits Supplemental \$23,700</p> | <p data-bbox="1528 753 1986 997">RESC 3010 2000-2999: Classified Personnel Salaries Other \$69,984</p> <p data-bbox="1528 1002 1986 1256">RESC 3010 3000-3999: Employee Benefits Other \$17,214</p> |

Action 7

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

The District will implement a restorative community service program designed to provide positive and constructive options for students, in lieu of more traditional consequences, including suspension.

The District implemented a restorative community service program designed to provide positive and constructive options for students, in lieu of more traditional consequences, including suspension. Our leadership team and a group of teachers also explored concepts such as Trauma Informed Practices, Multi-tiered Systems of Support, and Alternatives to Suspension.

The estimated contractual extra-duty hourly cost for salary to fund one teacher to lead the 3 hr. community service, twice a month at each middle school is \$4000. 1000-1999: Certificated Personnel Salaries Base \$4000

RESC 0000 1000-1999: Certificated Personnel Salaries Base \$600

The estimated contractual extra-duty hourly cost for benefits to fund one teacher to lead the 3 hr. community service, twice a month at each middle school is \$1000. 3000-3999: Employee Benefits Base \$1000

RESC 0000 3000-3999: Employee Benefits Base \$108

Action 8

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>RUSD will fund one, four-hour per week Bilingual Instructional aide to assist with IL tutoring, after school. Transportation home from the EI tutoring classes will also be provided.</p> | <p>RUSD encumbered funds for one, four-hour per week Bilingual Instructional aide to assist with EI tutoring, after school. However, this program was put on hold in favor of intervention programs during the school day.</p> | <p>The estimated cost of one four hour per week instructional assistant is \$3,500. 2000-2999: Classified Personnel Salaries Supplemental \$3,500</p> | <p>2000-2999: Classified Personnel Salaries 0</p> |
| | | <p>The estimated benefit cost of one four hour per week instructional assistant is \$700. 3000-3999: Employee Benefits Supplemental \$700</p> | <p>3000-3999: Employee Benefits 0</p> |
| | | <p>The estimated cost to provide transportation for the EL tutoring program is \$3,000 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000</p> | <p>5000-5999: Services And Other Operating Expenditures 0</p> |

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

RUSD will continue to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents.

RUSD continued to fund the District Multicultural Fair. The EL coordinator was able to get many of the activities donated free of charge.

The estimated cost to fund community outreach for our English Learner Community is \$1,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000

RESC 4201/4203 5000-5999: Services And Other Operating Expenditures Other \$150

Action 10

Planned Actions/Services

The District will fund a cadre of five enrichment teachers who will each prepare and deliver a four week unit designed to challenge students, especially our gifted and high achieving students. Units will be delivered after school, two days per week, and will promote collaboration, critical thinking, creativity, and communication. Additionally, one of these cadre teachers will be paid for 1 hour per week, for 25 weeks, to coordinate the planning, sign up process, delivery, and logistics of the enrichment classes.

Actual Actions/Services

The District funded a teacher to coordinate the planning, sign up process, delivery, and logistics of enrichment programs. It proved difficult to recruit a cadre of teachers to provide the enrichment classes, so the funds were dispersed to the school sites to run their own enrichment programs, including STEM, geography, and other assemblies. A coordinator was hired to assist and oversee the program.

Budgeted Expenditures

Cost for Enrichment Cadre to deliver the plan and deliver lessons. 1000-1999: Certificated Personnel Salaries Base \$10,000

Cost for Enrichment Coordinator 1000-1999: Certificated Personnel Salaries Base \$1500

Estimated Actual Expenditures

1000-1999: Certificated Personnel Salaries 0

RESC 1100 1000-1999: Certificated Personnel Salaries Base \$1200

Action 11

Planned Actions/Services

RUSD will continue to implement an AVID program at Pleasant Grove Middle School. Ongoing AVID training/support will be provided to participating teachers and articulation meetings will be scheduled with AVID personnel (teachers and administrators) at Ponderosa High School.

Actual Actions/Services

RUSD continued to implement an AVID program at Pleasant Grove Middle School. Ongoing AVID training/support was provided to participating teachers and articulation meetings were scheduled with AVID personnel (teachers and administrators) at Ponderosa High School.

Budgeted Expenditures

The estimated salary cost to implement an AVID program at Pleasant Grove Middle School is \$45,000. 1000-1999: Certificated Personnel Salaries Supplemental \$45,000

Estimated Actual Expenditures

RESC 0000/L2 0431 1000-1999: Certificated Personnel Salaries Supplemental \$37,395

Additionally, materials, supplies, and opportunities for college visits and experiential learning in support of the AVID program will be provided.

Additionally, materials, supplies, and opportunities for college visits and experiential learning in support of the AVID program were provided. A relatively new teacher took the assignment, which reduced overall costs.

The estimated benefit cost to implement an AVID program at Pleasant Grove Middle School is \$9,800. 3000-3999: Employee Benefits Supplemental \$9,800

RESC 0000/L2 0431 3000-3999: Employee Benefits Supplemental \$8,797

The estimated cost for training, membership and other services in the AVID program at Pleasant Grove Middle School is \$20,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$20,000

RESC 0000/L2 0431 5000-5999: Services And Other Operating Expenditures Supplemental \$20,421

The estimated cost for materials in the AVID program at Pleasant Grove Middle School is \$3,000. 4000-4999: Books And Supplies Supplemental \$3000

RESC 0000//L2 0431 4000-4999: Books And Supplies Supplemental \$6000

The estimated cost for college visits and other experiential opportunities in the AVID program at Pleasant Grove Middle School is \$2,000. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000

RESC 0000/9426/L2 0431 5000-5999: Services And Other Operating Expenditures Supplemental \$500

RESC 9426/L2 0431 4000-4999: Books And Supplies Other \$6,603

Action 12

Planned Actions/Services
The District will support the implementation of Positive Behavior Intervention and Supports (PBIS) at Green Valley School.

Actual Actions/Services
The District supported the implementation of Positive Behavior Intervention and Supports (PBIS) at Green Valley School.

Budgeted Expenditures
Estimated costs for Training, Staff Development, Travel, and Coaching Support is \$8520. 5000-5999: Services And Other

Estimated Actual Expenditures
RESC 0000/L2 0430 5000-5999: Services And Other Operating Expenditures Supplemental \$6,190

Operating Expenditures
Supplemental \$8520

The estimated cost for materials to support PBIS is \$1000. 4000-4999: Books And Supplies Supplemental \$1000

RESC 0000/L2 0430 4000-4999: Books And Supplies Supplemental \$850

Action 13

Planned Actions/Services

RUSD will fund one administrative EI Coordinator to support English learners' academic growth and progress towards reclassification. The coordinator will also oversee assessment and data analysis for English learners and provide staff development related to the needs of this student group (including training on integrated and designated English language support).

Actual Actions/Services

RUSD funded one administrative EI Coordinator to support English learners' academic growth and progress towards reclassification. The coordinator was hired to oversee assessment and data analysis for English learners and provide staff development related to the needs of this student group (including training on integrated and designated English language support). The coordinator also provided professional development to teacher on subjects such as Academic vocabulary and accountable talk.

Budgeted Expenditures

The estimated ongoing salary cost to fund one administrative EI Coordinator to support English learners' academic growth and progress towards reclassification, oversee assessment and data analysis for English learners, and provide staff development related to the needs of this student group is \$100,000. 1000-1999: Certificated Personnel Salaries Supplemental \$100,000

The estimated ongoing benefit cost to fund one administrative EI Coordinator to support English learners' academic growth and progress towards reclassification, oversee assessment and data analysis for English learners, and provide staff development related to the needs of this student group is \$25,000. 3000-3999: Employee Benefits Supplemental \$25,000

Estimated Actual Expenditures

RESC 0000/L2 0430 1000-1999: Certificated Personnel Salaries Supplemental \$103,807

RESC 0000/L2 0430 3000-3999: Employee Benefits Supplemental \$24,845

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

The District will fund one classified bilingual community liaison to assist families of English learners and increase parental involvement.

The District funded one classified bilingual community liaison to assist families of English learners and increase parental involvement.

The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English learners and increase parental involvement is \$15,000. 2000-2999: Classified Personnel Salaries Supplemental \$15,000

RESC 0000/L2 4030 2000-2999: Classified Personnel Salaries Supplemental \$13,222

The estimated ongoing benefit cost to fund one classified bilingual community liaison to assist families of English learners and increase parental involvement is \$3,000. 3000-3999: Employee Benefits Supplemental \$3,000

RESC 0000/L2 4030 3000-3999: Employee Benefits Supplemental \$1,196

Action 15

Planned Actions/Services
 The District will provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School to support English learners, Socioeconomically Disadvantaged students, and Foster Youth.

Actual Actions/Services
 The District decided to postpone the implementation of after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School to support English learners, Socioeconomically Disadvantaged students, and Foster Youth. This was done in order to focus more on in school interventions and support.

Budgeted Expenditures
 The estimated salary costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$50,000 1000-1999: Certificated Personnel Salaries Supplemental \$50,000

Estimated Actual Expenditures
 0

The estimated benefit costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$10,000. 3000-3999: Employee Benefits Supplemental \$10,000

0

| | | | |
|--|--|---|---|
| | | The estimated transportation costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$3,840. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,840 | 0 |
|--|--|---|---|

Action 16

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| The District will provide a Summer Program to provide additional instruction and support for English learners, Socioeconomically Disadvantaged students, and Foster Youth. | The District provided a Summer Program to provide additional instruction and support for English learners, Socioeconomically Disadvantaged students, and Foster Youth. | The estimated salary costs to provide an EI Summer Program to provide additional instruction and support after the school year ends is \$15,000. 1000-1999: Certificated Personnel Salaries Supplemental \$15,000 | RESC 0000/L1 086 L2 4030 1000-1999: Certificated Personnel Salaries Supplemental \$15,027 |
| | | The estimated benefit costs to provide an EI Summer Program to provide additional instruction and support after the school year ends is \$1,000. 3000-3999: Employee Benefits Supplemental \$3,000 | RESC 0000/L1 086 L2 4030 3000-3999: Employee Benefits \$3,218 |
| | | The estimated books and supply costs of an EI Summer Program to provide additional instruction and support after the school year ends is \$400. 4000-4999: Books And Supplies Supplemental \$400 | RESC 0000/L1 086 L2 4030 4000-4999: Books And Supplies \$431 |
| | | The estimated services and other costs of an EI Summer Program to provide additional instruction and support after the school year | RESC 0000/L1 086 L2 4030 5000-5999: Services And Other Operating Expenditures \$1,502 |

ends is \$1,000. 5000-5999:
Services And Other Operating
Expenditures Supplemental
\$1,000

Action 17

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>To support Socioeconomically Disadvantaged, English learners, redesignated fluent English proficient students, and Foster Youth, the District will provide additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary.</p> | <p>To support all students, the district aims for a district-wide K-3 average class size of 24:1. Therefore, the District did not use any additional Supplemental Funds to further lower the average beyond 24:1. Any costs associated with this action are recognized in Goal 1, Action 1.</p> | <p>The estimated salary costs to support Socioeconomically Disadvantaged students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary is \$153,000. 1000-1999: Certificated Personnel Salaries Supplemental \$153,000</p> | <p>1000-1999: Certificated Personnel Salaries 0</p> |
| | | <p>The estimated benefit costs to support Socioeconomically Disadvantaged students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary is \$37,400. 3000-3999: Employee Benefits Supplemental \$37,400</p> | <p>3000-3999: Employee Benefits 0</p> |

Action 18

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-----------------------------|----------------------------|--------------------------|----------------------------------|
|-----------------------------|----------------------------|--------------------------|----------------------------------|

The District will allocate funds to expand outreach and services to families caring for children other than their own (i.e. kinship care, foster care)

The District expanded outreach and services to families caring for children other than their own (i.e. kinship care, foster care).

The cost for salaries to expand outreach and services to families caring for children other than their own (i.e. kinship care, foster care) is \$1250. 2000-2999: Classified Personnel Salaries Supplemental \$1250

RESC 0000/L2 4030 2000-2999: Classified Personnel Salaries Supplemental \$94

The cost for benefits to expand outreach and services to families caring for children other than their own (i.e. kinship care, foster care) is \$500. 3000-3999: Employee Benefits Supplemental \$500

RESC 0000/L2 4030 3000-3999: Employee Benefits Supplemental \$18

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District was largely successful in the overall implementation of the actions in this Goal. Intervention budgets were adjusted upwards by 20% at all school sites and used to provide remediation and additional support to students who were struggling academically. Additionally, bilingual aides and an English learner coordinator were hired to support our English learners. The EI Coordinator provided professional development to teachers and instructional assistants on subjects including integrated and designated EI support, academic vocabulary, and accountable talk in the classroom. We had planned to implement an after-school homework club, but this plan was put on hold in favor of more focused interventions within the school day. Additionally, the District provided financial support for training and materials related to PBIS at Green Valley and AVID at Pleasant Grove. Plans are also in place to run a summer school program, expanding our services to include English learners, Foster Youth, and socioeconomically disadvantaged students.

To address school climate, character education programs were supported at all school sites. An additional elementary school counselor and an intern middle school counselor were hired, bringing the total number of counselors employed by the District up to 4.5, from 3.0. The District also developed and implemented a restorative community service program at both middle school and hired an intramural coordinator. The District also provided a multi-cultural fair, hosted a delegation of students and teachers from our sister schools in China. This year, five students, their families, and one teacher participated in an inaugural visit to these schools in China. The District also employed a bilingual community liaison to assist families with matters pertaining to school. This individual also provided support for members of our community providing kinship care to our students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The support we provided to our English learners, including our EI Coordinator and Bilingual Instructional Assistants, was successful. Preliminary results from the ELPAC are still pending. This is the first time the ELPAC has been administered, so this data will provide a baseline. Reclassification rates for our English learners are up, with 21 students being reclassified this year, nearly double the number from the previous year.

Character educator and positive school climate programs are also proving effective. Results from the California Healthy Kids Survey (CHKS) indicate that 99% of elementary students feel that an adult at their school cares about them some (15%), most (38%), or all (43%) of the time. Along that same vein, 91% of middle school students reported that there is an adult at school that cares about them (a little true - 27%, pretty much true 37%, very much true 27%). When it comes to feeling safe at school, 87% of elementary students reported they feel safe most (32%) or all (55%) of the time. 79% of middle school students reported that they feel safe (45%) or very safe (34%) at school. The Suspension rate, at the time this update was completed, was 2% for "out of school" suspensions and 0.5% for "in school" suspensions. This rate is similar to the rate that was reported on the Fall Release of the California School Dashboard. The expulsion rate was 0.05%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Site-based decisions regarding intervention plans and programs affected actual expended amounts.

RUSD continued to support proactive anti-bullying / character education programs in all schools. These services were paid from site budgets, including donations, and therefore no District funds were utilized.

Restorative programs including Friday and Saturday School were not needed to the level anticipated, which reduced overall costs.

The After School EI tutoring program was suspended due to the challenges of having students attend.

For the Multicultural Fair, our EI coordinator was able to get many of the activities donated free of charge, which helped lower the cost to provide this event.

It proved difficult to recruit a cadre of teachers to provide afterschool enrichment classes, so the funds were dispersed to the school sites to run their own enrichment programs, including STEM, geography, and other assemblies. A coordinator was hired to assist and oversee the program, and additional funds were allocated to individual school sites to be used locally to address enrichment needs.

The District decided to postpone the implementation of after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School to support English learners, Socioeconomically Disadvantaged students, and Foster Youth. This was done in order to focus more on "in school" interventions and support.

To support all students, the district aims for a district-wide K-3 average class size of 24:1. Therefore, the District did not use any additional Supplemental Funds to further lower the average beyond 24:1. Any costs associated with this action are recognized in Goal 1, Action 1.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We had planned to implement an after-school homework club, but this plan was put on hold in favor of more focused interventions within the school day. After reviewing the LCFF Rubrics and meeting with teachers and administrators, it was concluded that targeted support during the school day would better serve the EI students. The district plans to also hire additional school counselors to support elementary SEL programs, so that Green Valley has a counselor on site 5 days per week and all other elementary schools have 3 days per week. Additionally, the District plans to revise all LCAP goals for 2018-19 and 2019-20, condensing the current six goals into three, more focused goals, targeting educational services, school climate, and infrastructure/support. The changes can be found in new goals Goal 7 and 8 of the LCAP.

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

The District will attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

RUSD Human Resources Internal Credential Audit

17-18

100% of RUSD's teachers will be fully credentialed and properly assigned.

Baseline

For the 2016-2017 school year, 97% of RUSD teachers were highly qualified and appropriately assigned. 3% were working on intern credentials for math or special education.

Metric/Indicator

PAR panel reports

17-18

Teachers participating in PAR will receive support needed to improve their performance in the areas of California Standards for the Teaching Profession.

Baseline

No teachers participated in the PAR program during the 2016-2017 school year.

Actual

100% of Rescue Union School District's teachers were fully credentialed and properly assigned (see more .

The PAR program was in place to support teachers needing to improve their performance; however, no teachers volunteered to participate or were referred by their administrator.

Expected

Metric/Indicator

RUSD professional development evaluation surveys

17-18

Staff development opportunities will be tailored to address the needs of non-instructional classified employees.

Baseline

When thinking about priorities, "Staff Development" ranked in the top four on the 2017 CSEA LCAP Survey.

The AERIES.net training, provided to secretaries on Jan. 9, 2017, received an average score of 4/4 on the RUSD evaluation form.

The RUSD Substitute Bootcamp, hosted on March 16, 2017, received an average score of 3.8/4 on the RUSD Evaluation form.

Library Media Coordinators attended the CLA Conference and the What's New in Children's Literature Conference during the 2016-2017 school year and brought back information to share with their team at regularly scheduled

Actual

Staff Development was provided to non-instructional classified employees. This year, staff development included CASBO financial training for our business department, bus driver training, and custodial training.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

RUSD will hire only fully qualified, credentialed and highly motivated certificated teachers.

Actual
Actions/Services

RUSD employed fully qualified, credentialed and highly motivated certificated teachers. Only one teacher was employed to teach outside of her credential area on a local permit. The District did not engage in any outside hiring fairs, and therefore incurred no associated costs.

Budgeted
Expenditures

The District will support site administrators and department leaders in hiring fully qualified, credentialed, and highly motivated certificated teachers. Estimated Expenditures: \$20,600
5000-5999: Services And Other Operating Expenditures Base \$20,600

Estimated Actual
Expenditures

5000-5999: Services And Other Operating Expenditures 0

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>RUSD will continue to support the Peer Assistance Review (PAR) program for voluntary and involuntary participation in support of improving teaching and learning.</p> | <p>The PAR program was in place to support teachers needing to improve their performance; however, no teachers volunteered to participate in PAR or were referred by their administrator. This resulted in a lower overall cost. The PAR panel discussed ways to rebrand PAR to attract more volunteer teachers.</p> | <p>The estimated cost to support to the (PAR) Program by employing Title II funds to support the program is \$12,115. 1000-1999: Certificated Personnel Salaries Base \$12,115</p> <p>The estimated benefit cost to support to the (PAR) Program by employing Title II funds to support the program is \$2,400. 3000-3999: Employee Benefits Base \$2,400</p> | <p>RESC 6264 1000-1999: Certificated Personnel Salaries Other \$1750</p> <p>RESC 6264 3000-3999: Employee Benefits Other \$332</p> |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>In addition to teachers, library media coordinators, and instructional assistants, RUSD will provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers, custodians, and food service).</p> | <p>Non-instructional classified employees (i.e. bus drivers and custodians) were provided with opportunities to attend staff development opportunities tailored to address the needs of their particular work assignment. Much of the training for classified non-instructional staff was done internally, reducing overall costs.</p> | <p>The estimated cost to provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers, custodians, and food service) is \$5,000. 2000-2999: Classified Personnel Salaries Base \$5,000</p> | <p>RESC 0000/L1 081/L2 0421 2000-2999: Classified Personnel Salaries Base \$5000</p> |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>As needed, RUSD will participate in job fairs and recruitment events to attract and hire the highest caliber employees.</p> | <p>As of March 1, RUSD was not planning on hiring additional certificated staff, and therefore did not participate in any job fairs. The District did not engage in any outside hiring fairs, and therefore incurred no associated costs.</p> | <p>The estimated cost to participate in job fairs and recruitment events to attract and hire the highest caliber employees is \$1000. 5000-5999: Services And Other</p> | <p>5000-5999: Services And Other Operating Expenditures 0</p> |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Rescue Union School District remained committed to attracting and retaining diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students. Fully credentialed teachers were employed across the district and only one teacher provided instruction under a local permit. Professional development opportunities were provided to teachers and instructional classified employees, as outlined in Goal 3, and non-instructional support staff (i.e. custodians and bus drivers) received training specific to their job duties, thereby preparing them to best serve the students and other staff. Custodians received training via a newly hired Maintenance and Operations Coordinator, bus drivers, and food service employees also received training under the direction of their department directors. District Office personnel from the human resource department and business office also received training and attended workshops to build their knowledge base and improve service from their respective departments.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions taken by the District to achieve this goal were effective in retaining a highly qualified staff. New hires and existing employees alike received the professional development and training needed to provide high quality service. Results from the Parent LCAP Survey demonstrate that overall satisfaction with District staff was ranked highest when asked what the District is doing well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The District did not engage in any outside hiring fairs, and therefore incurred no associated costs. No teachers volunteered to participate in PAR or were referred by their administrator. This resulted in a lower overall cost, as PAR Provider stipends were not needed. The PAR panel discussed ways to rebrand PAR to attract more volunteer teachers in the future. Much of the training for classified non-instructional staff was done internally, reducing overall costs.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Additionally, the District plans to revise all LCAP goals for 2018-19 and 2019-20, condensing the current six goals into three, more focused goals, targeting educational services, school climate, and infrastructure/support. The changes can be found in new goals 7 and 9 of the LCAP. Actions 1 and 4 were dissolved based on need. Action 3 is now reflected in Goal 9 Action 2.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Facilities reports
LCAP Parent Survey results
Student listening circle feedback

17-18

RUSD will improve buildings and grounds, contributing to a better learning environment for students.

Baseline

In the 2016-2017 School year, the Rescue Union School District repaired the field at Pleasant Grove Middle School and installed a new, wider track. The field and track at Pleasant Grove are now both 100% operational. Plans are underway to repair the field at Marina Village, as well, and the District has added the fields at Jackson Elementary School and Lake Forest Elementary School to the list scheduled to be repaired during the summer before the 2017-2018 school year.

Facility issues were the highest rated area of concern as reported on Question 12 of the 2017 LCAP Parent Survey.

Actual

Facility Inspection Tool reports indicate that school sites are safe, clean, and conducive to learning. Construction timelines for the new, two-story classroom complex at Marina Village have been met and students are scheduled to move in on August 9th, 2018.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| <p>RUSD will maintain the new playfields at Pleasant Grove Middle School and monitor their condition to ensure that they remain safe and effective outdoor learning environments.</p> | <p>The Rescue Union School District monitored the conditions of the new fields at Pleasant Grove and Marina Village, and provided necessary maintenance and care to keep them in good condition for the school year and foreseeable future.</p> | <p>The estimated cost to maintain the new playfields at Pleasant Grove Middle School and monitor their condition to ensure that they remain safe and effective outdoor learning environments is \$20,000. 2000-2999: Classified Personnel Salaries Base 20,000</p> <p>The estimated cost to maintain the new playfields at Pleasant Grove Middle School and monitor their condition to ensure that they remain safe and effective outdoor learning environments is \$5,000 4000-4999: Books And Supplies Base \$5,000</p> | <p>RESC 0000 2000-2999: Classified Personnel Salaries Base \$20,000</p> <p>RESC 0000 4000-4999: Books And Supplies Base \$10,000</p> |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--------------------------------------|
| <p>RUSD will improve the playfields at Marina Village Middle School, Jackson School, and Lake Forest School and monitor their condition to ensure that they remain safe and effective outdoor learning environments.</p> | <p>The Rescue Union School District provided improvements to fields at Jackson and Pleasant Grove. The field between Marina Village and Lake Forest was completely removed, regraded, and re-sodded. Consequently, safe and effective outdoor learning and physical education environments are now in place. These activities</p> | <p>6000-6999: Capital Outlay Other \$545,000</p> | <p>6000-6999: Capital Outlay \$0</p> |

were paid through fund 35 totaling \$513,870

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|------------------------------------|
| <p>RUSD will construct a new two story classroom complex at Marina Village Middle School and remove the equivalent number of portable classrooms from the campus.</p> | <p>At the time of this annual update, the two-story classroom complex at Marina Village is under construction. To date, scheduled timelines have been met, and we foresee opening the structure for student use in the 2018-2019 school year as planned. This activity was paid through fund 35 L2 1032 totaling \$7,868,000.</p> | <p>6000-6999: Capital Outlay Other \$7,231,894</p> | <p>6000-6999: Capital Outlay 0</p> |

Action 4

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|--|-------------------------------|
| <p>RUSD will develop, publish, and present a comprehensive facilities master plan.</p> | <p>The District has been engaged in planning sessions with administrators, teachers, board members, parents, students, and other stakeholders to address facility needs across the District. The development of a "comprehensive facilities master plan" has been put on hold to allow time to accurately assess District infrastructure, buildings, and grounds as well as analyze budgets and resources needed for ongoing maintenance and repair; therefore there is no associated cost with this action.</p> | <p>5000-5999: Services And Other Operating Expenditures Other \$20,000</p> | <p>0</p> |

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The District did a great deal this year to create and maintain facilities and grounds that are safe, clean and conducive to the learning process. A new field was constructed, literally from the ground up, and put into service for Lake Forest and Marina Village Students. The field at Jackson was repaired and maintained near the beginning of the school year so that students had a safe and adequate space to engage in recess and physical education. The two-story classroom complex project was started and to date, all timelines have been met. We are expecting to occupy the building at the start of the 2018-2019 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the District was very effective in addressing this goal. Student Listening Circle Feedback and Parent LCAP Survey data indicated that the community is pleased with the work done to the fields as well as the two-story classroom complex at Marina Village. Students now have improved areas to play and learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The field between Marina Village and Lake Forest was completely removed, regraded, and re-sodded. Consequently, safe and effective outdoor learning and physical education environments are now in place. These activities were paid through fund 35 totaling \$513,870. At the time of this annual update, the two-story classroom complex at Marina Village was under construction. To date, scheduled timelines have been met, and we foresee opening the structure for student use in the 2018-2019 school year as planned. This activity was paid through fund 35 L2 1032 totaling \$7,868,000. The District has been engaged in planning sessions with administrators, teachers, board members, parents, students, and other stakeholders to address facility needs across the district. The development of a "comprehensive facilities master plan" has been put on hold to allow time to accurately assess District infrastructure, buildings, and grounds as well as analyze budgets and resources needed for ongoing maintenance and repair. Therefore there is no associated cost with this action. Facility maintenance and service can now be found in Goal 8, Action 3.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As mentioned above, the District was in the early development of a "comprehensive facilities master plan", but that plan was put on hold to allow time to accurately assess district infrastructure, buildings, and grounds as well as analyze budgets and resources needed for ongoing maintenance and repair. However, that is not to say that the District has not done a great deal to address facility needs. Throughout the year, the District has been engaged in planning sessions with all stakeholders to address facility needs. Additionally, the District plans to revise all LCAP goals for 2018-19 and 2019-20, condensing the current six goals into three, more focused goals, targeting educational services, school climate, and infrastructure/support. The changes can be found in new Goal 9 of the LCAP. Actions 2,3,and 4 were dissolved based on funding or need.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

August 2

Meetings were held with District Leadership Team to address areas of focus for the Local Control Accountability Plan (LCAP).

July - June

The superintendent provided the Rescue Union School District (RUSD) Board of Trustees with regular updates concerning current LCAP actions and future LCAP development.

September

Principals, in conjunction with their school site councils, Parent Teacher Organizations (PTOs), and Parent Teacher Clubs (PTCs), discussed the LCAP and recruited school site representatives to serve on the LCAP Parent Advisory Committee (PAC).

October 30

The Parent Advisory Committee met to discuss the LCAP development process, current LCAP Goals, and the Local Control Funding Formula.

November 6

A make-up meeting was held for any members of the Parent Advisory Committee who were unable to attend the initial October 21st meeting. Once again, discussion centered on the LCAP development process, current LCAP Goals, and the Local Control Funding Formula.

December 13

The Parent Advisory Committee met and reviewed the executive summary for the 2016 LCAP Parent Survey and began work on developing the 2016 survey.

January 24

The LCAP Parent Advisory Committee met to continue work on developing the 2017 survey. Assistant Superintendent Sean Martin also provided a budget update.

February 1

An informational meeting (LCAP 101) was held for members of Rescue Union Federation of Teachers (RUFT) and Classified School Employees Association (CSEA) to provide background understanding on the structure, purpose, content, and development process of the LCAP.

February 7

The LCAP Parent Advisory Committee met to continue work on developing the 2017 survey.

February 8

A consultation meeting was held with members of the RUFT. This meeting was open to all members of the bargaining unit. At this meeting, the current LCAP was reviewed and survey methods and questions to solicit input from the CSEA members were discussed.

February 15

A consultation meeting was held with members of the Classified School Employees Association. This meeting was open to all members of the bargaining unit. At this meeting, the current LCAP was reviewed and survey methods and questions to solicit input from the CSEA members. were discussed.

February 21

The LCAP Parent Advisory Committee met to continue work on developing the 2017 survey.

March 5

RUFT Survey Results Reviewed with RUFT Executive Board.

March 7

The LCAP Parent Advisory Committee met to continue work on developing the 2017 survey.

February - April

Student listening circles were held at all schools to solicit student input for LCAP development.

March 15

CSEA Survey Results Reviewed

April 17

PAC Survey Results Reviewed

April 18

Listening Circle Data Reviewed

April 24

The RUSD Board of Trustees and members of the public were briefed on the LCAP stakeholder engagement to date.

May 14

The RUSD English Language Advisory Committee met to review actions, services, and initiatives to support English learners throughout the district. Over 60 English learner parents attended the meeting.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Discussions held with the Leadership Team regarding Board approved LCAP actions, as well as the results of the LCAP Parent Survey, helped members create aligned school site plans and execute actions contained in the LCAP.

The superintendent made a point to ensure the alignment of LCAP goals, actions, and expenditures with the RUSD Board Goals and SPSAs, which led to a shared vision and unified efforts across all sites and department. LCAP updates were provided at regularly scheduled board meetings. Board input pertaining to actions and metrics for assessing those actions were well received and accounted for in the development of the LCAP.

The recruitment strategies of principals ensured each school site was represented on the LCAP Parent Advisory Committee.

As a result of the informational meetings (LCAP 101) held for members of RUFT and CSEA to provide background understanding on the structure, purpose, content, and development process of the LCAP, members of the bargaining units were better able to provide suggestions and input for the 2018-2021 LCAP.

The members of the Parent Advisory Committee were each provided with online and print access to the LCAP, the LCAP Executive Summary, budget information, and previous survey results. As a result, members of the Parent Advisory Committee had the necessary foundational knowledge and tools to develop a new survey, analyze results, and make recommendations to the

Superintendent. Their input was taken into account, along with other stakeholder feedback, and actions were developed in the LCAP.

Assistant Superintendent Scroggins began the CSEA Consultation Meeting by outlining the LCAP development process and highlighting the importance of stakeholder involvement. Mr. Scroggins delivered a Google Slides presentation on the stakeholder involvement process, actions and expenditures contained in the LCAP, and supplemental funds and proportionality, so by the conclusion of the meeting, classified employees had a better understanding of the LCAP development process and the importance of stakeholder input. The previous year's CSEA survey was discussed and Mr. Scroggins offered to assist CSEA in the creation of this year's survey that could be sent to their respective members to collect their thoughts and suggestions pertaining to the LCAP. With input from CSEA Leadership, a survey was developed. These surveys were intentionally designed to collect feedback of employees with respect to current LCAP actions as well as elicit thoughts or suggestions for any additional LCAP actions.

Assistant Superintendent Scroggins began the RUFT Consultation Meeting by outlining the LCAP development process and highlighting the importance of stakeholder involvement. Mr. Scroggins delivered a Google Slides presentation on the stakeholder involvement process, actions and expenditures contained in the LCAP, and supplemental funds and proportionality, so by the conclusion of the meeting, teachers had a better understanding of the LCAP development process and importance of stakeholder input. The previous year's RUFT survey was discussed and Mr. Scroggins offered to assist RUFT in the creation of this year's survey that could be sent to their respective members to collect their thoughts and suggestions pertaining to the LCAP. With input from RUFT Leadership, a survey was developed. These surveys were intentionally designed to collect the feedback of employees with respect to current LCAP actions as well as elicit thoughts or suggestions for any additional LCAP actions.

Student listening circles allowed students opportunity to inform district personnel about what they enjoy most about their school and what areas they would like to see improved for their school. Their input was very much appreciated and taken into account, along with the feedback of other stakeholder groups, in the development of the LCAP. Opportunities for physical activity, time for academics, additional technology (Chromebooks), clean campuses, improved lunch offerings, and character development were prioritized by students.

RUFT Survey Results were analyzed by District Office staff and the RUFT Executive Board. These results indicated that teachers prioritize low class size, social/emotional supports, counseling, grounds, technology, and facilities. Actions and services were developed or maintained to address these prioritizations.

CSEA Survey Results were analyzed by District Office staff. These results indicated that classified employees prioritize instructional assistants, access to technology, clean schools, safety, and professional development. Actions and services were developed or maintained to address these prioritizations.

PAC Survey Results data indicated that parents prioritize caring, quality staff, effective communications, and rigorous academics. Low class size, social/emotional supports, academic enrichment, individualized support, safety, and repairs for sites and grounds were also indicated as areas of need. This information was taken into account, along with the feedback of other stakeholder groups, and LCAP actions were developed or continued to address these priorities.

The April stakeholder engagement update provided to the RUSD Board of Trustees and members of the public on the revised LCAP template helped ensure all members of the governing board and our community were sufficiently informed and involved with respect to the LCAP development. The update on stakeholder involvement also provided reassurance that stakeholder engagement remains a priority for our district.

The RUSD District English Language Advisory Committee recommended the continuation of actions in the 2017-2018 LCAP including bilingual instructional assistant support, a summer program to support English learners, a bilingual community liaison, and an EI Coordinator. Additionally, they suggested increased communication from classroom teachers and offered that handwritten notes are often preferred. They also recommended evening tutoring classes for their students to coincide with English classes and informational nights for parents. Pleasant Grove Middle School has set to work planning these classes. The EI families also suggested making language development the focus of the summer school programs. LCAP actions related to suggested improvements for communication and instructional support can now be found in Goals 7 and 8.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

The District will 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 State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Parents identified educational services, including an engaging curriculum, challenging learning environments, and low class sizes as high priorities on the 2018 LCAP Parent Survey and in stakeholder meetings. Students identified engagement in learning as a high priority during student focus group meetings. Teachers also prioritized quality instructional programs and low class sizes in Curriculum Committee meetings and during LCAP consultation meetings.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| Grade Span Adjustment Trimester 2 DIBELS Results Lexile Results Grade 3 Smarter Balanced Summative Results | Elementary students benefitted from an estimated grade span adjustment of 23.6 in grades K-3 (as of March 13). | Elementary students will continue to benefit from smaller class sizes in grades K- 3. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---------|---------|---------|
| <p>RUSD Trimester Math Assessments, Reading Counts Results Parent Survey Results Student Listening Circle Results</p> | <p>DIBELS Kindergarten – Trimester 2 78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency 1st Grade – Trimester 2 78% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Correct Letter Sounds). 88% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Whole Words Read). 83% of first grade students met the benchmark for DIBELS Oral Reading Fluency. 83% of first grade students met the benchmark for DIBELS Oral Reading Accuracy. 2nd Grade – Trimester 2 82% of second grade students met the benchmark for DIBELS Oral Reading Fluency. 83% of second grade students met the</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>benchmark for DIBELS Oral Reading Accuracy. 3rd Grade – Trimester 2 90% of third grade students met the benchmark for DIBELS Oral Reading Fluency. 91% of third grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>Lexile Growth (As reported on February 2, 2017) Below is a summary of the growth for second and third grades by school site.</p> <p>Green Valley 2nd Grade: Average Lexile Growth of 185 Green Valley 3rd Grade: Average Lexile Growth of 106 Jackson 2nd Grade: Average Lexile Growth of 40 Jackson 3rd Grade: Average Lexile Growth of 20 Lake Forest 2nd Grade: Average Lexile Growth of 258 Lake Forest 3rd Grade: Average Lexile Growth of 76</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>Lakeview 2nd Grade: Average Lexile Growth of 140</p> <p>Lakeview 3rd Grade: Average Lexile Growth of 82</p> <p>Rescue 2nd Grade: Average Lexile Growth of 166</p> <p>Rescue 3rd Grade: Average Lexile Growth of 107</p> <p>GoMath! The figures below represent growth from the Trimester 1 assessments to the Trimester 2 assessments, for third grade. Third grade students increased proficiency by 17% as measured by the GoMath! Benchmark Assessments.</p> <p>Smarter Balanced Interim and Summative Assessments (third grade only) 94.8% of students scored “at or near” or “advanced” on the SBAC Interim Assessment for Reading Informational Text</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| | <p>On the Summative SmarterBalanced Assessment administered in the spring of 2016, 75% of third graders scored proficient or advanced in English language arts, and 75% scored proficient or advanced in Mathematics.</p> <p>An additional 2.5 FTE teachers were deployed to schools serving the highest numbers of English learners, socioeconomically disadvantaged children, and Foster Youth. This increase brings the baseline teacher FTE funded through supplemental LCFF dollars to 5.69.</p> | | | |
| <p>DIBELS Parent Survey Results Student Listening Circle Results</p> | <p>DIBELS Kindergarten – Trimester 2 78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency 2017-2018 will</p> | <p>Kindergarten students will benefit from a full-day kindergarten program.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|---|---|
| | <p>be the first year of universal full-day kindergarten, and as such, parent survey results and student listening circle results will be collected upon the conclusion of the inaugural year.</p> | | | |
| <p>Parent Survey Results Student Listening Circle Results Course Enrollment Data</p> | <p>The District offered a variety of electives, including Spanish, Project Lead the Way (PLTW), and Computer Science to middle school students.</p> <p>Feedback from student listening circles conducted at Pleasant Grove and Marina Village indicates these electives are among the most desirable in the eyes of the students. Parent feedback on the LCAP survey also indicates a strong desire to continue to provide these electives to middle school students.</p> <p>Yearlong enrollment totals and Trimester 2 GPA data for the Spanish, Project Lead</p> | <p>Students in the middle schools will have opportunity to take enriching electives in Spanish, Computer Science, and Project Lead the Way (STEAM), and Music.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>the Way, and Computer Science courses is provided below.</p> <p>Spanish 6th Grade: 157 Spanish 7th Grade: 178 Spanish 8th Grade: 58 PLTW Robotics: 47 PLTW Design and Modeling: 136 PLTW Medical Detectives: 68 PLTW Flight and Space: 78 7th Grade Computer Science: 137 8th Grade Computer Science: 49 Marina PLTW Robotics: 3.07 PLTW Design and Modeling: 3.78 PLTW Flight and Space: 3.57 7th Grade Computer Science: 3.74 8th Grade Computer Science: 2.88 Pleasant Grove PLTW Robotics: CR PLTW Design and Modeling: 2.77 PLTW Medical Detectives: CR 7th Grade Computer Science: 2.63</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| | 8th Grade Computer Science: 2.74 | | | |
| Parent Survey Results Student Listening Circle Results | <p>Life Skills Instruction - Individual lessons of life skills (e.g. including time management, responsibility, scheduling with a planner) were provided in all classes at a developmentally appropriate level for the targeted class. In addition, multiple Growth Mindset professional development modules were provided to teachers to enhance students perception of soft-skills such as perseverance and the willingness to grow and learn from mistakes. Teacher evaluation of these professional development modules was rated at 2.8 out of 4, with 4 being the highest.</p> <p>Parent Survey results indicate that life skills instruction is still a high</p> | Students will develop necessary life skills to be successful students. Specific focus will be on time management and study habits. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|--|--|
| | priority, especially at the middle school level | | | |
| Parent Survey Results Student Listening Circle Results | As this is a new action, baseline data on the use and effectiveness of makerspaces will be established in the 2017-2018 school year. LCAP Parent Survey results indicate that parents strongly favor STEAM activities, such as makerspaces. | Makerspaces will be established at each school site to promote creativity, collaboration, and critical thinking through various engineering and design challenges. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary School, Rescue Elementary School, Jackson Elementary School, Lakeview Elementary School, Lake Forest Elementary School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will continue to reduce class size toward 24:1 in grades K-3.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$162,500 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The ongoing estimated salary for the two and one-half (2.5) certificated teachers at an average of \$65,000 per teacher is \$162,500. | | |
| Amount | \$37,500 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits The ongoing estimated benefit expense for the two and one-half (2.5) certificated teachers at an average of \$15,000 per teacher is \$37,500. | | |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary School, Rescue Elementary School, Jackson Elementary School, Lakeview Elementary School, Lake Forest Elementary School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Instructional Assistants will be hired to support full day kindergarten classes (2 hours per day, per class) and Transitional Kindergarten classes (1 hour per day, per class).

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information. The kindergarten instructional assistant time can now be found in Goal 7.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information. The kindergarten instructional assistant time can now be found in Goal 7.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$165,000 | | |
| Source | Base | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries K- \$140,000 TK- \$25,000 | | |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will continue to offer classes in Spanish, Computer Science, and Project Lead the Way (STEAM) to sixth, seventh, and eighth grade students.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$130,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The ongoing estimated salary cost to restructure the middle school elective program by hiring two certificated technology teachers at \$65,000 each is \$130,000 | | |
| Amount | \$30,000 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits The ongoing estimated benefit cost of two newly hired certificated teachers is approximately \$15,000 each or \$30,000 total. | | |
| Amount | \$20,000 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated ongoing costs for Project Lead The Way at Marina Village and Pleasant Grove are \$20,000. | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will provide additional enrichment opportunities for students by offering three days, per week, of before school Jazz instruction.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$9,600 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated salary costs to offer jazz instruction three days per week before school at each middle school is \$9,600. | | |

| | | | |
|------------------|---|--|--|
| Amount | \$1,318 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefit costs to offer jazz instruction three days per week before school at each middle school is \$1,318. | | |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

The District will support and encourage integration of life-skills instruction; specifically time management and study habits into daily lessons.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$1,500 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated salary costs to support and encourage integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$1,500. | | |
| Amount | \$200 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefit costs to support and encourage integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$200. | | |
| Amount | \$800 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated cost of supplies to support and encourage integration of life-skills instruction, including time management, note taking strategies, and organization into daily lessons is \$800. | | |

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Funding for each school library will be provided to purchase makerspace materials as well as design and engineering activities.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|---------|---------|
| Amount | \$3500 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies | | |

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

To increase multicultural understanding and appreciation, and prepare students for success in a global society, the District will support a collaborative partnership with our sister schools in Hangzhou, China. Students from the Chinese schools will be welcomed for exchange visits into our schools, and opportunities to send our students to visit schools in China will be explored. Additionally, opportunities to establish sister school connections for Green Valley Elementary School, Rescue Elementary School, and Pleasant Grove Middle School will be explored.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$500 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies | | |
| Amount | \$500 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | | |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

The District will 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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Recommendations for increasing the daily use of technology and STEAM was a high priority listed in the Parent Advisory Committee's letter to the Superintendent dated April 20, 2017. Teacher survey results and student LCAP listening circle feedback also indicated a strong desire for more professional development and certificated support of technology in the classroom.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------|---|--|--|--|
| RUSD Technology Assessments | Broad RUSD Technology Assessments, aligned with skills outlined in the RUSD Technology Scope and Sequence, are nearing completion and are planned to be | Students will increase their proficiency with respect to skills contained in the RUSD Technology Scope and Sequence. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| | <p>administered in the 2017- 2018 school year to establish baseline data.</p> <p>A preliminary Google Apps proficiency assessment was administered to 501 elementary age students in grades 4 and 5, and a baseline median score of 18/30 was established on the skills portion of the assessment.</p> <p>On the student perception portion of this survey, 30% of students scored themselves a 3 (out of 3) on how well they know the Google Apps, and 46% scored themselves a 3 (out of 3) on how well they know how to use a Chromebook.</p> | | | |
| <p>Computer Science Course Grades PLTW Course Grades</p> | <p>Below is the year long, districtwide enrollment data for Computer Science and PLTW courses, along with the average course GPAs from Trimester 2.</p> | <p>Middle school students will be provided with career technical education opportunities through the Project Lead The Way (PLTW) courses, including</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|--|--|
| | PLTW Robotics: 47 PLTW Design and Modeling: 136 PLTW Medical Detectives: 68 PLTW Flight and Space: 78 7th Grade Computer Science: 137 8th Grade Computer Science: 49 Marina PLTW Robotics: 3.07 PLTW Design and Modeling: 3.78 PLTW Flight and Space: 3.57 Pleasant Grove PLTW Robotics: CR PLTW Design and Modeling: 2.77 PLTW Medical Detectives: CR 7th Grade Computer Science: 2.63 8th Grade Computer Science: 2.74 | Introduction to Computer Science. | | |
| LCAP Parent Survey Results ParentLink Usage Reports | As of April 2017 2,446 Parentlink announcements were sent to 452,861 contacts within the District. | All stakeholders, including parents, students, teachers, support staff, and community members will receive regular and timely communication | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|--|--|
| Technology TOSA support schedules and logs. | <p>This year, our Elementary Technology TOSA provided an average of 48 coaching sessions per week to teacher and students, primarily in grades 3-8.</p> <p>Our Middle School Technology TOSAs supported 9 departments and approximately 60 teachers. Beyond the school day, they provided over 30 hours of additional professional development.</p> | <p>through a variety of media services.</p> <p>Students will have greater access to technology and will benefit from the integration of 21st century skills in the classroom.</p> | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |
| LCAP Parent Survey Results Student Listening Circle Feedback | The District will purchase the JupiterEd program for all sites beginning July 1, of 2017. This will be the first year for districtwide use, and as such, baseline data on usage and data reporting will be established during the 2017 2018 school year. | The District will promote timely academic grade reporting to parents and students and to facilitate efficient collection and analysis of formative and benchmark assessment data through the JupiterEd/Juno programs. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

The District will continue to fund Teachers on Special Assignment (TOSA) to support and coach teachers in the delivery of the skills found in the RUSD Technology Scope and Sequence. Three TOSAs will be employed at the following FTE levels: 1.0, 0.8, and 0.4.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$200,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The ongoing estimated salary costs of one(2.2 FTE) certificated technology teaching position would be approximately \$200,000. | | |
| Amount | \$60,000 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits The ongoing estimated benefit costs of one(1.0 FTE) certificated technology teaching position would be approximately \$60,000. | | |
| Amount | \$2000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated cost to provide 10 release days for the .4 Middle School Technology TOSA at Pleasant Grove to support other sites is \$2,000. | | |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

As a member of the El Dorado Career Technical Education Initiative Grant Consortium, Rescue Union School District will provide career technical education opportunities to middle school students through Project Lead The Way courses, including Introduction to Computer Science electives. Additionally, a sub-committee will be established to discuss creation of an outdoor science program focused on agriculture, ecology, nutrition, and sustainable management of natural resources.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$30,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated cost in 2017-18 to provide career technical education opportunities for middle school students is \$30,000. | | |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will continue to disseminate information to all stakeholders by providing consistent, accurate, and up to date information about our district and schools through all available media.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$50,000 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The ongoing estimated costs related to the dissemination of information to stakeholders through websites, Aeries Software, ParentLink and other programs exceeds \$50,000. | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

RUSD will continue to support access to technology and integration of other 21st century skills in the classroom through deployment of 1,159 Chromebooks, 50 charging carts, and 64 additional wireless access points. This deployment brings our device to student ratio to 1:1 in grades 3-8..

This action has been discontinued. Please see the annual update for more information.

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$323,000 | | |
| Source | Base | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries Ongoing costs for technology personnel to support integration of technology and other 21st century skills exceeds \$310,000. | | |
| Amount | \$106,000 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits Ongoing costs for technology personnel to support the integration of technology and other 21st century skills exceeds \$106,000. | | |
| Amount | \$130,000 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The ongoing estimated costs for software, services, and infrastructure exceeds \$130,000. | | |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will purchase JupiterEd/Juno for all school sites to promote timely academic grade reporting to parents and students and to facilitate efficient collection and analysis of formative and benchmark assessment data.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$9,000 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | | |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

The District will support the teaching and learning process to ensure that a consistent, high quality, challenging and engaging learning environment is provided for all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

LCAP teacher surveys, administered in the winter of 2017, ranked the need for effective staff development and training high. Instructional assistants and library media coordinators identified the need for instructional staff development in the CSEA LCAP survey, administered in the winter of 2017. Participants in our 2017 student listening circles indicated a desire for more engaging instruction and activities.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|--|--|
| Instructional Materials Inventory Applicable RUSD professional development evaluation results | 100% of students were provided with new, standards aligned English language arts instructional materials and 100% of English teachers received training related to the effective use of these new programs. | Staff and students will be provided with California Standards aligned ELA/ELD curriculum and the training to support a successful implementation. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
| | <p>Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Benchmark's Online Tools - Practical Tips from a Pilot Teacher: 3.1</p> <p>Integrated/Designated ELD Strategies: 3</p> <p>Socratic Seminars: 4</p> <p>Benchmark Training on August 8 for Grades K-1: 3.0</p> <p>Benchmark Training on August 8 for Grades 2-3: 1.6</p> <p>Benchmark Training on August 8 for Grades: 4-5: 3.14</p> <p>Benchmark Training on Sept 6 for Grades K-1: 2.5</p> <p>Benchmark Training on Sept 6 for Grades 2-3: 2.8</p> <p>Benchmark Training on Sept 6 for Grades 4-5: 1.2</p> <p>Benchmark Demonstration Lessons in January: 2.8</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|---|---|
| <p>RUSD professional development evaluation results</p> | <p>RUSD staff was provided with effective, timely, and relevant staff development on a wide range of topics including curriculum frameworks, growth mindset, differentiation, and technology as indicated by the professional development evaluation results (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Beginning Classroom Website Design: 3.7 Benchmark's Online Tools -Practical Tips from a Pilot Teacher: 3.1 Brain Breaks and the Neuroscience Behind Them: 3.6 Creating Juno Resources: 3.8 Engaging Digital Discussions: 4 Engaging Students with EdPuzzle and Kahoot: 4 Getting Started with Elementary Classroom Robotics: 3</p> | <p>Staff will be provided with effective, timely, and relevant staff development</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
| | <p>Getting Started with Google Classroom: 3.14</p> <p>How to use Reading Counts, Lexile Scores, and get your kids to read 1,000,000 words!: 3.3</p> <p>Integrated/Designated ELD Strategies: 3</p> <p>Intermediate Classroom Website Design: 3.4</p> <p>Meeting the Needs of Special Education Students in the Gen Ed Setting (Emphasis on students on the spectrum): 4</p> <p>Next Generation Science Standards for Elementary Teachers: 3.7</p> <p>Socratic Seminars: 4</p> <p>The Daily 5: 4</p> <p>Differentiated Instruction for High Achievers: 3.6</p> <p>Benchmark Training on August 8 for Grades K-1: 3.0</p> <p>Benchmark Training on August 8 for Grades 2-3: 1.6</p> <p>Benchmark Training on August 8 for Grades 4-5: 3.14</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|---|---|
| | <p>Benchmark Training on Sept 6 for Grades K-1: 2.5</p> <p>Benchmark Training on Sept 6 for Grades 2-3: 2.8</p> <p>Benchmark Training on Sept 6 for Grades 4-5: 1.2</p> <p>Benchmark Demonstration Lessons in January: 2.8</p> <p>Growth Mindset Keynote: 2.9</p> <p>Growth Mindset PD Modules: 2.8</p> <p>El Dorado County Substitute Bootcamp: 3.6</p> | | | |
| <p>RUSD professional development evaluation results</p> | <p>Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Next Generation Science Standards for Elementary Teachers: 3.7</p> | <p>Staff will be provided with materials aligned to the Next Generation Science Standards, for review, in advance of a formal curriculum adoption.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---------------------------------------|--|--|---|---|
| Curriculum Committee Meeting Schedule | <p>RUSD Elementary Curriculum Committee met on the following dates to help set the direction for matters pertaining to professional development, instructional resources, etc.: August 30, 2016, December 13, 2016, and March 15, 2017.</p> <p>The RUSD Middle School Curriculum Committee met on the following dates to help set direction for matters pertaining to professional development, instructional resources, etc.: August 29, 2016, December 12, 2016, and March 13, 2017.</p> | <p>The Curriculum Committee will continue to meet and help set direction for matters pertaining to professional development, instructional resources, etc.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |
| LCAP Parent Survey results | <p>Parent survey results indicate 45% of parents felt customer service had improved or significantly improved over the previous year, compared to only 4% who felt that it had decreased or significantly decreased.</p> | <p>RUSD staff will provide improved communication, relationship building, and responsiveness to stakeholders.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will provide an effective staff development program for continued implementation of the California Standards, use of adopted instructional resources, Smarter Balanced Assessment, use of technology in instruction, and other best instructional practices.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$25,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | | |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will review and pilot bridge materials aligned with the Next Generation Science Standards, in advance of an anticipated adoption of materials in the near term.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|-------------------------------|---------|---------|
| Amount | \$40,000 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies | | |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Using resources from the Educator Effectiveness Fund, RUSD will provide staff development opportunities tailored to needs of classified instructional assistants and library media coordinators.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$2,500 | | |
| Source | Other | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries | | |
| Amount | \$1,000 | | |
| Source | Other | | |
| Budget Reference | 3000-3999: Employee Benefits | | |
| Amount | \$2,500 | | |
| Source | Other | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will purchase FLEX Literacy Program to support middle school special education students in English language arts

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$20,000 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies | | |
| Amount | \$1,000 | | |
| Source | Other | | |
| Budget Reference | 3000-3999: Employee Benefits | | |
| Amount | \$2,500 | | |
| Source | Other | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | | |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will continue to fund Curriculum Committees (one, half-day meeting per trimester x twenty members).

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$5,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated cost to fund the Curriculum Committee is \$5,000. | | |

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will continue to prioritize and monitor communication, relationship building, and responsiveness to stakeholders.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$5,000 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$5,000. | | |

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will strive to attract high quality substitutes by increasing the full day rate to \$140 and providing professional development workshops for substitutes on topics related to instruction in Rescue Union School District.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$335,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated cost to provide staff development to improve communication, relationship building, and responsiveness to stakeholders is \$5,000. | | |

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Using resources from the Educator Effectiveness Fund, RUSD will, in conjunction with the Peer Assistance and Review panel, provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$5,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated cost to provide substitutes to release teachers wishing to observe model lessons and demonstrations of educational technology in the classroom setting is \$5,000. | | |

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

The District will fund the Sadlier Vocabulary Development program at each middle school.

This action has been discontinued. Please see the annual update for more information.

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$16,000 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated cost to provide the Sadlier Vocabulary Development program at each middle school is \$16,000. | | |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

The District will enhance and encourage learning for all student groups including English language learners, Foster Youth and socio-economically disadvantaged students by increasing access to intervention and enrichment opportunities from credentialed teachers and support staff. The District will also increase pupil engagement and improve school climate by providing a safe, supportive, and student-centered learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

2017 Parent LCAP Survey results, teacher advisory group feedback, DELAC advisory input, and student listening circle feedback all indicated the need for effective, ongoing, and enhanced academic intervention and enrichment programs, as well as programs that support life-skills education and the social, emotional, mental and physical health of all students.

Results from the 2015 Smarter Balanced Assessment as well as local measures, including 2015-2016 DIBELS and math trimester assessments, continue to highlight a need to provide academic support and intervention for student groups such as English learners and low-socioeconomic students.

Results from Question 12 of the 2016 Parent LCAP Survey indicated that improved school climate was an area of need (ranked 5th).

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|---|---|
| <p>DIBELS (K-3 Trimester 2) Reading Counts scores Go Math!/Big Idea assessments Smarter Balanced Assessments</p> | <p>DIBELS</p> <p>Kindergarten – Trimester 2 78% of Kindergarten students met the benchmark for DIBELS Phoneme Segmentation Fluency</p> <p>1st Grade – Trimester 2 78% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Correct Letter Sounds). 88% of first grade students met the benchmark for DIBELS Nonsense Word Fluency (Whole Words Read). 83% of first grade students met the benchmark for DIBELS Oral Reading Fluency. 83% of first grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>2nd Grade – Trimester 2 82% of second grade students met the benchmark for DIBELS Oral Reading Fluency.</p> | <p>At all schools, students in need of intervention will be provided with site-based support, within the school day, to improve proficiency in designated areas.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>83% of second grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>3rd Grade – Trimester 2 90% of third grade students met the benchmark for DIBELS Oral Reading Fluency. 91% of third grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>4th Grade – Trimester 2 84% of fourth grade students met the benchmark for DIBELS Oral Reading Fluency. 92% of fourth grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> <p>5th Grade – Trimester 2 84% of fifth grade students met the benchmark for DIBELS Oral Reading Fluency. 88% of fifth grade students met the benchmark for DIBELS Oral Reading Accuracy.</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
| | <p>Lexile Growth (As reported on May 14, 2017)</p> <p>Green Valley Elementary School - 162</p> <p>Jackson Elementary School - 131</p> <p>Lake Forest Elementary School - 153</p> <p>Lakeview Elementary School - 169</p> <p>Rescue Elementary School - 189</p> <p>Marina Village Middle School - 55</p> <p>Pleasant Grove Middle School - 43</p> <p>GoMath!</p> <p>Beginning and mid-year Go Math Assessments cover all concepts taught in the entire year. As a result, we track progress towards end of year benchmark standards rather than trimester proficiency. The figures below represent growth from the Trimester 1 assessments to the Trimester 2 assessments, for third grade.</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| | <p>Third grade students increased proficiency by 17% as measured by the GoMath! Benchmark Assessments.</p> | | | |
| <p>California Healthy Kids Survey results Suspension/expulsion data Attendance rates</p> | <p>Results from key indicators of the California Healthy Kids Survey, administered to fifth and seventh grade students in October of 2016 are listed below. Note: Results for the School Engagement and Supports subsection include only “high” results. When combined with “moderately high” results, the percentages increase significantly. As an example, 46% of middle school students reported high levels of caring adult relationships, but when combined with moderately high results, the percentage increases to 90%.</p> <p>Elementary Results</p> <p>School Engagement/Supports</p> | <p>All schools will have an improved school climate, and will benefit from proactive anti-bullying / character education programs. Students' social, emotional, mental and physical health needs will be met by staff, including school counselors.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>School Connectedness (high) 70%</p> <p>Academic Motivation (high) 56%</p> <p>Caring adult relationships (high) 68%</p> <p>High expectations (high) 70%</p> <p>Meaningful participation (high) 19%</p> <p>School Safety</p> <p>Feel safe at school 91%</p> <p>Been hit or pushed 42%</p> <p>Mean rumors spread about you 38%</p> <p>Been called bad names or mean jokes made about you 42%</p> <p>Saw a weapon at school (past 12 mo.) 8%</p> <p>Disciplinary Environment</p> <p>Students well behaved 65%</p> <p>Students treated fairly 60%</p> <p>Students treated with respect 91%</p> <p>Lifetime Substance Abuse</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>Alcohol or drug use 21%</p> <p>Cigarette smoking 0% E-cigarette 0%</p> <p>Middle School Results</p> <p>School Engagement/Supports School Connectedness (high) 68%</p> <p>Academic Motivation (high) 50%</p> <p>Truant more than a few times in past 12 mo. 2%</p> <p>Caring adult relationships (high) 46%</p> <p>High expectations (high) 62%</p> <p>Meaningful participation (high) 19%</p> <p>School Safety School perceived as very safe or safe 75%</p> <p>Experienced any harassment or bullying 29%</p> <p>Mean rumors or lies spread about you 38%</p> <p>Been afraid of being beaten up 12%</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>Been in a physical fight 10%</p> <p>Saw a weapon on campus (past 12 mo.) 9%</p> <p>Been drunk or high at school, ever 0%</p> <p>Mental and Physical Health</p> <p>Current alcohol or drug use 4%</p> <p>Current binge drinking 1%</p> <p>Very drunk or “high” 7 or more times 0%</p> <p>Current cigarette smoking 0%</p> <p>Current electronic cigarette use 0%</p> <p>Experienced chronic sadness/hopelessness 14%</p> <p>Suspension rates for “all students”, as reported on the California School Dashboard, fall in the green category; however, English learners, Students with Disabilities, and the Two/+ Races student groups were each in the red or orange category. The suspension rates for socioeconomically</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| | <p>disadvantaged students was also high, but rate improved from the previous year, resulting in a yellow rating.</p> <p>Average district-wide attendance at P-2 was 96.66%.</p> | | | |
| <p>RUSD professional development evaluation reports</p> | <p>Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Benchmark's Online Tools - Practical Tips from a Pilot Teacher: 3.1</p> <p>Integrated/Designated ELD Strategies: 3</p> <p>Benchmark Training on August 8 for Grades: K-1 3.0</p> <p>Benchmark Training on August 8 for Grades 2-3: 1.6</p> | <p>EL Teachers and support staff will have the necessary knowledge and tools to meet the needs of English Learners.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| | <p>Benchmark Training on August 8 for Grades 4-5: 3.14</p> <p>Benchmark Training on Sept 6 for Grades K-1: 2.5</p> <p>Benchmark Training on Sept 6 for Grades 2-3: 2.8</p> <p>Benchmark Training on Sept 6 for Grades 4-5: 1.2</p> <p>Benchmark Demonstration Lessons in January: 2.8</p> | | | |
| <p>CA School Dashboard Results</p> <p>EL DIBELS Data</p> <p>EL Go Math! Data</p> <p>CELDT scores</p> <p>Reclassification rates</p> | <p>Data listed on the California School Dashboard shows that our English learners performed at a “medium” level 68.9% when assessed in 2015-2016, but declined by 3.8%, resulting in an “orange” indicator score for English learner progress.</p> <p>Our English learner student group also received an “orange” indicator score for</p> | <p>EL students at Green Valley, Rescue, and Pleasant Grove will benefit from increased academic support, during the school day, from a bilingual instructional assistant.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%.</p> <p>English Learner DIBELS Data - Percent of Students Meeting Trimester II Benchmarks</p> <p>Kindergarten (Phoneme Segmentation Fluency) – 64.7%</p> <p>First Grade (Nonsense Word Fluency –Correct Letter Sounds) – 63.6%</p> <p>First Grade (Nonsense Word Fluency –Whole Words Read) – 77.2%</p> <p>Second Grade (Oral Reading Fluency) – 81.8%</p> <p>Second Grade (Oral Reading Accuracy) – 81.8%</p> <p>Third Grade (Oral Reading Fluency) – 100%</p> <p>Third Grade (Oral Reading Accuracy) – 100%</p> <p>Fourth Grade (Oral Reading Fluency) – 57.8%</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
| | <p>Fourth Grade (Oral Reading Accuracy) – 89.4%</p> <p>Fifth Grade (Oral Reading Fluency) – 61.5%</p> <p>Fifth Grade (Oral Reading Accuracy) – 69.2%</p> <p>English Learner Go Math! Data - Percentage of Students Meeting Trimester II Benchmarks (Note: This assessment encompasses all standards taught throughout the year, including standards not taught until the third trimester)</p> <p>Second Grade (GoMath! Mid-Year Assessment) – 11.1%</p> <p>Third Grade (GoMath! Mid-Year Assessment) – 15.3% (12.9% Below All Students)</p> <p>Fourth Grade (GoMath! Mid-Year Assessment) – 0% (19.1% Below All Students)</p> <p>Fifth Grade (GoMath! Mid-Year Assessment) – 0% (25.4% Below All Students)</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| | <p>CELDT Level data (Compares 2015-2016 to 2016-2017) Overall average increase of .22 CELDT Levels 2 Students decreased by 2 CELDT levels 18 Students decreased by 1 CELDT level 49 Students maintained their CELDT level 27 Students increased by 1 CELDT level 4 Students increased by 2 CELDT levels 2 Students increased by 3 CELDT levels 1 Student increased by 4 CELDT levels</p> <p>Reclassification Numbers 11 Students were Reclassified as Fluent in English during the 2016-2017 School Year</p> | | | |
| <p>CA School Dashboard Results EL DIBELS Data EL Go Math! Data CELDT scores Reclassification rates</p> | <p>See above.</p> | <p>EL students from across the district, will benefit from academic tutoring, after the school day, from a bilingual instructional assistant.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|---|---|
| <p>Title III Accountability Conference report Multicultural Fair attendance reports</p> | <p>The RUSD offered a multicultural fair on February 10, 2017. Approximately 100 students and family members attended, and 6 student/adult groups performed various cultural acts including singing and dancing. In all, 22 countries were represented with informational and interactive booths.</p> | <p>Students, parents, and staff will increase cultural sensitivity and awareness.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |
| <p>LCAP Parent Survey results Student listening circle reports</p> | <p>The desire to provide enriching and challenging activities for high achieving students was ranked highly (7th) in general comments on the LCAP Parent Survey.</p> <p>Beginning in 2017-2018, a cadre of teachers will offer a series of challenging, after-school enrichment classes. Baseline data on the effectiveness of the after-school classes will be established during the 2017-2018 school year.</p> | <p>Enriching and stimulating experiences will be provided to high achieving and gifted students.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|---|---|
| <p>Student listening circle reports AVID Elective GPA College acceptance/graduation rates (when data becomes available)</p> | <p>AVID - Our middle school students at Pleasant Grove participated in the inaugural year of a school-wide AVID program at Pleasant Grove, establishing baseline data for the AVID program. In all, 583 students were taught AVID strategies and 18 participated in a year-long AVID elective. Lexile Growth Reports indicate a schoolwide jump from a beginning of year score of 1020 to a score of 1050, as measured in February.</p> <p>Students in the AVID elective class have an average GPA of 2.67 and feedback from student listening circles conducted at Pleasant Grove indicate that general education students appreciate the organizational skills and note-taking strategies that AVID teaches, but some would prefer a smaller AVID binder.</p> | <p>RUSD will implement and support students through an AVID program at Pleasant Grove Middle School.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|---|---|
| | <p>From the 8th grade AVID elective, only 4 of 13 surveyed students have plans to continue in the AVID elective in high school. Many of the students in this elective expressed the desire to take other electives as the reason that they may not participate in AVID in high school.</p> | | | |
| <p>RUSD professional development evaluation reports California School Dashboard Results</p> | <p>Applicable RUSD professional development evaluation results are listed below (All results represent overall evaluation on a scale from 1 to 4, with 4 being the highest)</p> <p>Integrated/Designated ELD Strategies: 3</p> <p>California School Dashboard Results Our English learner student group received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced Assessment. On average, they were 41.8</p> | <p>Teachers and EL students will benefit from targeted professional development, academic support, and program monitoring provided by an EL coordinator.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|---|---|---|---|
| | <p>points below Level 3 and declined by 11.9%. In the same category, our socioeconomically disadvantaged students were also “orange”, scoring 18.6 points below Level 3 and declining by 6.3%. Our Foster Youth enrollment was under the threshold to receive dashboard data.</p> | | | |
| <p>DELAC feedback</p> | <p>DELAC feedback provided to the superintendent indicates a strong desire to keep the bilingual community liaison to support communication between the home and school district. On average, the bilingual community liaison makes 3-20 calls per day and provides in-person translation services about twice per month.</p> | <p>English Learner families will receive increased levels of communication and support from a bilingual community liaison.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |
| <p>CA School Dashboard Results</p> | <p>Our English learner student group received an “orange” indicator score for English Language Arts when assessed on the Smarter Balanced</p> | <p>Opportunities to support students, especially English learners, Foster Youth, and socioeconomically disadvantaged students</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| | <p>Assessment. On average, they were 41.8 points below Level 3 and declined by 11.9%. In the same category, our socioeconomically disadvantaged students were also “orange”, scoring 18.6 points below Level 3 and declining by 6.3%. Our Foster Youth enrollment was under the threshold to receive dashboard data.</p> | <p>with homework after school will be provided.</p> | | |
| <p>CA School Dashboard Results</p> | <p>See above.</p> | <p>EL students, socioeconomically disadvantaged students, and Foster Youth from across the district, will benefit from a Summer Program to provide additional instruction and support after the school year ends.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |
| <p>CA School Dashboard Results</p> | <p>See above.</p> | <p>EL students, low socio-economic students, and Foster Youth at Green Valley and Rescue will benefit from the further reduction in class sizes below 24:1 in grades K-3.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> | <p>This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9.</p> |
| <p>Kinship care hotline contact logs</p> | <p>Baseline data on the types and frequency of outreach will be</p> | <p>Foster Youth and students in kinship care will benefit from</p> | <p>This Goal has been discontinued. Please see the annual update.</p> | <p>This Goal has been discontinued. Please see the annual update.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|--|--|--|
| | established during the 2017-2018 school year. | increased outreach to care providers of children in these student groups. | Many of the associated actions can now be found in Goals 7-9. | Many of the associated actions can now be found in Goals 7-9. |
| Student listening circle results California Healthy Kids Survey results | The intramural program is scheduled to begin in 2017. Baseline data on the effectiveness of this program will be collected during the 2017-2018 school year. For existing California Healthy Kids survey results, please see above. | Culture at the middle schools, especially as it relates to the lunchtime environment, will improve due to scheduled intramural activities. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |
| Student listening circle results California Healthy Kids Survey results Discipline referrals | The PBIS is scheduled to begin in 2017. Baseline data on the effectiveness of this program will be collected during the 2017-2018 school year. | School culture at Green Valley will improve as a result of the implementation of the Positive Behavior Interventions and Supports (PBIS) program. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |
| Suspension Rates California Healthy Kids Survey Results | See above for California Healthy Kids Survey data of Pleasant Grove and Marina Village. Suspension rates for “all students”, as reported on the California School Dashboard, fell in the green category for Marina Village Middle School; however, the Students with | Suspension rates will go down and school climate will improve as a result of the restorative community service project at Pleasant Grove and Marina Village. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|---|---------|---------|---------|
| | <p>Disabilities was orange (Very high 12.9%/Declined-1.9%).</p> <p>Suspension rates for “all students”, as reported on the California School Dashboard, fell in the orange category for Pleasant Grove Middle School. Students with Disabilities and socioeconomically disadvantaged students were in the red category. (High 10.1%/Increased 7.7% and High 8.5%/Increased 5.3%).</p> | | | |

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will provide increased funding (20%) for intervention classes and programs to assist struggling students.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$43,400 | | |
| Source | Supplemental | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated cost to continue intervention and assistance for struggling students. | | |
| Amount | \$7,200 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefit cost to continue intervention and assistance for struggling students. | | |

| | | | |
|------------------|---|--|--|
| Amount | \$125,000 | | |
| Source | Supplemental | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries The estimated classified salary cost to continue intervention and assistance for struggling students. | | |
| Amount | \$20,400 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated classified benefit cost to continue intervention and assistance for struggling students. | | |
| Amount | \$3,000 | | |
| Source | Supplemental | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated books and supplies costs to continue intervention and assistance for struggling students. | | |
| Amount | \$1,500 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated services and other costs to continue intervention and assistance for struggling students. | | |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

Specific Schools: Pleasant Grove Middle School, Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will fund an intramural coordinator, at the contractual stipended amount, for each middle school, to promote more organized lunchtime activities and improve school climate.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$2,800 | | |
| Source | Other | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated salary cost to fund two intramural coordinators, at the contractual stipended amount is \$2,800. | | |

| | | | |
|------------------|--|--|--|
| Amount | \$1,000 | | |
| Source | Other | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated salary cost to fund two intramural coordinators, at the contractual stipended amount is \$500. | | |
| Amount | \$500 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated cost to provide materials to run an intramural activities program is \$500. | | |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

RUSD will continue to support proactive anti-bullying / character education programs in all schools.

This action has been discontinued. Please see the annual update for more information.

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$20,000 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The District and sites will continue to promote anti-bullying and character education through ongoing grade and age appropriate programs. Sites utilize site budgets in order to provide and promote anti-bullying and character education programs within their school. Estimated Expenditures: \$20,000 | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual Title III Accountability Conference, and efforts to increase cultural awareness for all staff.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$5,000 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated cost to continue to provide professional development for staff working with English Learners, including Rosetta Stone, attendance at the annual Title III Accountability Conference, and efforts to increase cultural awareness for all staff is \$5,000 | | |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Specific Schools: Green Valley Elementary, Rescue Elementary, Jackson Elementary, Lake Forest Elementary, Lakeview Elementary
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley, Jackson Elementary, Rescue Elementary, Lakeview Elementary, Lake Forest Elementary
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

RUSD will fund a 1.0 FTE counselor to provide group and individual counseling and mental health intervention services at Green Valley Elementary School and a 1.0 FTE Counselor to meet the social, emotional, mental and physical health needs of students at Rescue (.4 FTE), Jackson (.2 FTE), Lakeview (.2 FTE), and Lake Forest (.2 FTE).

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$120,000 | | |
| Source | Supplemental | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries | | |
| Amount | \$30,000 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits | | |

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary, Rescue Elementary
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary School, Rescue Elementary School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will fund three, six-hour per day Bilingual Aides to support EI students in the classroom at Green Valley School and Rescue School.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$78,000 | | |
| Source | Supplemental | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries The estimated salary cost to fund three, six-hour per day Bilingual Aides to support EI students in the classroom at Green Valley School and Rescue School is \$78,000. | | |
| Amount | \$23,700 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefit cost to fund three, six-hour per day Bilingual Aides to support EI students in the classroom at Green Valley School and Rescue School is \$23,700. | | |

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marina Village Middle School, Pleasant Grove Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will implement a restorative community service program designed to provide positive and constructive options for students, in lieu of more traditional consequences, including suspension.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$4000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated contractual extra-duty hourly cost for salary to fund one teacher to lead the 3 hr. community service, twice a month at each middle school is \$4000. | | |

| | | | |
|------------------|---|--|--|
| Amount | \$1000 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated contractual extra-duty hourly cost for benefits to fund one teacher to lead the 3 hr. community service, twice a month at each middle school is \$1000. | | |

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will fund one, four-hour per week Bilingual Instructional aide to assist with EI tutoring after school. Transportation home from the EI tutoring classes will also be provided.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$3,500 | | |
| Source | Supplemental | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries The estimated cost of one four hour per week instructional assistant is \$3,500. | | |
| Amount | \$700 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefit cost of one four hour per week instructional assistant is \$700. | | |
| Amount | \$3,000 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated cost to provide transportation for the EL tutoring program is \$3,000 | | |

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will continue to fund the District Multicultural Fair, DELAC parent meeting speakers, and workshops for parents.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$1,000 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated cost to fund community outreach for our English Learner Community is \$1,000. | | |

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Gifted and High Achieving

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will fund a cadre of five enrichment teachers who will each prepare and deliver a four week unit designed to challenge students, especially our gifted and high achieving students. Units will be delivered after school, two days per week, and will promote collaboration, critical thinking, creativity, and communication. Additionally, one of these cadre teachers will be paid for 1 hour per week, for 25 weeks, to coordinate the planning, sign-up process, delivery, and logistics of the enrichment classes.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$10,000 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Cost for Enrichment Cadre to deliver the plan and deliver lessons. | | |

| | | | |
|------------------|---|--|--|
| Amount | \$1500 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries Cost for Enrichment Coordinator | | |

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: First Generation College Students
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

RUSD will continue to implement an AVID program at Pleasant Grove Middle School. Ongoing AVID training/support will be provided to participating teachers and articulation meetings will be scheduled with AVID personnel (teachers and

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

administrators) at Ponderosa High School. Additionally, materials, supplies, and opportunities for college visits and experiential learning in support of the AVID program will be provided.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$45,000 | | |
| Source | Supplemental | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated salary cost to implement an AVID program at Pleasant Grove Middle School is \$45,000. | | |
| Amount | \$9,800 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefits cost to implement an AVID program at Pleasant Grove Middle School is \$9,800. | | |
| Amount | \$20,000 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated cost for training, membership and other services in the AVID program at Pleasant Grove Middle School is \$20,000. | | |

| | | | |
|------------------|--|--|--|
| Amount | \$3000 | | |
| Source | Supplemental | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated cost for materials in the AVID program at Pleasant Grove Middle School is \$3,000. | | |
| Amount | \$2,000 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated cost for college visits and other experiential opportunities in the AVID program at Pleasant Grove Middle School is \$2,000. | | |

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will support the implementation of Positive Behavior Intervention and Supports (PBIS) at Green Valley School.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$8520 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures Estimated costs for Training, Staff Development, Travel, and Coaching Support is \$8520. | | |
| Amount | \$1000 | | |
| Source | Supplemental | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated cost for materials to support PBIS is \$1000. | | |

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will fund one administrative EI Coordinator to support English learners' academic growth and progress toward reclassification. The coordinator will also oversee assessment and data analysis for English learners and provide staff development related to the needs of this student group (including training on integrated and designated English language support).

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$100,000 | | |
| Source | Supplemental | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated ongoing salary cost to fund one administrative EI Coordinator to support English learners' academic growth and progress toward reclassification, oversee assessment and data analysis for English learners, and provide staff development related to the needs of this student group is \$100,000. | | |
| Amount | \$25,000 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated ongoing benefits cost to fund one administrative EI Coordinator to support English learners' academic growth and progress towards reclassification, oversee assessment and data analysis for English learners, and provide staff development related to the needs of this student group is \$25,000. | | |

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$15,000 | | |
| Source | Supplemental | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries The estimated ongoing salary cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$15,000. | | |

| | | | |
|------------------|---|--|--|
| Amount | \$3,000 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated ongoing benefits cost to fund one classified bilingual community liaison to assist families of English Learners and increase parental involvement is \$3,000. | | |

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Green Valley Elementary, Rescue Elementary
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

The District will provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School to support English learners, Socioeconomically Disadvantaged students, and Foster Youth.

This action has been discontinued. Please see the annual update for more information.

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$50,000 | | |
| Source | Supplemental | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated salary costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$50,000 | | |
| Amount | \$10,000 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefits costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$10,000. | | |

| | | | |
|------------------|---|--|--|
| Amount | \$3,840 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated transportation costs to provide after school homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School is \$3,840. | | |

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

The District will provide a Summer Program to provide additional instruction and support for English learners, Socioeconomically Disadvantaged students, and Foster Youth.

This action has been discontinued. Please see the annual update for more information.

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$15,000 | | |
| Source | Supplemental | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated salary costs to provide an EI Summer Program to provide additional instruction and support after the school year ends is \$15,000. | | |
| Amount | \$3,000 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefits costs to provide an EI Summer Program to provide additional instruction and support after the school year ends is \$1,000. | | |
| Amount | \$400 | | |
| Source | Supplemental | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated books and supply costs to provide an EL Summer Program to provide additional instruction and support after the school year ends is \$400. | | |

| | | | |
|------------------|---|--|--|
| Amount | \$1,000 | | |
| Source | Supplemental | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated services and other costs to provide an EL Summer Program to provide additional instruction and support after the school year ends is \$1,000. | | |

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary, Rescue Elementary
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Green Valley Elementary School, Rescue Elementary School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

To support low income students, English learners, redesignated fluent English proficient students, and Foster Youth, the District will provide additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary.

This action has been discontinued. Please see the annual update for more information.

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$153,000 | | |
| Source | Supplemental | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated salary costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary is \$153,000. | | |
| Amount | \$37,400 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefits costs to support low income students, English learners, redesignated fluent English proficient students, and Foster Youth with additional certificated staff to further reduce class sizes below 24:1 in grades K-3 at Green Valley and Rescue Elementary is \$37,400. | | |

Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

The District will allocate funds to expand outreach and services to families caring for children other than their own (i.e. kinship care, foster care)

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$1250 | | |
| Source | Supplemental | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries The cost for salaries to expand outreach and services to families caring for children other than their own (i.e. kinship care, foster care) is \$1250. | | |
| Amount | \$500 | | |
| Source | Supplemental | | |
| Budget Reference | 3000-3999: Employee Benefits The cost for benefits to expand outreach and services to families caring for children other than their own (i.e. kinship care, foster care) is \$500. | | |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

The District will attract and retain diverse, knowledgeable, dedicated employees who are trained and supported in their commitment to provide quality education for our students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Hiring and retaining highly qualified, highly trained, and highly motivated teachers was ranked 4th highest by parents on the "What can RUSD improve on?" question within the 2017 LCAP Parent Survey. When combined with other employee groups, the priority increases to the highest overall.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|--|--|
| RUSD Human Resources Internal Credential Audit | For the 2016-2017 school year, 97% of RUSD teachers were highly qualified and appropriately assigned. 3% were working on intern credentials for math or special education. | 100% of RUSD's teachers will be fully credentialed and properly assigned. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |
| PAR panel reports | No teachers participated in the PAR program | Teachers participating in PAR will receive support | This Goal has been discontinued. Please | This Goal has been discontinued. Please |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|--|--|
| | during the 2016-2017 school year. | needed to improve their performance in the areas of California Standards for the Teaching Profession. | see the annual update. Many of the associated actions can now be found in Goals 7-9. | see the annual update. Many of the associated actions can now be found in Goals 7-9. |
| RUSD professional development evaluation surveys | <p>When thinking about priorities, "Staff Development" ranked in the top four on the 2017 CSEA LCAP Survey.</p> <p>The AERIES.net training, provided to secretaries on Jan. 9, 2017, received an average score of 4/4 on the RUSD evaluation form.</p> <p>The RUSD Substitute Bootcamp, hosted on March 16, 2017, received an average score of 3.8/4 on the RUSD evaluation form.</p> <p>Library Media Coordinators attended the CLA Conference and the What's New in Children's Literature Conference during the 2016-2017 school year and brought back information to share with their team at regularly scheduled meetings.</p> | Staff development opportunities will be tailored to address the needs of non-instructional classified employees. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
| | | | | |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will hire only fully qualified, credentialed and highly motivated certificated teachers.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$20,600 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The District will support site administrators and department leaders in hiring fully qualified, credentialed, and highly motivated certificated teachers. Estimated Expenditures: \$20,600 | | |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will continue to support the PAR program for voluntary and involuntary

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

participation in support of improving teaching and learning.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$12,115 | | |
| Source | Base | | |
| Budget Reference | 1000-1999: Certificated Personnel Salaries The estimated cost to support the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$12,115. | | |
| Amount | \$2,400 | | |
| Source | Base | | |
| Budget Reference | 3000-3999: Employee Benefits The estimated benefit cost to support the Peer Assistance Review (PAR) Program by employing Title II funds to support the program is \$2,400. | | |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

In addition to teachers, library media coordinators, and instructional assistants, RUSD will provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians).

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---------|---------|
| Amount | \$5,000 | | |
| Source | Base | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries The estimated cost to provide staff development opportunities tailored to address the needs of non-instructional classified employees (i.e. bus drivers and custodians) is \$5,000. | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

As needed, RUSD will participate in job fairs and recruitment events to attract and hire the highest caliber employees.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$1000 | | |
| Source | Base | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures The estimated cost to participate in job fairs and recruitment events to attract and hire the highest caliber employees is \$1000. | | |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Facilities needs were ranked highest overall on Question 12 of the 2017 Parent LCAP Survey. Among the highest rated areas of concerns were playfields and aging buildings. Feedback from student listening circles suggested the need for improved athletic fields and spaces for physical education.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| Facilities reports LCAP Parent Survey results Student listening circle feedback | In the 2016-2017 School year, the Rescue Union School District repaired the field at Pleasant Grove Middle School and installed a new, wider track. The field and track at Pleasant Grove are now both 100% operational. Plans are underway to | RUSD will improve buildings and grounds, contributing to a better learning environment for students. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. | This Goal has been discontinued. Please see the annual update. Many of the associated actions can now be found in Goals 7-9. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
| | <p>repair the field at Marina Village, as well, and the District has added the fields at Jackson Elementary School and Lake Forest Elementary School to the list scheduled to be repaired during the summer before the 2017-2018 school year.</p> <p>Facility issues were the highest rated area of concern as reported on Question 12 of the 2017 LCAP Parent Survey.</p> | | | |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pleasant Grove Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

RUSD will maintain the new playfields at Pleasant Grove Middle School and monitor their condition to ensure that they remain safe and effective outdoor learning environments.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | 20,000 | | |
| Source | Base | | |
| Budget Reference | 2000-2999: Classified Personnel Salaries The estimated cost to maintain the new playfields at Pleasant Grove Middle School and monitor their condition to ensure that they remain safe and effective outdoor learning environments is \$20,000. | | |
| Amount | \$5,000 | | |
| Source | Base | | |
| Budget Reference | 4000-4999: Books And Supplies The estimated cost to maintain the new playfields at Pleasant Grove Middle School and monitor their condition to ensure that they remain safe and effective outdoor learning environments is \$5,000 | | |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marina Village Middle School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will improve the playfields at Marina Village Middle School, Jackson School, and Lake Forest School and monitor their condition to ensure that they remain safe and effective outdoor learning environments.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------|---------|---------|
| Amount | \$545,000 | | |
| Source | Other | | |
| Budget Reference | 6000-6999: Capital Outlay | | |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Marina Village

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will construct a new two-story classroom complex at Marina Village Middle School and remove the equivalent number of portable classrooms from the campus.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------------------------|---------|---------|
| Amount | \$7,231,894 | | |
| Source | Other | | |
| Budget Reference | 6000-6999: Capital Outlay | | |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RUSD will develop, publish, and present a comprehensive facilities master plan.

2018-19 Actions/Services

This action has been discontinued. Please see the annual update for more information.

2019-20 Actions/Services

This action has been discontinued. Please see the annual update for more information.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|---------|---------|
| Amount | \$20,000 | | |
| Source | Other | | |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures | | |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 7

The District will provide quality educational services to maximize academic achievement for all individual students and student groups.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Parents identified educational services, including an engaging curriculum, challenging learning environments, and low class sizes as high priorities on the 2018 LCAP Parent Survey and in stakeholder meetings. Students identified engagement in learning as a high priority during student focus group meetings. Teachers also prioritized quality instructional programs and low class sizes in Curriculum Committee meetings and during LCAP consultation meetings.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------|---|---|--|--|
| Grade Span Adjustment | Elementary students benefited from an estimated grade span adjustment of 23.67 in grades K-3. | Goal adopted for 2018-2019 and 2019-2020. | Elementary students will continue to benefit from smaller class sizes in grades K-3. | Elementary students will continue to benefit from smaller class sizes in grades K-3. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|
| Lexile Proficiency Report | <p>The Lexile Proficiency Growth Report, run on April 3, 2018, indicated a 16% increase in the number of students who scored Proficient or Advanced</p> <p>First Lexile Test of the year</p> <p>28% Advanced 20% Proficient 37% Basic 15% Below Basic</p> <p>Last Test in Time Period</p> <p>40% Advanced 24% Proficient 30% Basic 6% Below Basic</p> | Goal adopted for 2018-2019 and 2019-2020. | Students will continue to improve proficiency as measured by the SRI Lexile Assessment. | Students will continue to improve proficiency as measured by the SRI Lexile Assessment. |
| Smarter Balanced Interim Assessment (Mathematics ICA) | <p>2018 Administration of the Smarter Balanced Interim Assessment for Mathematics (ICA) indicated that 71.2% of assessed students in grades 3-5 were proficient or advanced.</p> <p>2018 Administration of the Smarter Balanced Interim Assessment for Mathematics (ICA) indicated that 63.9% of assessed students in grades 6-8 were proficient or advanced.</p> | Goal adopted for 2018-2019 and 2019-2020. | Students will continue to improve proficiency as measured by the SBAC Math ICA. | Students will continue to improve proficiency as measured by the SBAC Math ICA. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| English Learner Indicator on the California School Dashboard | The fall release of the California School Dashboard indicated that our English learners achieved a "medium status" (72.6%) and "declined significantly" (10.7%), resulting in an orange level for student performance. | Goal adopted for 2018-2019 and 2019-2020. | English learner reclassification rates and performance on the ELPAC will improve. | English learner reclassification rates and performance on the ELPAC will improve. |
| Smarter Balanced Interim Assessment (Reading Information Text IAB) | 2018 Administration of the Smarter Balanced Interim Assessment for Reading Information Text indicated that 86.8% of students were at or near the standard. | Goal adopted for 2018-2019 and 2019-2020. | Students will demonstrate increased proficiency as measured by the Smarter Balanced Interim Assessment for Reading Information Text | Students will demonstrate increased proficiency as measured by the Smarter Balanced Interim Assessment for Reading Information Text |
| Parent Survey Results | 2018 Parent Survey data indicates that educational services are among the highest priority for parents, guardians, and caregivers. On the survey, human resources, including teachers, administrators, and support staff ranked highest in terms of what the district is doing well. However, staff was also the number one area of | Goal adopted for 2018-2019 and 2019-2020. | Parent perceptions regarding educational services will continue to improve as measured by the Annual Parent LCAP Survey. | Parent perceptions regarding educational services will continue to improve as measured by the Annual Parent LCAP Survey. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|--|--|
| | focus when asked what the district can improve upon. | | | |
| Student Listening Circle Feedback | 2018 Student Listening Circle data indicates that most students are very pleased with their teachers, administrators, and support staff. Many would like to see additional electives, including visual and performing arts taught during the school day. Many students also reported a desire for more time for physical education and less homework. | Goal adopted for 2018-2019 and 2019-2020. | Student perceptions regarding educational services will continue to improve as measured by the Annually conducted Student Listening Circles. | Student perceptions regarding educational services will continue to improve as measured by the Annually conducted Student Listening Circles. |
| Professional Development Teacher Evaluations | <p>August 7th Professional Development Day Superintendent's Keynote - All 3s and 4s with 67.3% scoring it a 4 Breakout Sessions from 9:00 - 10:15 69.4% 4, 95.9% 3s and 4s Breakout Sessions from 10:30- 11:45 77.6% 4, 93.9% 3s and 4s OVERALL DAY - 73.5% 4, 100% 3s and 4s</p> <p>September 5 Professional Development Day</p> | Goal adopted for 2018-2019 and 2019-2020. | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|---|
| | Superintendent's Keynote - 79.1% 4, 97.7% 3s and 4s Breakout Sessions from 9:00 - 10:15 83.7% 3s and 4s Breakout Sessions from 10:30- 11:45 93% 3s and 4s OVERALL DAY - 90.7% 3s and 4s | | | |
| Academic Indicator on the California School Dashboard for ELA and Math | On the 2017 administration of the California Assessment of Student Performance and Progress (CAASPP), 71% of students met or exceeded the standard for ELA and 63% met or exceeded the standard for Math. | Goal adopted for 2018-2019 and 2019-2020. | Student performance on the Smarter Balanced Assessment continue to improve. | Student performance on the Smarter Balanced Assessment continue to improve. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

2017-18 Actions/Services

N/A See Goal 1 Action 3, 4 Goal 2 Action 1,2 Goal 3 Action 1,5,7,8 Goal 4 Action 2,7, 10, 17 Goal 5 Action 2

2018-19 Actions/Services

Certificated teaching staff (Gen Ed, SPED, Substitutes) will provide a broad course of study and enrichment that is rigorous and engaging for all students. Professional development opportunities will be provided for teachers to ensure quality educational opportunities for students. All adjunct duty and stipend positions are included in this service.

2019-20 Actions/Services

Certificated teaching staff (Gen Ed, SPED, Substitutes) will provide a broad course of study and enrichment that is rigorous and engaging for all students. Professional development opportunities will be provided for teachers to ensure quality educational opportunities for students. All adjunct duty and stipend positions are included in this service.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|---|
| Amount | N/A | \$11,542,969 | \$11,687,256 |
| Source | | Base | Base |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries Gen Ed/EPA teachers | 1000-1999: Certificated Personnel Salaries Gen Ed/EPA teachers |

| | | | |
|------------------|--|--|--|
| Amount | | \$3,510,982 | \$3,673,152 |
| Source | | Base | Base |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | | \$944,631 | \$956,439 |
| Source | | Other | Other |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries SPED/Title I/CTEIG | 1000-1999: Certificated Personnel Salaries SPED/Title I/CTEIG |
| Amount | | \$1,409,910 | \$1,429,729 |
| Source | | Other | Other |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

2017-18 Actions/Services

NA See Goal 1 Action 1

2018-19 Actions/Services

The District will strive for low class sizes in grades K-3.

2019-20 Actions/Services

The District will strive for low class sizes in grades K-3.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$748,380 | \$757,735 |
| Source | | Base | Base |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | | \$230,351 | \$246,053 |
| Source | | Base | Base |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| | New Action | Unchanged Action |
|--|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| N/A Some of the new goal was addressed in Goal 1, Action 2 | Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators) will support students at all sites. | .Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators) will support students at all sites. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$447,513 | \$455,344 |
| Source | | Base | Base |
| Budget Reference | | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | | \$155,202 | \$166,209 |
| Source | | Base | Base |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | | \$885,205 | \$900,696 |
| Source | | Other | Other |
| Budget Reference | | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | | \$357,920 | \$379,693 |
| Source | | Other | Other |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

N/A See Goal 4 Action 1, 4, 5, 6, 9, 11, 12, 13, 14,16, 18

2018-19 Actions/Services

District will provide additional academic supports for English language learners, socioeconomically disadvantaged students, foster youth, homeless students, Title I identified students, and immigrant students. Services may include interventions, software, aides, staffing, professional development, and materials needed to meet the needs of our unduplicated students. Counseling services will be provided to all sites, primarily to serve unduplicated students. The Multicultural Festival will be held annually. AVID will be provided for all students at Pleasant Grove, which will help students with organization, academic

2019-20 Actions/Services

District will provide additional academic supports for English language learners, socioeconomically disadvantaged students, foster youth, homeless students, Title I identified students, and immigrant students. Services may include interventions, software, aides, staffing, professional development, and materials needed to meet the needs of our unduplicated students. Counseling services will be provided to all sites, primarily to serve unduplicated students. The Multicultural Festival will be held annually. AVID will be provided for all students at Pleasant Grove, which will help students with organization, academic

success, and the ability to be college and career ready. PBIS will be instituted at all sites to provide a structure for behavioral supports. EL Coordinator will provide supports and services for unduplicated students, as well as professional development for certificated and classified personnel who work with our unduplicated students. Bilingual Community Liaison will be provided to provide social and academic outreach supports, and translation services, as needed, including supports for Foster Youth and Kinship Care families. A Summer Learning Program will be provided for unduplicated Students, with a focus on academic support and a "Jump Start" for the following year.

success, and the ability to be college and career ready. PBIS will be instituted at all sites to provide a structure for behavioral supports. EL Coordinator will provide supports and services for unduplicated students, as well as professional development for certificated and classified personnel who work with our unduplicated students. Bilingual Community Liaison will be provided to provide social and academic outreach supports, and translation services, as needed, including supports for Foster Youth and Kinship Care families. A Summer Learning Program will be provided for unduplicated Students, with a focus on academic support and a "Jump Start" for the following year.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$610,948 | \$618,585 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | | \$110,051 | \$111,977 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |

| | | | |
|------------------|--|---|---|
| Amount | | \$203,278 | \$218,803 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | | \$25,439 | \$25,439 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | \$20,004 | \$20,004 |
| Source | | Supplemental | Supplemental |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | | \$37,539 | \$38,008 |
| Source | | Other | Other |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries Title I, III | 1000-1999: Certificated Personnel Salaries Title I, III |
| Amount | | \$123,589 | \$125,752 |
| Source | | Other | Other |
| Budget Reference | | 2000-2999: Classified Personnel Salaries Title I, III | 2000-2999: Classified Personnel Salaries Title I, III |
| Amount | | \$52,603 | \$56,430 |
| Source | | Other | Other |
| Budget Reference | | 3000-3999: Employee Benefits Title I, III | 3000-3999: Employee Benefits Title I, II |

| | | | |
|------------------|--|---|--|
| Amount | | \$1,512 | \$1,512 |
| Source | | Other | Other |
| Budget Reference | | 4000-4999: Books And Supplies Title I, III | 4000-4999: Books And Supplies Title I, III |
| Amount | | \$102,366 | \$53,973 |
| Source | | Other | Other |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures Title I, III | 5000-5999: Services And Other Operating Expenditures Title I, II |

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

N/A See Goal 1 Action 6, 7, Goal 2 Action 5, Goal 3 Action 2, 3, 4, 9

2018-19 Actions/Services

Instructional resources for general education and special education students, including curriculum, technology, software, professional development,

2019-20 Actions/Services

Instructional resources for general education and special education students, including curriculum, technology, software, professional

textbook adoptions, and other engaging, standards-aligned materials will be provided to support student learning.

development, textbook adoptions, and other engaging, standards-aligned materials will be provided to support student learning.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | N/A | \$487,292 | \$312,292 |
| Source | | Base | Base |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | \$206,137 | \$206,137 |
| Source | | Base | Base |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | | \$514,912 | \$161,912 |
| Source | | Other | Other |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | \$280,226 | \$280,226 |
| Source | | Other | Other |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 8

The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

2018 Parent LCAP Survey results, teacher advisory group feedback, DELAC advisory input, and student listening circle feedback all indicated the need for effective, ongoing, and enhanced programs that support life-skills education and the social, emotional, mental and physical health of all students.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|---|---|---|
| California Healthy Kids Survey(CHKS) Results | 2017-2018 Elementary CHKS Results School Connectedness - 50% High, 98% Mod/High Caring Adult Relationships - 54% All, 86% Most/All | Goal adopted for 2018-2019 and 2019-2020. | Attitudes toward school connectedness, caring relationships, safety, and overall school climate will improve as measured by the California Healthy Kids Survey. | Attitudes toward school connectedness, caring relationships, safety, and overall school climate will improve as measured by the California Healthy Kids Survey. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|---|--|---|---|
| | <p>Feel Safe at school - 86% Most/All Students well behaved - 61% Most/All</p> <p>2017-2018 Middle School CHKS Results School Connectedness - 33% High, 95% Mod/High Caring Adult Relationships - 33% All, 69% Most/All Feel Safe at school - 79% Most/All Experienced any bullying - 32% Chronic Sadness or Hopelessness - 18%</p> | | | |
| <p>California School Dashboard Suspension Indicator</p> | <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "All Students" is in the yellow category, with a "medium" status (2.5%) and a "maintained" change of +0.1%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "Students</p> | <p>Goal adopted for 2018-2019 and 2019-2020.</p> | <p>Suspension rates for all students, including all student groups, will improve to green or blue as reported on the California School Dashboard.</p> | <p>Suspension rates for all students, including all student groups, will improve to green or blue as reported on the California School Dashboard.</p> |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|--|---------|---------|---------|
| | <p>with Disabilities" is in the red category, with a "very high" status (6.8%) and a "maintained" change of 0.0%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "Homeless" is in the orange category, with a "high" status (5.0%) and an "Increased" change of 0.7%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "African American" is in the orange category, with a "high" status (4.3%) and an "Increased" change of 14%.</p> <p>For the Fall 2017 California School Dashboard data release, the District's suspension indicator for "Two or More Races" is in the orange category, with a "high" status (3.3%) and</p> | | | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|--|--|
| | a "maintained" change of -0.1%. | | | |
| California School Dashboard Chronic Absenteeism Indicator | The District's Chronic Absenteeism rate reported on the Fall 2017 California School Dashboard data release is 4.3%. | Goal adopted for 2018-2019 and 2019-2020. | Chronic Absenteeism rates for all students, including all student groups, will improve as reported on the California School Dashboard. | Chronic Absenteeism rates for all students, including all student groups, will improve as reported on the California School Dashboard. |
| Parent Survey Results | 2018 Parent Survey data indicates that educational services are among the highest priority for parents, guardians, and caregivers. On the survey, school climate and safety, ranked 4th and 7th, respectively in terms of what the district is doing well. However, climate and safety was also ranked 3rd and 5th, respectively, when asked what the district can improve upon. | Goal adopted for 2018-2019 and 2019-2020. | Parent perceptions about school climate and safety will continue to improve as measured by the annual LCAP Parent Survey. | Parent perceptions about school climate and safety will continue to improve as measured by the annual LCAP Parent Survey. |
| Student Listening Circle Feedback | 2018 Student Listening Circle feedback indicates that most students feel that climate at their school is very positive. Students at each site reported that positive | Goal adopted for 2018-2019 and 2019-2020. | Student perceptions about school climate and safety will continue to improve as reported during Student Listening Circles. | Student perceptions about school climate and safety will continue to improve as reported during Student Listening Circles. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|----------------------------|---|---|---|---|
| | relationships with friends and teachers is among the things they like most about their school. | | | |
| Facilities Inspection Tool | The Facilities Inspection Tool (FIT) indicates the following ratings for each school site: GV-Poor J-Fair LF-Fair LV-Good MV-Fair PG-Fair R-Fair | Goal adopted for 2018-2019 and 2019-2020. | Facility Inspection Tool reports will show all sites in fair or better condition. | Facility Inspection Tool reports will show all sites in fair or better condition. |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

| Modified Action | New Action | Unchanged Action |
|--------------------------|--|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| NA See Goal 4 Action 3 | The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site. Some of these expenditures are reflected in professional development activities in Goal 7 Action 1 and Action 4. | The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site. Some of these expenditures are reflected in professional development activities in Goal 7 Action 1 and Action 4. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---|---|
| Amount | | \$23,520 | \$23,814 |
| Source | | Other | Other |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries Title II - Trauma Informed and PBIS | 1000-1999: Certificated Personnel Salaries Title II - Trauma Informed and PBIS |
| Amount | | \$0 | \$0 |
| Source | | Other | Other |
| Budget Reference | | 2000-2999: Classified Personnel Salaries Title II - Trauma Informed and PBIS | 2000-2999: Classified Personnel Salaries Title II - Trauma Informed and PBIS |
| Amount | | \$4,500 | \$4,994 |
| Source | | Other | Other |
| Budget Reference | | 3000-3999: Employee Benefits Title II - Trauma Informed and PBIS | 3000-3999: Employee Benefits Title II - Trauma Informed and PBIS |

| | | | |
|------------------|--|--|--|
| Amount | | \$0 | \$0 |
| Source | | Other | Other |
| Budget Reference | | 4000-4999: Books And Supplies Title II - Trauma Informed and PBIS | 4000-4999: Books And Supplies Title II - Trauma Informed and PBIS |
| Amount | | \$39,628 | \$26,939 |
| Source | | Other | Other |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures Title II - Trauma Informed and PBIS | 5000-5999: Services And Other Operating Expenditures Title II - Trauma Informed and PBIS |

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

NA Action is new for 2018-2019, except for elementary counselors support See Goal 4 Action 5

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include

counselors, yard duty supervisors, custodians, Maintenance and Operations staff, nurses, health aides, psychologists, and facilitators of trauma support groups. The expenditure for elementary counselors and a portion of the school counselors is reflected in Goal 7 Action 4.

counselors, yard duty supervisors, custodians, Maintenance and Operations staff, nurses, health aides, psychologists, and facilitators of trauma support groups. The expenditure for elementary counselors and a portion of the school counselors is reflected in Goal 7 Action 4.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$173,681 | \$175,852 |
| Source | | Base | Base |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | | \$1,789,399 | \$1,820,713 |
| Source | | Base | Base |
| Budget Reference | | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | | \$680,930 | \$728,588 |
| Source | | Base | Base |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | | \$367,729 | \$372,326 |
| Source | | Other | Other |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |

| | | | |
|------------------|--|--|--|
| Amount | | \$389,885 | \$396,708 |
| Source | | Other | Other |
| Budget Reference | | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | | \$302,610 | \$319,915 |
| Source | | Other | Other |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

NA - This is a new Goal for 2018-2019

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

The District will provide the materials, supplies, and services for nurses, health aides, psychologists, yard supervisors, Maintenance and Operations personnel,

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

The District will provide the materials, supplies, and services for nurses, health aides, psychologists, yard supervisors, Maintenance and Operations personnel,

and custodians to ensure clean and safe school environments.

and custodians to ensure clean and safe school environments.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$147,020 | \$147,020 |
| Source | | Base | Base |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | \$77,007 | \$77,007 |
| Source | | Base | Base |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | | \$123,801 | \$73,801 |
| Source | | Other | Other |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | \$403,684 | \$353,684 |
| Source | | Other | Other |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 9

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Facility needs have ranked as a priority on subsequent administrations of the 2017 Parent LCAP Survey. Among the highest rated areas of concerns were playfields and aging buildings. Feedback from student listening circles suggested the need for improved athletic fields and spaces for physical education.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------------|--|---|---|---|
| Student Listening Circle Feedback | 2018 Student Listening Circle feedback indicates that most students feel that facilities at their school are very important to them. Most reported a desire to see fields improved. Students at the elementary schools also reported a desire to | Goal adopted for 2018-2019 and 2019-2020. | Student attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve as measured by annual Student Listening Circles. | Student attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve as measured by annual Student Listening Circles. |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------------------------|--|---|--|--|
| | have improved lunch offerings. | | | |
| Parent Survey Results | 2018 Parent Survey data indicates that facility needs and infrastructure are a priority for parents, guardians, and caregivers. On the survey, facility needs ranked 5th in terms of what the district can improve upon. | Goal adopted for 2018-2019 and 2019-2020. | Parent attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve, as measured by the annual LCAP Parent Survey. | Parent attitudes and perceptions regarding infrastructure and district support programs (i.e. food service and transportation) will continue to improve, as measured by the annual LCAP Parent Survey. |
| Ridership Report from Transportation | For the 2017-2018 School Year, 570 students were signed up to ride district school buses . | Goal adopted for 2018-2019 and 2019-2020. | Ridership on school district buses will increase. | Ridership on school district buses will increase. |
| HelpDesk Response Rate | Of the 932 documented IT tickets, 668 were completed within 5 days or less. 396 were completed in 1 day or less and 478 were completed within 2 days or less. | Goal adopted for 2018-2019 and 2019-2020. | HelpDesk tickets will be resolved in a timely manner (ideally 5 days or less). | HelpDesk tickets will be resolved in a timely manner (ideally 5 days or less). |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

NA - New Goal for 2018-2019

2018-19 Actions/Services

The District will provide non-instructional staff that supports educational services, inclusive of those not in Goals 7 or 8. This includes personnel from the information technology department, the transportation department, administration, management, district office staff, and site office staff.

2019-20 Actions/Services

The District will provide non-instructional staff that supports educational services, inclusive of those not in Goals 7 or 8. This includes personnel from the information technology department, the transportation department, administration, management, district office staff, and site office staff.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | | \$1,511,127 | \$1,539,603 |
| Source | | Base | Base |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |

| | | | |
|------------------|--|--|--|
| Amount | | \$2,537,075 | \$2,584,920 |
| Source | | Base | Base |
| Budget Reference | | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | | \$1,218,309 | \$1,323,735 |
| Source | | Base | Base |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |
| Amount | | \$110,432 | \$111,812 |
| Source | | Other | Other |
| Budget Reference | | 1000-1999: Certificated Personnel Salaries | 1000-1999: Certificated Personnel Salaries |
| Amount | | \$46,925 | \$47,746 |
| Source | | Other | Other |
| Budget Reference | | 2000-2999: Classified Personnel Salaries | 2000-2999: Classified Personnel Salaries |
| Amount | | \$192,154 | \$195,904 |
| Source | | Other | Other |
| Budget Reference | | 3000-3999: Employee Benefits | 3000-3999: Employee Benefits |

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

NA New Goal for 2018-2019

2018-19 Actions/Services

The District will provide the materials, supplies, and services for the information technology department, the transportation department, administration, management, district office staff, and site office staff to ensure that the District organization operates efficiently and to the benefit of all students and staff. This includes all other district expenditures (i.e. District utilities) not captured elsewhere in this plan.

2019-20 Actions/Services

The District will provide the materials, supplies, and services for the information technology department, the transportation department, administration, management, district office staff, and site office staff to ensure that the District organization operates efficiently and to the benefit of all students and staff. This includes all other district expenditures (i.e. District utilities) not captured elsewhere in this plan.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|-------------------------------|-------------------------------|
| Amount | | \$259,570 | \$259,570 |
| Source | | Base | Base |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |

| | | | |
|------------------|--|--|--|
| Amount | | \$1,412,695 | \$1,437,695 |
| Source | | Base | Base |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | | \$770,000 | \$0 |
| Source | | Base | Base |
| Budget Reference | | 6000-6999: Capital Outlay | 6000-6999: Capital Outlay |
| Amount | | \$0 | \$1,607 |
| Source | | Other | Other |
| Budget Reference | | 4000-4999: Books And Supplies | 4000-4999: Books And Supplies |
| Amount | | \$35,000 | \$62,393 |
| Source | | Other | Other |
| Budget Reference | | 5000-5999: Services And Other Operating Expenditures | 5000-5999: Services And Other Operating Expenditures |
| Amount | | \$30,000 | \$0 |
| Source | | Other | Other |
| Budget Reference | | 6000-6999: Capital Outlay | 6000-6999: Capital Outlay |
| Amount | | \$370,742 | \$370,742 |
| Source | | Other | Other |
| Budget Reference | | 7000-7439: Other Outgo | 7000-7439: Other Outgo |

| | | | |
|------------------|--|------------------------|------------------------|
| Amount | | \$33,463 | -\$5,876 |
| Source | | Base | Base |
| Budget Reference | | 7000-7439: Other Outgo | 7000-7439: Other Outgo |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$969,720

Percentage to Increase or Improve Services

3.48%%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the 2018-2019 school year, the District plans to increase the level of elementary school counseling support by 1.4 FTE. This represents a 70% increase in elementary counselors who will provide three days of counseling at 4 elementary schools and five days of counseling at the fifth elementary school.

The District plans to establish targeted programs that support the needs of low income, foster youth, homeless, and English learners in the District. However, the programs detailed below will support unduplicated pupils and others outside of this group. Those programs, and the research that supports the implementation of such programs, are as follows:

Elementary and middle school counselors - Interventions which explicitly teach expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them, to deal with the knowledge and skill demands of the academic curricula are appropriate.

Furthermore, research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with the California State Standards. Students who lack a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it. "A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. al, 2011) found that well implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced." (See "Social-emotional Skills can Boost Common Core Implementation", M.J. Elias, Phi Delta Kappan, November 2014, p. 60).

AVID at Pleasant Grove - Research indicates the AVID program has a high success rate in helping students develop skills needed to

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

attend college and to be successful in college. This is especially important for low income and first generation college students. A study conducted by Guthrie and Guthrie in 2002 shows 89% of AVID students persist in college and 85% were on track to graduate in 4-5 years (Guthrie, L. F., & Guthrie, G. P. 2002).

PBIS, or Positive Behavior Interventions and Supports, is an evidence-based framework that develops positive behaviors leading to improved school culture and a better climate for learning. A study examining the impact of PBIS on school organizational health using data from a large randomized controlled trial of PBIS conducted in 37 elementary schools and longitudinal multilevel analyses on data from 2,507 staff revealed a significant effect of PBIS on staff reports of the schools' overall organizational health, resource influence, and staff affiliation over a 3-year period. Additionally, recent research indicates that schoolwide positive behavior is associated with decreased exclusionary, reactive and punitive discipline practices (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Luiselli, Putnam, & Sunderland, 2002), increased student satisfaction (Lewis-Palmer, Horner, Sugai, Eber, & Phillips, 2002), and improved perceptions of school safety.

An EL Coordinator was hired to ensure that the needs of our English learners are being met. The EL coordinator oversees academic testing and intervention programs for our English learners and also works with teachers and administrators to provide training on "designated and integrated" language arts instruction. This EL coordinator also plans our annual multicultural festival and oversees our Summer Learning Program, which is designed to provide additional academic support to English learners, socioeconomically disadvantaged students, and Foster Youth. According to the Institute of Education Science, instructional practices such as intensive vocabulary instruction, the integration of spoken and written English into content-area teaching, and small-group interventions for struggling students are most effective. (Educator's Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, IES Practice Guide, US Department of Education, 2014) Additionally, the California State Framework for English Language Arts and English Language Development specifically calls for the types of integrated and designated instruction that our EL coordinator supports.

A bilingual liaison was employed to improve English learners family connections. This employee creates home to school connections and helps ensure that our English learners and their families receive the support needed to be successful. (School, Family, and Community Partnerships, CalSTAT, 2015)

Additional services, including school-based interventions, software, aides, professional development, and materials are provided to meet the needs of our unduplicated students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$816,676

Percentage to Increase or Improve Services

3.03%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The District plans to establish targeted programs that support the needs of low income, foster youth, and English learners in the District. However, the programs detailed below will support unduplicated pupils and others outside of this group. Those programs, and the research that supports the implementation of such programs, are as follows:

The District's projected increase in Supplemental funding for 2016-17 was \$78,918 and the estimated Supplemental and Concentration Grant funding for 2016-17 was \$760,351. The District's projected expenditures on Supplemental Grant programs in 2016-17 are \$979,364. In 2017-18 the increase in Supplemental and Concentration Grant funding is projected to be \$56,325 with the estimated Supplemental and Concentration Grant funding level at \$816,676. This results in an increase in the Minimum Proportionality Percentage of 3.03% for the District, whereby the District has exceeded the minimum proportionality established in 2016-17 by maintaining projected Supplemental and Concentration Grant program expenditures of \$976,910 in 2017-18 exceeding the total Supplemental and Concentrations funding of \$816,676 by nearly \$160,000 (19.6% above funding level) .

In 2016-17, the District funded Supplemental Grant programs to address the needs of the District's low income, foster youth, and English learner pupils that included support for the following: counseling services for students, intervention support within the school day; after school intervention programs; after school transportation; academic intervention support; summer school academic support; English Learner Coordinator; English Learner Community Liaison; bi-lingual instructional support in the elementary schools; a 1.0 FTE Vice-Principal at Green Valley; class size reduction in K-3 at Green Valley and Rescue; character education and anti-bullying supports; Advancement Via Individual Determination (AVID) at Pleasant Grove Middle School; and community/parent outreach programs.

In 2017-18, the District will provide the following Supplemental Grant funded programs or services: counseling and mental health services, academic intervention, qualified instructional assistants, staff development in the English Learner program, an English learner coordinator, a bilingual community liaison, AVID at Pleasant Grove Middle School, PBIS at Green Valley Elementary School, community/parent outreach programs such as Love and Logic, and enhanced technology instruction in all schools.

The District plans to establish targeted programs that support the needs of low income, foster youth, and English learners in the District. However, four programs support all students in a school-wide manner. Those programs, and the research that supports implementation of such programs, are as follows:

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Counselors Serving Elementary School Students - Interventions which explicitly teach expectations for student behavior and strategies for students to reflect on their own attitudes and behavior, thereby helping them, to deal with the knowledge and skill demands of the academic curricula are appropriate. These services will be provided by a counselor at Green Valley School and Rescue School. Furthermore, research by Maurice Elias at Rutgers links the depth of social-emotional learning (SEL) skill development to student engagement with the California State Standards. Students who lack a nuanced understanding of emotions are unlikely to see deep meaning in much of the literature they read and are less likely to be engaged in it. "A comprehensive meta-analysis of over 200 studies of social-emotional learning skills implementation (Durlak, et. al, 2011) found that well implemented SEL is linked to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and 10 percentile point gains on standardized achievement tests. Also, negative behaviors that compromise academic and life success, such as conduct problems, aggressive behavior and emotional distress were significantly reduced." (See "Social-emotional Skills can Boost Common Core Implementation", M.J. Elias, Phi Delta Kappan, November 2014, p. 60).

Homework labs, with transportation home, at Pleasant Grove Middle School, Rescue Elementary School, and Green Valley Elementary School - The National Partnership for Quality Afterschool Learning, in their report to the US Department of Education states that homework can foster responsible character traits and independent, lifelong learning (Cooper, 2000). Additionally, most researchers have found that students who complete homework assignments have higher academic grades than students who do not complete homework assignments (Cooper, Robinson, & Patall, 2006; Cooper & Valentine, 2001; Epstein & Van Voorhis, 2001). The importance of completing homework as students advance in school seems to increase as students get older (Zimmerman & Kitsantas, 2005). Afterschool tutoring programs that help students with academic work report an increase in achievement for students who participated on a regular basis (Bender, Giovanis, & Mazzoni, 1994).

AVID at Pleasant Grove - Research indicates the AVID program has a high success rate in helping students develop skills needed to attend college and to be successful in college. This is especially important for low income and first generation college students. A study conducted by Guthrie and Guthrie in 2002 shows 89% of AVID students persist in college and 85% were on track to graduate in 4-5 years (Guthrie, L. F., & Guthrie, G. P. 2002).

PBIS, or Positive Behavior Interventions and Supports, is an evidence-based framework that develops positive behaviors leading to improved school culture and a better climate for learning. A study examining the impact of PBIS on school organizational health using data from a large randomized controlled trial of PBIS conducted in 37 elementary schools and longitudinal multilevel analyses on data

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

from 2,507 staff revealed a significant effect of PBIS on staff reports of the schools' overall organizational health, resource influence, and staff affiliation over a 3-year period. Additionally, recent research indicates that schoolwide positive behavior is associated with decreased exclusionary, reactive and punitive discipline practices (Horner, Sugai, Todd, & Lewis-Palmer, 2005; Luiselli, Putnam, & Sunderland, 2002), increased student satisfaction (Lewis-Palmer, Horner, Sugai, Eber, & Phillips, 2002), and improved perceptions of school safety.

An EL Coordinator was hired to ensure that the needs of our English learners are being met. The EL coordinator oversees academic testing and intervention programs for our English learners and also works with teachers and administrators to provide training on "designated and integrated" language arts instruction. This EL coordinator also plans our annual multicultural festival and oversees our Summer Learning Program, which is designed to provide additional academic support to English learners, socioeconomically disadvantaged students, and Foster Youth. According to the Institute of Education Science, instructional practices such as intensive vocabulary instruction, the integration of spoken and written English into content-area teaching, and small-group interventions for struggling students are most effective. (Educator's Practice Guide: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School, IES Practice Guide, US Department of Education, 2014) Additionally, the California State Framework for English Language Arts and English Language Development specifically calls for the types of integrated and designated instruction that our EL coordinator supports.

A bilingual liaison was employed to improve English learners family connections. This employee creates home to school connections and helps ensure that our English learners and their families receive the support needed to be successful. (School, Family, and Community Partnerships, CalSTAT, 2015)

Additional services, including school-based interventions, software, aides, professional development, and materials are provided to meet the needs of our unduplicated students.

Additional funding and improved services for targeted student groups are projected to exceed the 3.03% proportional increase. The District has been consistent in its programmatic support for low income pupils, foster youth, and English learners and will continue to display this support when developing budgets and programs. The District will meet the quantitative and qualitative requirements in

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

accordance with the topics identified above.

The District's Minimum Proportionality Percentage of 3.03% requires services for low income pupils, foster youth, and English learners increase or show commensurate improvement based on this proportionality figure. The District will be maintaining increased programs for low income pupils, foster youth, and English learners pupils as identified in the goals and actions established in Section 2 of this document. The District has exceeded the minimum proportionality established in 2016-17 by maintaining projected Supplemental Grant program expenditures of \$976,910 in 2017-18 exceeding the total Supplemental funding of \$816,676 by nearly \$160,000 (19.6% above funding level) .

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

| Total Expenditures by Funding Source | | | | | | |
|--------------------------------------|--------------------------------------|------------------------------------|---------------|---------------|---------------|--|
| Funding Source | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Funding Sources | 10,810,337.00 | 2,585,701.00 | 10,810,337.00 | 36,059,845.00 | 35,334,568.00 | 82,204,750.00 |
| | 0.00 | 56,758.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Base | 2,027,033.00 | 1,384,890.00 | 2,027,033.00 | 27,939,102.00 | 27,593,005.00 | 57,559,140.00 |
| Other | 7,810,194.00 | 185,500.00 | 7,810,194.00 | 7,151,023.00 | 6,746,755.00 | 21,707,972.00 |
| Supplemental | 973,110.00 | 958,553.00 | 973,110.00 | 969,720.00 | 994,808.00 | 2,937,638.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | | | | | |
|--|---|---|----------------|----------------|----------------|--|
| Object Type | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | 10,810,337.00 | 2,585,701.00 | 10,810,337.00 | 36,059,845.00 | 35,334,568.00 | 82,204,750.00 |
| | 0.00 | 21,117.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | 0.00 | 2,800.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 1,462,415.00 | 1,048,700.00 | 1,462,415.00 | 16,070,956.00 | 16,281,430.00 | 33,814,801.00 |
| 2000-2999: Classified Personnel Salaries | 738,250.00 | 682,981.00 | 738,250.00 | 6,329,642.00 | 6,443,856.00 | 13,511,748.00 |
| 3000-3999: Employee Benefits | 412,118.00 | 405,267.00 | 412,118.00 | 8,318,749.00 | 8,743,205.00 | 17,474,072.00 |
| 4000-4999: Books And Supplies | 113,700.00 | 91,440.00 | 113,700.00 | 1,559,546.00 | 983,153.00 | 2,656,399.00 |
| 5000-5999: Services And Other Operating Expenditures | 306,960.00 | 333,396.00 | 306,960.00 | 2,576,747.00 | 2,518,058.00 | 5,401,765.00 |
| 6000-6999: Capital Outlay | 7,776,894.00 | 0.00 | 7,776,894.00 | 800,000.00 | 0.00 | 8,576,894.00 |
| 7000-7439: Other Outgo | 0.00 | 0.00 | 0.00 | 404,205.00 | 364,866.00 | 769,071.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|---------------------|---|---------------------------------------|---------------|---------------|---------------|--|
| Object Type | Funding Source | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| All Expenditure Types | All Funding Sources | 10,810,337.00 | 2,585,701.00 | 10,810,337.00 | 36,059,845.00 | 35,334,568.00 | 82,204,750.00 |
| | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| | Other | 0.00 | 21,117.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | Base | 0.00 | 2,800.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | | 0.00 | 8,000.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Base | 933,215.00 | 409,685.00 | 933,215.00 | 13,976,157.00 | 14,160,446.00 | 29,069,818.00 |
| 1000-1999: Certificated Personnel Salaries | Other | 2,800.00 | 8,458.00 | 2,800.00 | 1,483,851.00 | 1,502,399.00 | 2,989,050.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 526,400.00 | 622,557.00 | 526,400.00 | 610,948.00 | 618,585.00 | 1,755,933.00 |
| 2000-2999: Classified Personnel Salaries | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 2000-2999: Classified Personnel Salaries | Base | 513,000.00 | 488,547.00 | 513,000.00 | 4,773,987.00 | 4,860,977.00 | 10,147,964.00 |
| 2000-2999: Classified Personnel Salaries | Other | 2,500.00 | 69,984.00 | 2,500.00 | 1,445,604.00 | 1,470,902.00 | 2,919,006.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 222,750.00 | 124,450.00 | 222,750.00 | 110,051.00 | 111,977.00 | 444,778.00 |
| 3000-3999: Employee Benefits | | 0.00 | 26,306.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 3000-3999: Employee Benefits | Base | 238,418.00 | 199,517.00 | 238,418.00 | 5,795,774.00 | 6,137,737.00 | 12,171,929.00 |
| 3000-3999: Employee Benefits | Other | 3,000.00 | 17,546.00 | 3,000.00 | 2,319,697.00 | 2,386,665.00 | 4,709,362.00 |
| 3000-3999: Employee Benefits | Supplemental | 170,700.00 | 161,898.00 | 170,700.00 | 203,278.00 | 218,803.00 | 592,781.00 |
| 4000-4999: Books And Supplies | | 0.00 | 16,946.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 4000-4999: Books And Supplies | Base | 106,300.00 | 28,647.00 | 106,300.00 | 893,882.00 | 718,882.00 | 1,719,064.00 |
| 4000-4999: Books And Supplies | Other | 0.00 | 38,997.00 | 0.00 | 640,225.00 | 238,832.00 | 879,057.00 |

| Total Expenditures by Object Type and Funding Source | | | | | | | |
|--|----------------|---|---------------------------------------|--------------|--------------|--------------|--|
| Object Type | Funding Source | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| 4000-4999: Books And Supplies | Supplemental | 7,400.00 | 6,850.00 | 7,400.00 | 25,439.00 | 25,439.00 | 58,278.00 |
| 5000-5999: Services And Other Operating Expenditures | | 0.00 | 5,506.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Base | 236,100.00 | 255,694.00 | 236,100.00 | 1,695,839.00 | 1,720,839.00 | 3,652,778.00 |
| 5000-5999: Services And Other Operating Expenditures | Other | 25,000.00 | 29,398.00 | 25,000.00 | 860,904.00 | 777,215.00 | 1,663,119.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 45,860.00 | 42,798.00 | 45,860.00 | 20,004.00 | 20,004.00 | 85,868.00 |
| 6000-6999: Capital Outlay | | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| 6000-6999: Capital Outlay | Base | 0.00 | 0.00 | 0.00 | 770,000.00 | 0.00 | 770,000.00 |
| 6000-6999: Capital Outlay | Other | 7,776,894.00 | 0.00 | 7,776,894.00 | 30,000.00 | 0.00 | 7,806,894.00 |
| 7000-7439: Other Outgo | Base | 0.00 | 0.00 | 0.00 | 33,463.00 | -5,876.00 | 27,587.00 |
| 7000-7439: Other Outgo | Other | 0.00 | 0.00 | 0.00 | 370,742.00 | 370,742.00 | 741,484.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | | | | | |
|-----------------------------------|---|---|----------------|----------------|----------------|--|
| Goal | 2017-18 Annual Update Budgeted | 2017-18 Annual Update Actual | 2017-18 | 2018-19 | 2019-20 | 2017-18 through 2019-20 Total |
| Goal 1 | 562,918.00 | 654,604.00 | 562,918.00 | 0.00 | 0.00 | 562,918.00 |
| Goal 2 | 910,000.00 | 962,289.00 | 910,000.00 | 0.00 | 0.00 | 910,000.00 |
| Goal 3 | 460,500.00 | 199,980.00 | 460,500.00 | 0.00 | 0.00 | 460,500.00 |
| Goal 4 | 1,013,910.00 | 731,746.00 | 1,013,910.00 | 0.00 | 0.00 | 1,013,910.00 |
| Goal 5 | 41,115.00 | 7,082.00 | 41,115.00 | 0.00 | 0.00 | 41,115.00 |
| Goal 6 | 7,821,894.00 | 30,000.00 | 7,821,894.00 | 0.00 | 0.00 | 7,821,894.00 |
| Goal 7 | 0.00 | 0.00 | 0.00 | 23,008,959.00 | 22,883,356.00 | 45,892,315.00 |
| Goal 8 | 0.00 | 0.00 | 0.00 | 4,523,394.00 | 4,521,361.00 | 9,044,755.00 |
| Goal 9 | 0.00 | 0.00 | 0.00 | 8,527,492.00 | 7,929,851.00 | 16,457,343.00 |

* Totals based on expenditure amounts in goal and annual update sections.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Board Policy Updates

BACKGROUND:

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the district. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the district. To maximize Board effectiveness and public confidence in district governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct.

STATUS:

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

FISCAL IMPACT:

NA

BOARD GOAL(S):

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:

Board receive board policies for first reading, second reading and possible consideration for action.

**RUSD Board Policy, Administrative Regulations and Board Bylaws
October 9, 2018**

| POLICY | TITLE | REQUIREMENT |
|----------------------|--|---|
| <i>First Reading</i> | | |
| BP 0410 | Nondiscrimination in District Programs/Activities <i>REVISE</i> | Policy updated to reflect NEW LAW (AB 699) which (1) adds immigration status to the categories of characteristics that are protected against discrimination, (2) requires parent/guardian notification of their child's right to a free public education regardless of immigration status or religious beliefs, and (3) mandates that districts adopt policy consistent with a model policy developed by the California Attorney General, which includes a statement regarding equitable services. Policy also reflects provisions of the Attorney General's model policy and NEW LAW (SB 31) which prohibit districts from compiling or assisting in the compilation of a registry based on immigration status, religion, or other specified characteristics. 5/18 |
| BP/AR 3514 | Environmental Safety <i>REVISE</i> | Policy and regulation updated to reflect NEW LAW (AB 746) which provides that, if a community water system finds lead above specified levels in a school's potable water system, the district must notify parents/guardians, shut down fountains and faucets, and provide a source of drinking water to students. Policy also deletes details regarding district strategies that are duplicated in the AR. Regulation also updates material related to particulate filters in school buses and carbon monoxide detectors to reflect current law. 5/18 |
| AR 3514.2 | Integrated Pest Management <i>REVISE</i> | Regulation updated to clarify the applicability of integrated pest management requirements to child care facilities, delete an outdated date by which the annual training requirement became effective, and add requirement for pesticide-specific training. Regulation also reflects NEW STATE REGULATION (Register 2017, No. 45) which prohibits growers from making certain agricultural pesticide applications within one-quarter mile of a school site between 6:00 a.m. and 6:00 p.m. on weekdays and requires such growers to annually notify the principal regarding pesticides it expects to use during the year. 3/18 |
| BP/AR 3260 | Fees and Charges <i>REVISE</i> | Policy reorganized and updated to reflect a California Department of Education (CDE) management advisory regarding the prohibition against requiring parent/guardian volunteer hours or payment as a condition of the student's enrollment or participation in educational activities. Regulation updated to reflect NEW LAW (AB 2615, 2016) which permits districts to charge a fee for participation in After School Education and Safety (ASES) programs, 21st Century Community Learning Center (21st CCLC) programs, and 21st Century High School After School Safety and Enrichment for Teens (ASSETs) program, as long as the fee is waived or reduced for low-income families and, effective July 1, 2017, the fee is not charged for a homeless or foster youth. Regulation also clarifies the permissibility of charging a fee for in-state field trips in accordance with CDE's interpretation of law, provided that no student is prevented from participating based on a lack of funds. 3/17 |

**RUSD Board Policy, Administrative Regulations and Board Bylaws
October 9, 2018**

| POLICY | TITLE | REQUIREMENT |
|---------------|--|----------------------------|
| BB 9250 | Remuneration, Reimbursement and Other Benefits | Review of policy language. |

Second Reading

| | | |
|------------|----------------------|---|
| BP/AR 1240 | Volunteer Assistance | Brought back from September 25, Study Session |
| BB 9000 | Role of the Board | Brought back from the September 25, Study Session |

Rescue Union ESD

Board Policy

Nondiscrimination In District Programs And Activities

BP 0410-

Philosophy, Goals, Objectives, and Comprehensive Plans _____ (a)

Note: Education Code 234.1 mandates districts to adopt policy and regulations to ensure that district programs and activities are free from unlawful discrimination. In accordance with various provisions of state and federal law, discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. Education Code 220, as amended by AB 699 (Ch. 493, Statutes of 2017), prohibits discrimination based on race or ethnicity, nationality, immigration status, sex, sexual orientation, gender, gender identity, gender expression, religion, or any other characteristic contained in the definition of hate crimes in Penal Code 422.55. Government Code 11135 prohibits discrimination based on all the foregoing characteristics and on age, disability, and an individual's genetic information. Title VI of the Civil Rights Act of 1964 (42 USC 2000d-2000d-7) prohibits discrimination on the basis of race, color, and national origin. Title IX (20 USC 1681-1688) prohibits discrimination on the basis of sex. The Americans with Disabilities Act (ADA) (42 USC 12101-12213) and Section 504 of the Rehabilitation Act of 1973 (29 USC 794) prohibit discrimination on the basis of disability. For policy language protecting students against discrimination and harassment, see BP/AR 5145.3 - Nondiscrimination/Harassment and BP/AR 5145.7 - Sexual Harassment.

Education Code 260 and 5 CCR 4900-4965 require the Governing Board to monitor district compliance with these state and federal laws. The federal laws are enforced by the Office for Civil Rights of the U.S. Department of Education, and the California Department of Education may investigate complaints regarding discrimination pursuant to 5 CCR 4600-4670.

Similarly, Government Code 12940 provides protections for employees, job applicants, unpaid interns, and volunteers against unlawful discrimination and harassment. For policy language addressing these protections as they relate to volunteers, see BP 1240 - Volunteer Assistance, and in relation to employees, unpaid interns, and job applicants, see BP 4030 - Nondiscrimination in Employment.

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities.~~education.~~ District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy,~~or~~ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender~~or~~ expression, or genetic information; ~~at~~the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

(cf. 1240 - Volunteer Assistance)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4032 - Reasonable Accommodation)

(cf. 4033 - Lactation Accommodation)

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

(cf. 4161.8/4261.8/4361.8 - Family Care and Medical Leave)

(cf. 5131.2 - Bullying)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. [5145.9 - Hate-Motivated Behavior](#))
(cf. [5146 - Married/Pregnant/Parenting Students](#))
(cf. [6145 - Extracurricular and Cocurricular Activities](#))
(cf. [6145.2 - Athletic Competition](#))
(cf. [6164.4 - Identification and Evaluation of Individuals for Special Education](#))
(cf. [6164.6 - Identification and Education Under Section 504](#))
(cf. [6178 - Career Technical Education](#))
(cf. [6200 - Adult Education](#))

Note: Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017), **mandates** that districts adopt policy consistent with the California Attorney General's model policy contained in the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues. That model policy includes statements regarding the equitable provision of services and a prohibition against the use of school resources or data for creating a registry based on specific characteristics. In addition, Government Code 8310.3, as added by SB 31 (Ch. 826, Statutes of 2017), prohibits districts from disclosing information about immigration status or religion to federal government authorities for use in the compilation of a registry for immigration enforcement or otherwise assisting in the creation of such a registry.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

(cf. [3540 - Transportation](#))
(cf. [3553 - Free and Reduced Price Meals](#))
(cf. [5145.13 - Response to Immigration Enforcement](#))

Note: Education Code 221.2-221.3 (the California Racial Mascot Act) declare the use of racially derogatory or discriminatory school or athletic team names, mascots, or nicknames to be contrary to an equal education and specifically prohibit public schools from using the term "Redskins" as a school or athletic team name, mascot, or nickname. The following paragraph expands this prohibition to include any racially derogatory or discriminatory athletic team name, mascot, or nickname and may be revised to reflect district practice.

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

Note: Pursuant to Education Code 221.5, a district is required to permit a student to participate in sex-segregated school programs and activities, including athletic teams and competitions, and to use facilities consistent with the student's gender identity, regardless of his/her gender as listed on his/her educational records. See BP/AR 5145.3 - Nondiscrimination/Harassment. For further information, see CSBA's Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

(cf. 1330 - Use of Facilities)

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Note: Many nondiscrimination laws and regulations contain a notification requirement. For example, pursuant to 34 CFR 104.8 and 106.9, a district that receives federal aid is required to take "continuing steps" to notify students, parents/guardians, employees, employee organizations, and applicants for admission and employment that it does not discriminate on the basis of disability or sex in its educational programs or activities. In addition, Education Code 221.61 requires districts to post specified information relating to Title IX on their web sites. To ensure consistent implementation of the laws, the same notification requirement should be adopted for all the protected categories as provided in the following paragraph.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbookseach announcement, bulletin, catalog, application formsform, or other recruitment materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate to these groups.

(cf. 1113 - District and School Web Sites1312.3 - Uniform Complaint Procedures)

~~*(cf. 1114 - District-Sponsored Social Media)*~~

~~4031 - Complaints Concerning Discrimination in Employment)~~

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Note: Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017), requires the following notification. Information about the educational rights of all students is contained in the appendix of the Office of the Attorney General's publication Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on educational rights issued by the California Attorney General. Alternatively, such

information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

Note: Pursuant to Education Code 48985, when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students must also be written in the primary language and may be answered by the parent/guardian in English or the primary language. In addition, 20 USC 6311 and 6312 require that districts receiving Title I funds provide parent/guardian notices in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians understand.

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition and, when 15 percent or more of required by law, in a school's students speak a single primary language other than English, those materials shall be translated into that other language.

Access for Individuals with Disabilities

Note: Pursuant to the ADA and its implementing regulations, 28 CFR 35.150 and 35.151, district facilities must be accessible to and usable by individuals with disabilities. Compliance methods may include equipment redesign, reassignment of services to accessible buildings, assignment of aides to beneficiaries, home visits, delivery of services at alternate accessible sites, and alteration of existing facilities and construction of new facilities. In achieving compliance, a district need not make structural changes to existing facilities if other methods are effective and the district can demonstrate that the structural change would result in a fundamental alteration in the nature of the activity or an undue financial or administrative burden. However, pursuant to 28 CFR 35.151, all newly constructed facilities must comply with the 2010 ADA Standards for Accessible Designs issued by the U.S. Department of Justice.

In addition, pursuant to 28 CFR 35.136, a district must permit an individual with a disability to be accompanied by a service animal on district premises when, without the animal's assistance, the individual with a disability will not be able to access or participate in a district program or activity. For language addressing this mandate, see AR 6163.2 - Animals at School. Districts with questions about compliance with the ADA should consult with legal counsel as appropriate.

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes and any implementing standards and/or regulations.

(cf. 6163.2 - Animals ~~at~~ School)

(cf. 7110 - Facilities Master Plan)

(cf. 7111 - Evaluating Existing Buildings)

Note: Pursuant to 28 CFR 35.130 and 35.160, the ADA requires districts to provide services and aids to ensure that a disabled individual is not excluded from participation or denied a benefit, service, or program on the basis of a disability. However, if the district can show that providing such aids and services would fundamentally alter the nature of the function, program, or meeting or would be an undue burden, then the district need not provide them.

In addition, Government Code 54953.2 requires that all Board meetings meet the protections of the ADA and implementing regulations (28 CFR 35.160 and 36.303). In effect, the district must ensure that such meetings are accessible to persons with disabilities and that, upon the request of any person with a disability, disability-related accommodations, such as auxiliary aids and services, are made available.

The U.S. Department of Education's Office for Civil Rights (OCR) has interpreted the ADA and Section 504 of the Rehabilitation Act of 1973 to include the requirement that district web sites be accessible to individuals with disabilities. See the OCR's June 2010 and May 2011 Dear Colleague Letters and BP 1113 - District and School Web Sites.

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. ~~–~~These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large-~~–~~print materials.

(cf. 6020 - Parent Involvement)

~~–~~ Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. ~~–~~Reasonable notification should be given prior to atthe school-sponsored function, program, or meeting.

(cf. 6020 - Parent Involvement)

(cf. 9320 - Meetings and Notices)

(cf. 9322 - Agenda/Meeting Materials)

Note: Pursuant to 28 CFR 35.107, a district that has 50 or more employees is required to designate at least one employee to coordinate the district's efforts to comply with the ADA. The designated employee could be the same individual or position responsible for the district's compliance with state and federal laws and regulations governing educational programs as identified in the district's uniform complaint procedures. The following paragraph, which identifies the person or position identified in the AR 1312.3 - Uniform Complaint Procedures as the responsible employee, may be modified if the district chooses to designate another person or position.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

(title or position)

(address)

(telephone number)

(email)

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parental notifications

48985 Notices to parents in language other than English

51007 Legislative intent: state policy

GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

~~11138 Rules and regulations~~

12900-12996 Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-~~4670~~4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

1681-1688 Discrimination based on sex or blindness, Title IX

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

~~Promoting Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011~~

~~Providing a Safe and Secure Learning, Nondiscriminatory School Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues—Students,~~

~~Policy Brief, April 2018~~2019

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter, May 26, 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010~~January 1999~~

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Protecting Students from Harassment and Hate Crime, January 1999

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

CSBA: [_http://www.csba.org](http://www.csba.org)

California Office of the Attorney General: <http://oag.ca.gov>

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>~~casafeschoolcoalition.org~~

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

(2/14 10/16) 5/18

Policy RESCUE UNION SCHOOL DISTRICT
adopted: September 2004 Rescue, California
revised: November 13, 2012
considered: October 9, 2018

Rescue Union ESD

Board Policy

Environmental Safety

BP 3514

Business and Noninstructional Operations

Note: The following **optional** policy may be revised to reflect district practice.

Education Code 17070.75 requires each district participating in the state's School Facility Program to have a facility inspection system to ensure that each school facility is kept in good repair. Pursuant to Education Code 17002, a facility is in "good repair" when it is maintained in a manner that ensures that it is clean, safe, and functional in accordance with criteria set forth in the Facility Inspection Tool developed by the Office of Public School Construction. See AR 3517 - Facilities Inspection. In addition, the U.S. Environmental Protection Agency (EPA) has developed the Healthy School Environments Assessment Tool (HealthySEAT), a software program designed to be customized by districts to conduct voluntary self-assessments of environmental conditions, such as chemical management, hazardous materials and waste, indoor and outdoor air quality, moisture/mold control, pest control, ultraviolet radiation, and construction/renovation of school facilities. For further information, see EPA's [web site](#).

The Governing Board recognizes its obligation to provide a safe and healthy environment at school facilities for students, staff, and community members. The Superintendent or designee shall regularly assess school facilities to identify environmental health risks and shall develop strategies to prevent and/or mitigate environmental hazards. He/she shall consider the proven effectiveness of various options, anticipated short-term and long-term costs and/or savings to the district, and the potential impact on staff and students, including the impact on student achievement and attendance and community members. ~~The Board shall identify and address potential risks to health and the environment and shall ensure that environmental resources are used in a responsible manner.~~

~~(cf. 3513.3 - Tobacco Free Schools)~~

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

~~(cf. 0200 - Goals for the School District)~~

~~(cf. 0400 - Comprehensive Plans)~~

~~(cf. 1312.4 - Williams Uniform Complaint Procedures)~~

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

~~(cf. 4119.42/4219.42/4319.42 - Exposure Control Plan for Bloodborne Pathogens)~~

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

~~(cf. 3517 - Facilities Inspection)~~

~~4119.43/4219.43/4319.43 - Universal Precautions)~~

~~(cf. 4157/4257/4357 - Employee Safety)~~

~~(cf. 5142 - Safety)~~

~~(cf. 6161.3 - Toxic Art Supplies)~~

~~(cf. 7111 - Evaluating Existing Buildings)~~

Such strategies shall focus on maximizing healthy indoor air quality; monitoring the quality of outdoor air and adjusting outdoor activities as necessary; reducing exposure to vehicle emissions; minimizing exposure to lead and mercury; reducing the risk of unsafe drinking water; inspecting

and properly abating asbestos; appropriately storing, using, and disposing of potentially hazardous substances; using effective least toxic pest management practices; reducing the risk of foodborne illness; and addressing any other environmental hazards identified during facilities inspections.

(cf. 3510 - Green School Operations)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 3514.1 - Hazardous Substances)

(cf. 3514.2 - Integrated Pest Management)

(cf. 3516.5 - Emergency Schedules)

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)

(cf. 3542 - School Bus Drivers)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 5141.23 - Asthma Management)

(cf. 5141.7 - Sun Safety)

(cf. 5142.2 - Safe Routes to School Program)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6163.2 - Animals at School)

(cf. 7150 - Site Selection and Development)

Note: Health and Safety Code 116277, as added by AB 746 (Ch. 746, Statutes of 2017), requires a community water system serving a school to test for lead in the potable water system of the school and, if the school's lead level exceeds a defined level, the district must notify parents/guardians, take immediate steps to shut down all fountains and faucets where the excess lead levels may exist, and provide a potable source of drinking water to students. Schools that have their own water supply, such as a well, are required to test for lead, copper, and other contaminants in tap water pursuant to other state and federal law and regulations, including 22 CCR 64670-64679 and 40 CFR 141.80-141.91. See the California Water Boards' "Frequently Asked Questions about Lead Testing of Drinking Water in California Schools: Updated for Assembly Bill 746/Health and Safety Code 116277." For more information in regard to lead exposure and remediation, see the accompanying administrative regulation.

In developing strategies to promote healthy school environments, the Superintendent or designee may consult and collaborate with local environmental protection agencies, health agencies, water boards, and other community organizations.

(cf. 1020 - Youth Services)

The Superintendent or designee shall ~~provide the district's establish regulations to prevent and/or reduce environmental hazards in accordance with law and state guidelines. Strategies shall include but not necessarily be limited to:~~

1. ~~Considering air quality in the siting and architectural design of new or remodeled facilities and in the selection of building materials and furnishings, and taking steps to reduce indoor air contaminants in maintenance and facilities staff, bus drivers, food services staff, teachers, and other staff as appropriate with professional development regarding their responsibilities in implementing strategies to improve and maintain environmentally safe and healthy operations~~

2. ~~Ensuring the use of effective least toxic pest management practices at all district schools.~~

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

~~(cf. 4131 - Staff Development)~~

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

~~3. Minimizing the exposure to lead in paint, soil or drinking water, especially in areas accessible to very young children~~

~~4. Inspecting and testing facilities for asbestos-containing materials and protecting persons during encapsulation and removal of any asbestos~~

The Superintendent or designee shall notify the Board, staff, parents/guardians, students, and/or governmental agencies, as appropriate, if an environmental hazard is discovered at a school site. The notification shall provide information about~~detail~~ the district's action efforts to remedy the hazard and may recommend health screening of staff and students.

(cf. 5141.6 - School Health Services)

Legal Reference:

EDUCATION CODE

17002 Definition of "good repair"

17070.75 Facilities inspection

~~17366 Legislative intent (fitness of buildings for occupancy)~~

17582 Deferred maintenance fund

17590 Asbestos abatement fund

17608-17614~~17613~~ Healthy Schools Act of 2000, least toxic pest management practices

32080-32081 Carbon monoxide devices

32240-32245 Lead-Safe Schools Protection Act

48980.3 Notification of pesticides

49410-49410.7 Asbestos materials containment or removal

FOOD AND AGRICULTURAL CODE

11401-12408 Pest ~~control operations and agricultural chemicals~~ ~~Control Operations and Agricultural Chemicals~~

13180-13188 Healthy Schools Act of 2000, least toxic pest management practices

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

HEALTH AND SAFETY CODE

105400-105430 Indoor environmental quality

113700-114437 California Retail Food Code, sanitation and safety requirements

116277 Lead testing of potable water at schools and requirements to remedy

CODE OF REGULATIONS, TITLE 5

14010 Standards for school site selection

CODE OF REGULATIONS, TITLE 8

337-339 Hazardous substances list

340-340.2 ~~Occupational~~ ~~Employer's obligation to provide safety and health, rights of employees~~ ~~information~~

1528-1537~~1532.1~~ Construction safety orders; exposure to hazards, ~~lead standard~~

5139-5223 Control of hazardous substances

CODE OF REGULATIONS, TITLE 13

2025 Retrofitting of diesel school buses

2480 Vehicle idling

~~5142 Heating, ventilating and air conditioning systems; minimum ventilation~~

~~5143 Mechanical ventilating systems; inspection and maintenance~~

~~CODE OF REGULATIONS, TITLE 17~~

~~35001-36100 35099 Accreditation in Lead abatement services Abatement Services~~

~~CODE OF REGULATIONS, TITLE 22~~

~~64670-64679 Lead and copper in drinking water~~

~~CODE OF REGULATIONS, TITLE 24~~

~~915.1-915.7 California Building Standards Code; carbon monoxide devices~~

~~UNITED STATES CODE, TITLE 7~~

~~136-136y Use of pesticides Insecticide, Fungicide and Rodenticide Act~~

~~UNITED STATES CODE, TITLE 15~~

~~2601-2629 Control of toxic substances~~

~~2641-2656 Asbestos Hazard Emergency Response Act~~

~~UNITED STATES CODE, TITLE 42~~

~~1758 Food safety and inspections~~

~~CODE OF FEDERAL REGULATIONS, TITLE 40~~

~~141.1-141.723 Drinking water standards~~

~~745.61-745.339 Lead-based paint standards~~

~~763.80-763.99 Asbestos-containing materials in schools~~

~~763.120-763.123 Asbestos worker protections~~

~~93 Plans~~

~~763.94 Record keeping~~

Management Resources:

~~CSBA CDE PUBLICATIONS~~

~~Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008~~

~~Asthma Management in the Schools, Policy Brief, March 2008~~

~~Food Safety Requirements, Fact Sheet, October 2007~~

~~Sun Safety in Schools, Policy Brief, July 2006~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~School Site Selection and Approval Guide, 2000~~

~~Indoor Air Quality, A Guide for Educators, 1995~~

~~CALIFORNIA DEPARTMENT OF HEALTH SERVICES PUBLICATIONS ADVISORIES~~

~~Report to the Legislature: Lead Hazards in California's Public Elementary Schools and Child Care Facilities: Report to the California State Legislature, April 1998~~

~~CALIFORNIA ENVIRONMENTAL PROTECTION AGENCY: AIR RESOURCES BOARD PUBLICATIONS~~

~~Facts about Truck and Bus Regulation School Bus Provisions, rev. March 22, 2011~~

~~CALIFORNIA STATE WATER RESOURCES CONTROL BOARD PUBLICATIONS~~

~~Frequently Asked Questions about Lead Testing of Drinking Water in California Schools; Updated for Assembly Bill 746/Health and Safety Code 116277, December 15, 2017~~

~~DIVISION OF THE STATE ARCHITECT PUBLICATIONS~~

~~K-12 Occupancy Classification and Load Factors, IR A-26, rev. April 18, 2012~~

~~U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS~~

~~A Citizen's Guide to Radon: The Guide to Protecting Yourself and Your Family from Radon, 2016~~

~~Healthy School Environments Assessment Tool, rev. 2015~~

~~Indoor Air Quality Tools for Schools, rev. 2009~~

~~Mold Remediation in Schools and Commercial Buildings, September 2008~~

~~The ABCs of Asbestos in Schools, rev. August 2003~~

~~How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide, 1996~~

~~Pest Control in the School Environment: Adopting Integrated Pest Management, 1993~~

WEB SITES

~~CSBA~~CDE: <http://www.csba.org>~~ede.ca.gov~~

AirNow: <http://www.airnow.gov>

American Association of School Administrators: <http://www.aasa.org>

California Air Resources Board: <http://www.arb.ca.gov>

California Building Standards: <http://www.bsc.ca.gov/codes.aspx>

California Department of ~~Education, Health and Safety~~Services, ~~Lead Poisoning Prevention~~
Branch: <http://www.cdehs.ca.gov/lr/fa/hse/childlead>

~~U.S. EPA:~~ <http://www.epa.gov>

California Department of Pesticide Regulation: <http://www.cdpr.ca.gov>

Policy RESCUE UNION SCHOOL DISTRICT
adopted: May 24, 2005 Rescue, California
considered; October 9, 2018

Rescue Union ESD

Administrative Regulation

Environmental Safety

AR 3514

Business and Noninstructional Operations

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

The following paragraph may be revised to reflect the job position(s) designated to coordinate the district's environmental safety programs.

The Superintendent may designate and train one or more employees to oversee and coordinate the district's environmental safety program(s). The responsibilities of the coordinator(s) shall include, but are not limited to, overseeing assessments of district facilities, recommending strategies for the prevention and mitigation of environmental health risks, ensuring effective implementation of environmental safety strategies, and reporting to the Superintendent regarding the district's progress in addressing environmental safety concerns.

(cf. 3510 - Green School Operations)
(cf. 3511 - Energy and Water Management)
(cf. 3517 - Facilities Inspection)
(cf. 4157/4257/4357 - Employee Safety)
(cf. ~~5030 - Student Wellness~~)
(~~cf. 5142 - Safety~~)
(cf. 7111 - Evaluating Existing Buildings)
(cf. 7150 - Site Selection and Development)

Indoor Air Quality

Note: The following section may be revised to reflect district practice. For further information, see the U.S. Environmental Protection Agency's (EPA) Indoor Air Quality Tools for Schools.

In order to provide proper ventilation, humidity, and temperature in school facilities and to reduce indoor air contaminants, the Superintendent or designee shall ensure that the following strategies are implemented:

1. Mechanically driven heating, ventilation, and air conditioning systems shall be operated continuously during working hours except under the circumstances specified in 8 CCR 5142. The systems shall be inspected at least annually and problems corrected within a reasonable time. -Where the air supply is filtered, the filters shall be replaced or cleaned regularly to prevent significant reductions in airflow. Documentation of inspections, tests of ventilation rates, and maintenance shall be retained for at least five years. (8 CCR 5142-5143)

(cf. 3580 - District Records)

Staff shall ensure that airflow is not obstructed by the blocking of ventilators with posters, furniture, books, or other obstacles.

2. School facilities shall be regularly inspected for water damage, spills, leaks in plumbing and roofs, poor drainage, and improper ventilation so as to preclude the buildup of mold and mildew. Wet building materials and furnishings shall be dried within 48 hours if possible to prevent mold growth. When evidence of mold or mildew is found, maintenance staff shall locate and repair the source of water intrusion and remove or clean moldy materials.
3. Exterior wall and foundation cracks and openings shall be sealed as soon as possible to minimize seepage of radon into buildings from surrounding soils.
4. Least toxic pest management practices shall be used to control and manage pests at school sites. (Education Code 17608-17614; Food and Agriculture Code 13182)

(cf. 3514.2 - Integrated Pest Management)

5. ~~The~~In any new school construction, and in all existing schools when feasible, the Superintendent or designee shall install a carbon monoxide detector or alarm in ~~alleach~~ school ~~buildings~~building that ~~containe~~contains a ~~fossil-fuel-~~burning appliance, fireplace, or forced-air furnace. The device or alarm shall be ~~located~~placed in close proximity to the ~~appliance~~furnace in order to accurately detect and alert school personnel of any ~~any~~ leakage of carbon monoxide. (24 CCR 915.1-915.7)
6. Schedules and practices for routine housekeeping and maintenance shall be designed to effectively reduce levels of dust, dirt, and debris. ~~Plain water, soap and water, or low-emission cleaning products shall be used whenever possible.~~ Aerosols, including air fresheners and other products containing ozone, shall be avoided to the extent possible.

(cf. 5141.23 - Asthma Management)

7. Painting of school facilities and maintenance or repair ~~activities~~duties that require the use of potentially harmful substances shall be limited to those times when school is not in session. ~~Following any such activity, the facility shall be properly ventilated with adequate time allowed prior to reopening for use by any person.~~
8. Paints, adhesives, and solvents shall be used and stored in well-ventilated areas. These items shall be purchased in small quantities to avoid storage exposure.

(cf. 3514.1 - Hazardous Substances)

~~(cf. 6161.3 - Toxic Art Supplies)~~

9. To the extent possible, printing and duplicating equipment that may generate indoor air pollutants, such as methyl alcohol or ammonia, shall be placed in locations that are well ventilated and not frequented by students and staff.

10. The district's tobacco-free schools policy shall be consistently enforced in order to reduce the health risks caused by second-hand smoke.

(cf. 3513.3 - Tobacco-Free Schools)

11. Staff and students shall be asked to refrain from bringing common irritants such as furred or feathered animals, stuffed toys that may collect dust mites, scented candles, incense, or air fresheners and from using perfume or cologne, scented lotion or hair spray, nail polish or nail polish remover, or other personal care products that are not fragrance-free in classrooms or other enclosed areas or buildings.

(cf. 6163.2 - Animals at School)

Outdoor Air Quality

Note: The following section may be revised to reflect district practice. Forecasts of ozone levels and particle pollution are available through the federal AirNow web site and may be printed in local newspapers. The district may monitor ultraviolet radiation levels through the EPA's UV Index web site; see BP 5141.7 - Sun Safety.

The Superintendent or designee may monitor local health advisories and outdoor air quality alerts, including forecasts of ozone levels, particle pollution, ~~and/or~~ ultraviolet radiation levels, and/or temperature and humidity.

Whenever these measures indicate a significant health risk, the Superintendent or designee shall communicate with each principal so that outdoor activities, especially those requiring prolonged or heavy exertion, may be avoided, limited in duration, or modified as necessary for all persons or for persons who may be particularly susceptible to the health risk involved.

(cf. 5141.7 - Sun Safety)

(cf. 6142.7 - Physical Education and Activity)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Vehicle Emissions

Note: 13 CCR 2480 prohibits idling of school buses, student activity buses, and other commercial motor vehicles within 100 feet of a school except under specified conditions; see AR 3542 - School Bus Drivers for additional language reflecting these requirements.

In order to reduce public exposure to toxic air contaminants, school bus drivers and other drivers of commercial motor vehicles shall limit unnecessary idling of vehicles at or near schools in accordance with 13 CCR 2480. The Superintendent or designee may also request parents/guardians to turn off their vehicles when they are idling on school grounds and encourage students to walk and/or bicycle to school.

(cf. 3540 - Transportation)

(cf. 3541.1 - Transportation for School-Related Trips)
(cf. 3542 - School Bus Drivers)

~~Any~~(cf. 5142.2 - Safe Routes to School Program)

Note: Pursuant to 13 CCR 2025, any district that owns, operates, leases, or rents a diesel-fueled, dual-fueled, or alternative diesel-fueled school bus with a gross vehicle weight rating over 14,000 pounds that was manufactured on or after April 1, 1977 is required to have installed a particulate filter in the bus that reduces diesel particulate matter emissions by 85 percent. An exception exists for any school bus that operates fewer than 1,000 miles per year. Any school bus manufactured before April 1, 1977 should already be retired.

Any diesel-fueled, dual-fueled, or alternative diesel-fueled school bus with a gross vehicle weight rating over 14,000 pounds shall be equipped with a particulate filter designed to reduce particulate matter emissions, oxides of nitrogen emissions, and other pollutants. (13 CCR 2025)

Drinking Water

Note: The following section addresses the quality of tap water available in schools. See AR 3550 - Food Service/Child Nutrition Program for information about requirements to make fresh drinking water available during mealtimes.

The quality and safety of the district's drinking water sources shall be regularly assessed.

~~Whenever testing of drinking water finds concentrations of lead that exceed federal and drinking fountains state standards in 40 CFR 141.80 and 22 CCR 64678, water outlets shall be flushed thoroughly each day before use or made inoperable until a plan for remediation can be implemented.~~

~~Whenever regularly cleaned and maintained to avoid the presence of dirt, mold levels of arsenic, bacteria, or other impurities or health concerns.~~

~~Whenever any~~ contaminants in the drinking water are determined to be a concern, the Superintendent or designee shall take reasonable steps to identify the source and mitigate the concern to ensure the availability of ~~may recommend basic filtration or pipe flushing when feasible.~~

~~Until drinking water is assured to be safe drinking water. As needed, the Superintendent or designee shall provide alternative sources of drinking water may explore alternatives, such as bottled water, to ensure that students have access to fresh drinking water at mealtimes and at other times throughout the day. As needed, he/she also may encourage appropriate governmental agencies to conduct regular testing of the water quality in district schools and to implement strategies to improve water quality in the community.~~

(cf. 3550 - Food Service/Child Nutrition Program)

Note: Health and Safety Code 116277, as added by AB 746 (Ch. 746, Statutes of 2017), requires a community water system serving a school constructed before January 1, 2010 to test for lead in the potable water system of the school. If the school's lead level exceeds 15 parts per billion (equivalent to .015 milligrams per liter), the district must notify parents/guardians, take immediate steps to shut down all fountains and faucets where the excess lead

levels may exist, and provide a potable source of drinking water to students. See the California Water Boards' "Frequently Asked Questions about Lead Testing of Drinking Water in California Schools: Updated for Assembly Bill 746/Health and Safety Code 116277." Schools that have their own water supply, such as a well, are required to test for lead, copper, and other contaminants in tap water pursuant to other state and federal law and regulations, including 22 CCR 64670-64679 and 40 CFR 141.80-141.91, and may revise the following paragraph to reflect applicable requirements.

~~Drinking fountains in district schools shall be regularly cleaned and maintained to avoid the presence of dirt, mold, or other impurities or health concerns.~~

Whenever testing of drinking water finds concentrations of lead that exceed federal and state standards, the Superintendent or designee shall notify parents/guardians and take immediate steps to make inoperable any fountains or faucets where excess lead levels may exist. (Health and Safety Code 116277)

Lead Exposure

Note: The following section reflects recommendations of the EPA. For further information, the district may contact its city or county lead poisoning prevention program.

In addition to keeping school facilities as dust-free and clean as possible, the following steps shall be taken to minimize potential exposure to lead in school facilities:

1. Lead-based paint, lead plumbing and solders, or other potential sources of lead contamination shall not be used in the construction of any new school facility or the modernization or renovation of any existing school facility. (Education Code 32244)
2. Lead exposure hazards shall be evaluated before any renovation or remodeling is begun, and children shall not be allowed in or near buildings in which these activities may create lead dust. –Contractors and workers shall comply with state and federal standards related to the handling and disposal of lead debris and the clean-up and containment of dust within the construction area.

Note: 17 CCR 35001-36100 contain state standards for lead abatement services. In addition, 40 CFR 745.61-745.339 extend federal standards for renovations involving lead-based paint to child-occupied facilities, which include preschools and elementary schools.

3. Lead-based painted surfaces that are in good condition shall be kept intact. If lead-based paint is peeling, flaking, or chalking, contractors or workers shall follow state and federal standards for safe work practices to minimize contamination when removing the paint.
4. Soil with low/high lead content may be covered with grass, other plantings, concrete, or asphalt. For soil with high lead content, removal and abatement are required.
5. Drinking water shall be regularly tested for lead and remediated as provided in the section "Drinking Water" above.

Any action to abate existing lead hazards, excluding containment or cleaning, shall be taken only by contractors, inspectors, and workers certified by the California Department of Public Health in accordance with 17 CCR 35001-35099. (Education Code 32243)

The Superintendent or designee shall notify parent/guardians, teachers, and staff members if significant risk factors for lead exposure are found. (Education Code 32243)

Mercury Exposure

Note: The following section may be revised to reflect district practice. Mercury may exist in schools in thermometers, barometers, switches, thermostats, flowmeters, lamps, and other sources. Although devices containing mercury are considered safe as long as the mercury is sealed, if a device is broken and mercury spills, the health of students and staff may be endangered.

The Superintendent or designee shall identify any products containing mercury that are present in district facilities and, to the extent possible, shall replace them with mercury-free alternatives.

Note: The EPA's web site contains detailed procedures for cleaning up a small mercury spill, actions that should never be taken in the event of a spill, and items that should be assembled in a mercury spill kit.

Staff shall receive information about proper procedures to follow in the event of a mercury spill. Clean-up instructions, a clearly labeled kit with necessary clean-up supplies, and a list of local resources shall be readily accessible.

In the event of a spill, staff shall evacuate all students from the immediate area of the spill, ensure that any clothing or other items with mercury on them remain in the room, open windows to the outside, and close doors to other parts of the school. Staff who are trained in proper clean-up procedures may carefully clean a small spill. As needed for larger or difficult-to-clean spills, the Superintendent or designee shall use an experienced professional referred by the local health department or environmental agency.

Any products containing mercury shall be properly disposed at an appropriate hazardous waste collection facility.

Asbestos Management

Note: Education Code 49410-49410.7 and the federal Asbestos Hazard Emergency Response Act (AHERA) (15 USC 2641-2656; 40 CFR 763.80-763.99) contain requirements for asbestos inspection and abatement which are applicable to school districts. For further information, consult the local air quality management district or air pollution control district.

40 CFR 763.84 requires the district to designate a person who will be responsible for ensuring that federal and state requirements are properly implemented. According to the EPA, this designated person is not required to be a licensed asbestos consultant, but the district must verify that he/she has received proper training. The specific knowledge that the designated person must have is described in the EPA's publication How to Manage Asbestos in School Buildings: AHERA Designated Person's Self-Study Guide. The following section may be revised to reflect the position designated to fulfill this responsibility, who may be the same person designated above to coordinate all of the district's environmental safety programs.

The Superintendent shall designate an employee who shall ensure that the district's responsibilities related to asbestos inspection and abatement are implemented in accordance with federal and state regulations. -This employee shall receive adequate training to perform these duties, including, as necessary, training on the health effects of asbestos; detection, identification, and assessment of asbestos-containing materials; options for controlling asbestos-containing building materials; asbestos management programs; and relevant federal and state regulations. (40 CFR 763.84)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The designated employee shall ensure that the district complies with the following requirements:

1. School facilities shall be inspected for asbestos-containing materials as necessary in accordance with the following:
 - a. Any school building that is leased, ~~or~~ acquired, or otherwise used by the district shall be inspected for asbestos-containing materials prior to its use as a school building, unless exempted by federal regulations. (40 CFR 763.85, 763.99)
 - b. At least once every six months, the district shall conduct a periodic surveillance consisting of a visual inspection of each school building that contains or is assumed to contain asbestos-containing building materials. (40 CFR 763.92)
 - c. At least once every three years, the district shall conduct a re-inspection of all known or assumed asbestos-containing building materials in each school building. (40 CFR 763.85)
2. Based on the results of the inspection, an appropriate response which is sufficient to protect human health and the environment shall be determined from among the options specified in 40 CFR 763.90. -The district may select the least burdensome response, taking into consideration local circumstances, including occupancy and use patterns within the school building and economic concerns such as short-term and long-term costs. (40 CFR 763.90)
3. An asbestos management plan for each school site shall be maintained and regularly updated to keep it current with ongoing operations and maintenance, periodic surveillance, inspection, re-inspection, and response action activities. (15 USC 2643; 40 CFR 763.93)

The asbestos management plan shall be available for inspection in district and school offices during normal business hours. Parent/guardian, teacher, and employee organizations shall be annually informed of the availability of these plans. (40 CFR 763.84, 763.93)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

4. Staff, students, and parents/guardians shall be informed at least once each school year about any inspections, response actions, and post-response actions, including periodic re-inspection and surveillance activities, that are planned or in progress. (40 CFR 763.84)
5. Inspections, re-inspections, periodic surveillance, and response actions, including operations and maintenance, shall be conducted in compliance with state and federal regulations for the protection and safety of workers and all other individuals. (Education Code 49410.5; 40 CFR 763.84)

Asbestos inspection and abatement work, preparation of a management plan, and any maintenance activities that may disturb asbestos-containing building materials, except for emergency repairs or small-scale, short-duration maintenance activities, shall be completed by state-certified asbestos inspectors or contractors. (15 USC 2646; 40 CFR 763.84, 763.85, 763.91)

6. All custodial and maintenance employees shall be properly trained in accordance with applicable federal and/or state regulations. (40 CFR 763.84)

All district maintenance and custodial staff who may work in a building that contains asbestos-containing materials, regardless of whether they are required to work with such materials, shall receive at least two hours of related asbestos awareness training. New maintenance and custodial staff shall receive such training within 60 days after beginning employment. Any maintenance or custodial staff who conduct activities that will disturb asbestos-containing materials shall receive 14 hours of additional training. The trainings shall address the topics specified in 40 CFR 763.92. (15 USC 2655; 40 CFR 763.84, 763.92)

7. Short-term workers, such as telephone repair workers, utility workers, or exterminators, who may come in contact with asbestos in a school shall be provided information regarding the locations of known or suspected asbestos-containing building materials. (40 CFR 763.84)
8. Warning labels shall be posted immediately adjacent to any known or suspected asbestos-containing building material located in routine maintenance areas in accordance with 40 CFR 763.95. (40 CFR 763.84)

The district shall maintain, in both the district and school offices and for a period of three years, records pertaining to each preventive measure and response action taken; staff training; periodic surveillances conducted; cleaning, operations, and maintenance activities; and any fiber release episode. (40 CFR 763.94)

Regulation RESCUE UNION SCHOOL DISTRICT

approved: May 24, 2005 Rescuer, California

revised: October 8, 2013

Rescue Union ESD

Administrative Regulation

Integrated Pest Management

AR 3514.2

Business and Noninstructional Operations

Note:

The following administrative regulation reflects Superintendent or designee shall designate an employee at the Healthy Schools Act of 2000 (Education Code 17608-17614; Food and Agriculture Code 13180-13188), which encourages the use of district office and school site to develop, implement, and coordinate an integrated pest management (IPM) program that incorporates effective, least toxic pest management practices for the control and management of pests. The IPM coordinator shall prepare and regularly update a districtwide or school site IPM plan based on school campuses. The template provided by the California Department of Pesticide Regulation (DPR) has established an integrated pest management (IPM) program for use by school districts, including a model program guidebook, a template for an IPM plan, and a web site containing a comprehensive directory of resources describing and promoting the use of IPM practices.

Definitions

Integrated pest management (IPM) means a strategy that focuses on long-term prevention or suppression of pest problems through a combination of techniques such as monitoring for pest presence and establishing treatment threshold levels, using nonchemical practices to make the habitat less conducive to pest development, improving sanitation, and employing mechanical and physical controls. (Education Code 17609; Food and Agricultural Code 13181)

(cf. 3510 - Green School Operations)

School site means any facility used as a child day care facility or for kindergarten, elementary, or secondary school purposes and includes the buildings or structures, playgrounds, athletic fields, vehicles, or any other area of property visited or used by students. (Education Code 17609)

Program Components

The Superintendent or designee shall designate an employee at the district office and/or school site to develop, implement, and coordinate an IPM strategy that incorporates effective, least toxic pest management practices.

The IPM coordinator shall prepare and annually update a districtwide or school site IPM plan based on the template provided by the California Department of Pesticide Regulation (DPR).

The IPM plan shall include the name of the district and/or school IPM coordinator, the pesticides expected to be applied at the school site by district employees and/or pest control applicators, and a date that the plan shall be reviewed and, if necessary, updated. Pesticides (Education Code 17611.5)

The district shall use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property, and the environment. Such pesticides shall~~are used~~ only be used after careful monitoring indicates they are needed according to pre-established guidelines and treatment thresholds. ~~(Education Code 17609;~~ Food and Agricultural Code 13181)

Note: Pursuant to Education Code 17610.5, certain pesticides are exempt from the notification, recordkeeping, and reporting requirements of Education Code 17611 and 17612. The exempted products are listed in 3 CCR 6147 and on the DPR's web site.

The IPM plan and this administrative regulation shall not apply to reduced-risk pesticides, including self-contained baits or traps, gels or pastes used for crack and crevice treatments, antimicrobials, and pesticides exempt from registration by law. ~~(Education Code 17610.5; 3 CCR 6147)~~

Note: The following list reflects IPM measures recommended by the DPR in its California School IPM Model Program Guidebook and by the U.S. Environmental Protection Agency (EPA) and may be modified to reflect district practice.

Program Components

The district's program shall include, but not necessarily be limited to, the following components:

1. Identifying and monitoring pest population levels and identifying practices that could affect pest populations. Strategies for managing the pest shall be influenced by the pest species and whether that species poses a threat to people, property, or the environment.
2. Setting action threshold levels to determine when pest populations or vegetation at a specific location might cause unacceptable health or economic hazards that would indicate corrective action should be taken.
3. Modifying or eliminating pest habitats to deter pest populations and minimize pest infestations.
4. Considering a full range of possible alternative cost-effective treatments. Such alternative treatments may include taking no action or controlling the pest by physical, horticultural, or biological methods. Cost or staffing considerations alone will not be adequate justification for the use of chemical control agents.
5. Selecting nonchemical pest management methods over chemical methods whenever such methods are effective in providing the desired control or, when it is determined that chemical methods must be used, giving preference to those chemicals that pose the least hazardous effects to people and the environment.

Note: Education Code 17610.1 prohibits districts from using certain pesticides identified by DPR or EPA that have been granted only a conditional or interim registration or an experimental use permit, have had their registration cancelled or suspended, or are being phased out of use. A list of pesticides prohibited for use on school sites can be found on DPR's web site.

No pesticide that is prohibited by DPR or the U.S. Environmental Protection Agency, as listed on the DPR web site, shall be used at a school site. (Education Code 17610.1)

6. Limiting pesticide purchases to amounts needed for the year. Pesticides shall be stored at a secure location that is not accessible to students and unauthorized staff. They shall be stored and disposed of in accordance with state regulations and product label directions~~label directions registered with the EPA as well as any disposal requirements indicated on the product label.~~

(cf. 3514 - Environmental Safety)
(cf. 3514.1 - Hazardous Substances)

7. Informing parents/guardians and employees regarding pesticide use as described in the sections "Notifications" and "Warning Signs" below.
8. Ensuring that persons applying pesticides follow label precautions and are sufficiently trained in the principles and practices of IPM as described in the section "Training" below.

~~*(cf. 4231 - Staff Development)*~~

9. Evaluating the effectiveness of treatments to determine if revisions to Beginning July 1, 2016, the IPM plan are needed.

Training

The IPM coordinator and any employee or contractor who may be designated intends to apply a pesticide at a school site shall annually complete a DPR-approved training course on IPM and the safe use of pesticides in relation to the unique nature of school sites and children's health. (Education Code 17614; Food and Agricultural Code 13186.5)

~~*(cf. 4231 - Staff Development)*~~

Any district employee who handles pesticides shall also receive pesticide-specific safety training prior to applying pesticides and annually thereafter in accordance with 3 CCR 6724.

Notifications

Note: Education Code 17612 requires the district to annually issue a written notification to employees and parents/guardians containing the information specified in items #1-6 below; see E 4112.9/4212.9/4312.9 - Employee Notifications and E 5145.6 - Parental Notifications. A sample notification is available on the DPR web site. Education Code 17612 clarifies that the district is not required to issue the notice through first-class mail unless no other method is feasible. Pursuant to Education Code 17612 and 48980.3, the district may satisfy this requirement by including the notification in its annual parental notification.

Staff and parents/guardians of students enrolled at a school site shall be annually notified, in writing, regarding pesticide products expected to be applied at the school site in the upcoming year. -The notification shall include at least the following: (Education Code 17612)

1. The name of each pesticide product expected to be applied in the upcoming year and the active ingredient(s) in it
2. The Internet address (<http://www.cdpr.ca.gov/schoolipm>) used to access information on pesticides and pesticide use reduction developed by the DPR pursuant to Food and Agricultural Code 13184
3. If the school has posted its IPM plan, the Internet address where the plan may be found
4. The opportunity to view a copy of the IPM plan in the school office
5. An opportunity for interested persons to register to receive prior notification of each application of a pesticide at the school site
6. Other information deemed necessary by the IPM coordinator

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 3517 - Facilities Inspection)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

Whenever a person registers to receive notice of individual pesticide application pursuant to item #5 above, the IPM coordinator shall notify such registered persons of individual pesticide applications at least 72 hours prior to the application. The notice shall include the product name, the active ingredient(s) in the product, and the intended date of application. (Education Code 17612)

If a pesticide product not included in the annual notification is subsequently intended for use at a school site, the IPM coordinator shall provide written notification of its intended use to staff and parents/guardians of students enrolled at the school, at least 72 hours prior to the application. (Education Code 17612)

Note: The following paragraph may be revised to reflect district practice.

If a school chooses to use a pesticide not exempted pursuant to Education Code 17610.5, it shall post the school or district IPM plan on the school's web site or, if the school does not have a web site, then on the district web site. If neither the school nor district has a web site, then the IPM plan shall be included with the annual notification sent to staff and ~~parents/guardians pursuant to Education Code 17612 as described above. The plan shall include the name of the school designee or IPM coordinator, the pesticides applied at the school site by school or district employees and hired pest control applicators, and a date when the plan shall be reviewed and updated as necessary. When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion.~~ (Education Code 17611.5)

parents/guardians pursuant to Education Code 17612 as described above. When not required, the IPM coordinator may post or distribute the IPM plan at his/her discretion. (Education Code 17611.5)

Note: Education Code 17612 exempts emergency conditions from strict compliance with the notification requirements. However, the IPM coordinator must make every effort to provide the required notification for an application of a pesticide under emergency conditions.

Whenever the IPM coordinator deems that the immediate use of a pesticide is necessary to protect the health and safety of students, staff, or other persons at the school site, he/she shall make every effort to provide the required notifications prior to the application of the pesticide. (Education Code 17612)

Warning Signs

Note: Education Code 17612 requires posting of a warning sign in each area of a school site where pesticides will be applied. A sample warning sign can be found on the DPR web site.

The IPM coordinator shall post a warning sign at each area of the school site where pesticides will be applied that shall be visible to all persons entering the treated area. -The sign shall be posted at least 24 hours prior to the application and shall remain posted until 72 hours after the application. The warning sign shall prominently display the following information: (Education Code 17612)

1. The term "Warning/Pesticide Treated Area"
2. The product name, manufacturer's name, and the EPA's product registration number
3. Intended areas and dates of application
4. Reason for the pesticide application

When advance posting is not possible due to an emergency condition requiring immediate use of a pesticide to protect the health and safety of students, staff, or other persons or the school site, the warning sign shall be posted immediately upon application and shall remain posted until 72 hours after the application. (Education Code 17609, 17612)

Records

Note: Food and Agricultural Code 13186 requires pest control operators to report the use of pesticides at a school site to the county agricultural commissioner or director. Pursuant to Education Code 17611, any pesticide use that is not included in the report submitted pursuant to Food and Agricultural Code 13186 must be reported to DPR by the school designee as provided below. The form that must be used for this report is available on DPR's web site.

At the end of each calendar year, the IPM coordinator shall submit to ~~the~~ DPR, on a form provided by ~~the~~ DPR, a copy of the records of all pesticide use at the school site for that year, excluding any pesticides exempted by law and any pesticide use reported by the pest control operator pursuant to

Food and Agricultural Code 13186. The IPM coordinator may submit more frequent reports at his/her discretion. (Education Code 17611)

Each school site shall maintain records of all pesticide use at the school for four years, and shall make the information available to the public, upon request, in accordance with the California Public Records Act. A school ~~Such records~~ may meet this requirement ~~be maintained~~ by retaining a copy of the warning sign posted for each pesticide application with a recording on that copy of the amount of the pesticide used. (Education Code 17611)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Pesticide Use near School Site

Note: 3 CCR 6690-6692, as added by Register 2017, No. 45, prohibit the operator of the property (i.e., the grower) from making certain agricultural pesticide applications within one-quarter mile of a school site Monday through Friday between 6:00 a.m. and 6:00 p.m. Exceptions may apply based on the type of pesticide used, the application equipment used, and scheduled closures of the school, unless alternative restrictions are specified in a written agreement between the principal, grower, and county agricultural commissioner. Pursuant to 3 CCR 6692, a grower must notify the principal by April 30 each year, or within 30 days of a new purchase or lease of a field, regarding the pesticides that it expects to use within one-quarter mile of the school site from July 1 of the current year through June 30 of the subsequent year. The grower may use pesticides not listed in the annual notification as long as it amends the notification at least 48 hours before use. The following section addresses actions that the school may take upon receiving such notification, and may be revised to reflect district practice. Questions regarding pesticide safety should be directed to the county agricultural commissioner.

Upon receiving notification pursuant to 3 CCR 6692 that a grower expects to use agricultural pesticides within one-quarter mile of a school site Monday through Friday from 6:00 a.m. to 6:00 p.m., the principal or designee shall notify the Superintendent or designee, IPM coordinator, staff at the school site, and parents/guardians of students enrolled at the school.

The principal or designee may communicate with any grower within one-quarter mile of the school to request that the grower not apply pesticides during evenings or weekends when school activities are scheduled.

Legal Reference:

EDUCATION CODE

17366 Legislative intent (fitness of buildings for occupancy)

17608-17614 Healthy Schools Act of 2000

48980 Notice at beginning of term

48980.3 Notification of pesticides

BUSINESS AND PROFESSIONS CODE

8593.2 Licensed pest control operators; training requirements

FOOD AND AGRICULTURAL CODE

11401-12408 Pest control operations and agricultural chemicals

13180-13188 Healthy Schools Act of 2000

GOVERNMENT CODE

3543.2 Scope of representation; right to negotiate safety conditions

6250-6270 California Public Records Act

CODE OF REGULATIONS, TITLE 3

6147 *Pesticides exempted from registration requirements*

6690-6692 *Pesticide use near school sites*

6724 *Training of employees handling pesticides*

CODE OF REGULATIONS, TITLE 8

340-340.2 *Employer's obligation to provide safety information*

UNITED STATES CODE, TITLE 7

136-136y *Insecticide, Fungicide and Rodenticide Act*

Management Resources:

CALIFORNIA DEPARTMENT OF PESTICIDE REGULATION PUBLICATIONS

California School IPM Model Program Guidebook

Healthy Schools Act Requirements for Public K-12 Schools

School District Plan Template

U.S. ENVIRONMENTAL PROTECTION AGENCY

Protecting Children in Schools from Pests and Pesticides, 2002

Pest Control in the School Environment: ~~Implementing~~ Adopting Integrated Pest Management (IPM),

May 2017, 1993

WEB SITES

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

California Department of Pesticide Regulation, School IPM: <http://www.cdpr.ca.gov/schoolipm>

U.S. Environmental Protection Agency, Integrated Pest Management at Schools: _

~~http://www.epa.gov/managing-pests-schools~~ <http://www.epa.gov/pesticides/ipm>

Regulation RESCUE UNION SCHOOL DISTRICT

approved: May 24, 2005 Rescue, California

revised: October 13, 2015

considered: October 9, 2018

Rescue Union ESD

Board Policy

Fees And Charges

BP 3260

Business and Noninstructional Operations

Note: Pursuant to Education Code 49011, a district is prohibited from requiring students to pay a fee, deposit, or other charge in order to participate in an educational activity as defined in Education Code 49010. A district is also required to provide the supplies, materials, and equipment needed by students to participate in educational activities. Education Code 49011 clarifies that an otherwise impermissible fee would not be made permissible by the provision of a waiver for some students. However, pursuant to 5 CCR 350, a district is permitted, in certain circumstances, to impose fees that are specifically authorized by law. See the accompanying administrative regulation for a list of permissible fees.

The Governing Board recognizes its responsibility to ensure that books, materials, equipment, supplies, and other resources necessary for students' participation in the district's educational program are made available to them at no cost.

No student shall be required to pay a fee, deposit, or other charge for his/her participation in an educational activity which constitutes an integral fundamental part of the district's educational program, including curricular and extracurricular activities. (Education Code 49010, 49011; 5 CCR 350)

(cf. 3100 - Budget)

(cf. 6145 - Extracurricular and Cocurricular Activities)

As necessary, the Board may approve fees, deposits, and other charges which are specifically authorized by law. When approving such fees, deposits, or charges, establishing fee schedules, or determining whether waivers or exceptions should be granted, the Board shall consider relevant data, including the ~~socioeconomic~~ ~~oeio-economie~~ conditions of district students' families and their ability to pay.

(cf. 3250 - Transportation Fees)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5143 - Insurance)

(cf. 9323.2 - Actions by the Board)

Note: The following **optional** paragraph may be revised to reflect district practice. The prohibition against student fees pursuant to Education Code 49011 does not restrict districts from soliciting for voluntary donations, participating in fundraising activities, or providing prizes or other recognition for participants in such fundraising activities. However, according to the California Department of Education's (CDE) Fiscal Management Advisory 15-01, Pupil Fees: Parent Service Hours, the prohibition against student fees does bar a district from requiring volunteer hours or payment in lieu of performing volunteer hours as a condition of admission, enrollment, continued enrollment, sibling preference, attendance, participation in educational activities, or receipt of credit or privileges related to educational activities.

The prohibition against student fees shall not restrict the district from soliciting for ~~voluntary~~ donations, participating in fundraising activities, ~~or~~ providing prizes or other recognition for participants in such activities and events. The Superintendent or designee shall emphasize that participation of students, parents/guardians, district employees, volunteers, or educational or civic organizations in such activities and events is voluntary. ~~The~~ ~~However, the~~ district shall not offer or award to a student any course credit or privileges related to educational activities in exchange for voluntary donations or participation in fundraising activities by or on behalf of the student. It also ~~and~~ shall not remove, or threaten to remove, from a student any course credit or privileges related to educational activities, or otherwise discriminate against the student, due to a lack of voluntary donations or participation in fundraising activities by or on behalf of the student.

(cf. 1321 - Solicitation of Funds from and by Students)

(cf. 3290 - Gifts, Grants and Bequests)

Note: The following paragraph is optional and may be revised to reflect district practice.

~~The employees, volunteers, students, parents/guardians, or educational or civic organizations participate in such events or activities, the Superintendent or designee may provide information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.~~

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Complaints

Note: Pursuant to Education Code 49013, a district is mandated to adopt policy and procedures which allow complaints to be filed using the uniform complaint procedures when the district is alleged to have violated the prohibition against requiring unauthorized student fees. See BP/AR 1312.3 - Uniform Complaint Procedures for language implementing this mandate.

A complaint alleging district noncompliance with the prohibition against requiring student fees, deposits, or other charges shall be filed in accordance with the district's procedures in BP/AR 1312.3 - Uniform Complaint Procedures. (Education Code 49013)

(cf. 1312.3 - Uniform Complaint Procedures)

Note: Education Code 49013 requires districts found in violation of the prohibition against student fees to design a remedy which may include reasonable efforts to fully identify and reimburse all affected individuals as specified in 5 CCR 4600. See AR 1312.3 - Uniform Complaint Procedures for additional language reflecting these requirements.

If, upon investigation, the district finds merit in the complaint, the Superintendent or designee shall recommend and the Board shall adopt an appropriate remedy to be provided to all affected students and parents/guardians in accordance with 5 CCR 4600.

Information related to the prohibition against requiring students to pay fees for participation in an educational activity shall be included in the district's annual notification of uniform complaint procedures~~required~~ to be provided to all students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 49013)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

(cf. 5145.6 - Parental Notifications)

~~The Superintendent or designee may provide additional information or professional development opportunities to administrators, teachers, and other personnel regarding permissible fees.~~

~~*(cf. 4131 - Staff Development)*~~

~~*(cf. 4231 - Staff Development)*~~

~~*(cf. 4331 - Staff Development)*~~

Legal Reference:

EDUCATION CODE

8239 *Preschool and wraparound child care services*

8250 *Child care and development services for children with disabilities*

8263 *Child care eligibility*

8422 21st Century High School After School Safety and Enrichment for Teens programs

8482.6 *After School Education and Safety programs*

8760-8774 *Outdoor science and conservation programs*

17453.1 *District sale or lease of Internet appliances or personal computers to students or parents*

17551 *Property fabricated by students*

19910-19911 *Offenses against libraries*

32033 *Eye protective devices*

32221 *Insurance for athletic team member*

32390 *Fingerprinting program*

35330-35332 *Excursions and field trips*

35335 *School camp programs*

38080-38086.1 *Cafeteria establishment and use*

38120 *Use of school band equipment on excursions to foreign countries*

39801.5 *Transportation for adults*

39807.5 *Payment of transportation costs*

39837 *Transportation of students to places of summer employment*

48050 *Residents of adjoining states*

48052 *Tuition for foreign residents*

48904 *Liability of parent or guardian*

49010-49013 *Student fees*

49065 *Charge for copies*

49066 *Grades, effect of physical education class apparel*

49091.14 *Prospectus of school curriculum*

51810-51815 *Community service classes*

52612 *Tuition for adult classes*

52613 *Nonimmigrant foreign nationals aliens*

56504 *School records; students with disabilities*

60410 *Students in classes for adults*

GOVERNMENT CODE

6253 *Request for copy; fee*

Legal Reference: (continued)

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 8

1184 Foreign students

COURT DECISIONS

Driving School Assn of CA v. San Mateo Union HSD (1993) 11 Cal. App. 4th 1513

Arcadia Unified School District v. State Department of Education (1992) 2 Cal 4th 251

Steffes v. California Interscholastic Federation (1986) 176 Cal. App. 3d 739

Hartzell v. Connell (1984) 35 Cal. 3d 899

CTA v. Glendale School District Board of Education (1980) 109 Cal. App. 3d 738

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees: Damage to School Property, Fiscal Management Advisory 16-01, September 16, 2016

Pupil Fees: Parent Service Hours, Fiscal Management Advisory 15-01, January 20, 2015

Pupil Fees, Deposits, and Other Charges: Cap and Gown for High School Graduation Ceremony,

Addendum to Fiscal Management Advisory 12-02, October 4, 2013

Fees, Deposits and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

WEB SITES

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

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

Policy RESCUE UNION SCHOOL DISTRICT

adopted: May 24, 2005 Rescue, California

revised: February 26, 2013

revised: October 28, 2014

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Rescue Union ESD

Administrative Regulation

Fees And Charges

AR 3260

Business and Noninstructional Operations

Note: Pursuant to 5 CCR 350, districts may charge fees only when specifically authorized by law. The following list specifies fees currently authorized by law and should be revised to reflect the types of fees that have been approved by the Governing Board; see the accompanying Board policy. Other permissible fees may exist and be identified in the future. For further information about fees and charges, see the California Department of Education's (CDE) Fiscal Management Advisory 12-02, Fees, Deposits and Other Charges.

Pursuant to Education Code 49011, a district is prohibited from requiring a student to pay fees or charges in order to participate in an educational activity. A complaint alleging the unauthorized charging of student fees may be filed in accordance with the uniform complaint procedures; see the accompanying Board policy and BP/AR 1312.3 - Uniform Complaint Procedures. Districts with questions as to whether a particular fee may be charged should consult with legal counsel.

When approved by the Governing Board, the Superintendent or designee may impose a fee for the following: (5 CCR 350)

1. Insurance for athletic team members, with an exemption providing for the district to pay the cost of the insurance for any team member who is financially unable to pay (Education Code 32221)

(cf. 5143 - Insurance)

2. Insurance for medical or hospital service for students participating in field trips and excursions (Education Code 35331)

Note: In its Fiscal Management Advisory 12-02, the CDE interprets Education Code 35330 as permitting the district, at its discretion, to charge fees for any field trip, provided that no student is prevented from participating in a field trip due to a lack of funds. However, Education Code 35330 prohibits the use of district funds or district transportation allowances for an out-of-state field trip, and thus the district must charge participating students a fee for such trips and/or use non-district funds such as donations from a parent-teacher or community organization, education foundation, or school fundraiser specifically designated for this purpose.

3. Expenses of students' participation in a field trip or excursion within the state or to another state, the District of Columbia, or a foreign country, as long as no student is prohibited from making the field trip due to lack of funds (Education Code 35330)

(cf. 6153 - School-Sponsored Trips)

4. Student fingerprinting program, as long as the fee does not exceed the actual costs associated with the program (Education Code 32390)

(cf. 5142.1 - Identification and Reporting of Missing Children)

5. School camp programs in outdoor science education, conservation education, or forestry operated pursuant to Education Code 8760-8774, provided that the fee is not mandatory and no student is denied the opportunity to participate for nonpayment of the fee (Education Code 35335)

(cf. 6142.5 - Environmental Education)

Note: Education Code 17551 permits the district to sell to a student any nonperishable property of the district which has been fabricated by the student, as provided in item #6 below. CDE Fiscal Management Advisory 12-02 clarifies that this cost applies to materials the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects.

6. Reimbursement for the direct cost of materials provided by the district to a student for the fabrication of nonperishable personal property the student will take home for his/her own possession and use, such as wood shop, art, or sewing projects kept by the student (Education Code 17551)
7. Home-to-school transportation and transportation between regular, full-time day schools and regional occupational centers, programs, or classes, as long as the fee does not exceed the statewide average nonsubsidized cost per student and exemptions are made for indigent and disabled students (Education Code 39807.5)

(cf. 3250 - Transportation Fees)

8. Transportation for students to and from their places of employment in connection with any summer employment program for youth (Education Code 39837)
9. Deposit for school band instruments, music, uniforms, and other regalia which school band members take on excursions to foreign countries (Education Code 38120)
10. Sale or lease of ~~Internet appliances or~~ personal computers ~~or for the purpose of~~ Internet appliances that allow a person to connect to ~~or providing~~ access to the district's educational computer network, provided that the items are sold or leased to parents/guardians at no more than cost and, as long as the district provides network access for families who cannot afford it (Education Code 17453.1)

(cf. 0440 - District Technology Plan)

(cf. 6163.4 - Student Use of Technology)

11. ~~An adult education or secondary school~~ Fees for any community service class in civic, vocational, ~~literacy~~ literacy, health, homemaking, and technical and general education, not to exceed the cost of maintaining the class (Education Code 51810-51815)

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

12. Eye safety devices worn in courses or activities involving the use of hazardous substances likely to cause injury to the eyes, when being sold to students and/or teachers or instructors to keep and at a price not to exceed the district's actual costs (Education Code 32033)

(cf. 3514.1 - Hazardous Substances)
(cf. 5142 - Safety)

13. Actual cost of furnishing copies of any student's records, except that no charge shall be made for furnishing up to two transcripts or two verifications of a former student's records or for reproducing records of a student with a disability when the cost would effectively prevent the parent/guardian from exercising the right to receive the copies (Education Code 49065, 56504)

(cf. 5125 - Student Records)

14. Actual ~~costs~~ of duplication for reproduction of the prospectus of school curriculum or for copies of public records (Education Code 49091.14; Government Code 6253)

(cf. 1340 - Access to District Records)
(cf. 5020 - Parent Rights and Responsibilities)

15. Food sold at school, subject to free and reduced-price meal program eligibility and other restrictions specified in law (Education Code 38084)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3551 - Food Service Operations/Cafeteria Funds)
(cf. 3552 - Summer Meal Program)
(cf. 3553 - Free and Reduced Price Meals)
(cf. 3554 - Other Food Sales)

16. As allowed in law, replacement cost or reimbursement for lost or willfully damaged district books, supplies, or property, or for district property loaned to a student that he/she fails to return (Education Code 19910-19911, 48904)

(cf. 3515.4 - Recovery for Property Loss or Damage)

17. Tuition for district school attendance by an out-of-state or out-of-country resident (Education Code 48050, 48052, 52613; 8 USC 1184)

(cf. 5111.2 - Nonresident Foreign Students)

18. Adult education books, materials, transportation, and classes, except that no fee may be charged for classes in elementary subjects, ~~classes~~ for which high school credit is granted

when taken by a person who does not hold a high school diploma, ~~or or, effective July 1, 2015,~~ classes in English and citizenship (Education Code 39801.5, 52612, 60410)

(cf. 6200 - Adult Education)

19. Preschool and child care and development services, in accordance with the fee schedule established by the Superintendent of Public Instruction, unless the family qualifies for subsidized services or the program is for severely disabled children and the student is eligible to enroll in it (Education Code 8239, 8250, 8263)

(cf. 5148 - Child Care and Development)

(cf. 5148.3 - Preschool/Early Childhood Education)

Note: Pursuant to Education Code 8422 and 8482.6, as amended by AB 2615 (Ch. 470, Statutes of 2016), districts are permitted to charge family fees for participation in After School Education and Safety (ASES) programs, 21st Century Community Learning Centers (21st CCLC), and 21st Century High School After School Safety and Enrichment for Teens programs, as long as fees are waived or reduced for families with students who are eligible for free or reduced-price meals. In regard to ASES and 21st CCLC, commencing July 1, 2017, no fees may be charged if the district knows the student is a homeless youth or in foster care.

20. Participation in a before-school or after-school program that is funded as an After School Education and Safety (ASES) program, 21st Century Community Learning Center (21st CCLC), or 21st Century High School After School Safety and Enrichment for Teens program, provided that fees are waived or reduced for families with students who are eligible for free or reduced-price meals and, in regard to ASES and 21st CCLC programs, fees are not charged if the district knows the student is a homeless or foster youth (Education Code 8422, 8482.6)

(cf. 5148.2 - Before/After School Programs)

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

Note: In Fiscal Management Advisory 12-02, the CDE lists Advanced Placement and International Baccalaureate examination fees as permissible. Some districts choose to reduce the cost of the fees for low-income students through the use of district funds or other funding sources; see BP 6141.4 - International Baccalaureate Program and BP 6141.5 - Advanced Placement.

20. ~~After School Education and Safety Programs, as long as no eligible student is denied the ability to participate because of inability to pay the fee—(Education Code 8482.6)~~

21. Advanced Placement and International Baccalaureate Diploma examinations for college credits, as long as the examination is not a course requirement and the results have no impact on student grades or credits in the course

(cf. ~~6141.4 - International Baccalaureate Program~~6141.5—Advanced Placement)

(cf. 6141.5 - Advanced Placement)

Note: In its Addendum to Fiscal Management Advisory 12-02 issued in October 2013, the CDE clarifies that a district that requires its students to wear a cap and gown as a condition for their participation in the high school graduation ceremony may not require such students to purchase the cap and gown. CDE recommends that such districts provide the graduates with a cap and gown for their use at the graduation ceremony and inform them that those interested may purchase a cap and gown from a vendor.

Regulation RESCUE UNION SCHOOL DISTRICT
approved: May 24, 2005 Rescue, California
revised: February 26, 2013
revised: October 28, 2014
considered: October 9, 2018

Rescue Union ESD

Board Bylaw

Remuneration, Reimbursement And Other Benefits

BB 9250

Board Bylaws

Remuneration

Each member of the Governing Board may receive a monthly compensation of no more than \$240.00.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five (5) percent based on the present monthly rate of compensation. Any increase made pursuant to this section shall be effective upon approval by the Board. **This will become effective for the period of January through December of each year and is subject to rejection by a majority of the electors in the district voting for a referendum established for that purpose.**

(Education Code 35120)

Board members are not required to accept payment for meetings attended.

~~If a~~ **Any** member **who** does not attend all Board meetings during the month, ~~he/she~~ is eligible to receive a percentage of the monthly compensation equal to the percentage of meetings attended unless otherwise authorized by the Board in accordance with law. (Education Code 35120)

(As compensation for his/her services, an amount not greater than the compensation allowed per month divided by the number of meetings held, and multiplied by the number of meetings actually attended.) (Education Code 35120)

~~A~~**Members** may be ~~paid~~ **compensated** for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty or a hardship deemed acceptable by the Board. (Education Code 35120)

Reimbursement of Expenses

Board members shall be reimbursed for traveling expenses incurred when authorized in advance by the Board. (Education Code 35044)

(cf. 9240 - Board Development)

The rate of reimbursement shall be the same rate specified for district personnel.

(cf. 3350 - Travel Expenses)

Board members may use district-issued credit cards while on official district business. Under no circumstances may personal expenses be charged on district credit cards.

Health and Welfare Benefits

Board members may participate in the health and welfare benefits program provided for district employees.

Health and welfare benefits for Board members shall be no greater than that received by district's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

(cf. 4154/4254/4354 - Health and Welfare Benefits)

~~Board members who elect to participate shall pay the full cost of premiums.~~

While an active member of the Board, individuals shall be eligible for medical, dental, and vision insurance coverage under the district's plans as an employee. The district shall pay the cost of all premiums required for Board members electing to participate in the district health and welfare benefits program.

Health and welfare benefits provided to Board members shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan.

Benefits for Retired Board Members

Retired Board members may participate in the health and welfare benefits program provided for district employees under the conditions specified below.

Health and welfare benefits for retired Board members shall be no greater than that received by district nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

Because the district did not pay health and welfare benefits for retired Board members before January 1, 1994, any former member retiring from the Board after at least one term may continue the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

The benefits authorized for retired Board members shall be extended at the same level to the retired Board member's spouse, dependent children under the age of 21, dependent children under the age of 25 who are full-time students at a college or university, and dependent children regardless of age who are physically or mentally incapacitated.

Legal Reference:

EDUCATION CODE

1090 Compensation for members and mileage allowance

33050-33053 General waiver authority

33362-33363 Reimbursement of expenses (Department of Education and CSBA workshops)

35012 Board members; number, election and term

35044 Payment of traveling expenses of representatives of board

35120 Compensation (services as member of governing board)

35172 Promotional activities

44038 Cash deposits for transportation purchased on credit

GOVERNMENT CODE

20322 Elective officers; election to become member

53200-53209 Group insurance

UNITED STATES CODE, TITLE 26

403(b) Tax-sheltered annuities

COURT DECISIONS

Thorning v. Hollister School District, (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara County, (1979) 93 Cal.App.3d 578

ATTORNEY GENERAL OPINIONS

83 Ops.Cal.Atty.Gen. 124 (2000)

Management Resources:

WEB SITES

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

Public Employees' Retirement System: <http://www.calpers.ca.gov>

Bylaw RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

Rescue Union ESD

Board Policy

Volunteer Assistance

BP 1240

Community Relations

The Governing Board recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The Board encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students.

(cf. 1000 - Concepts and Roles)

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

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

(cf. 6171 - Title I Programs)

The Superintendent or designee shall develop and implement a plan for recruiting, screening, and placing volunteers, including strategies for reaching underrepresented groups of parents/guardians and community members. He/she may also recruit community members to serve as mentors to students and/or make appropriate referrals to community organizations.

(cf. 1020 - Youth Services)

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

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

As appropriate, the Superintendent or designee shall provide volunteers with information about school goals, programs, and practices and an orientation or other training related to their specific responsibilities. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program.

Volunteer work shall be limited to those projects that do not replace the normal duties of classified staff. The Board nevertheless encourages volunteers to work on short-term projects to the extent that they enhance the classroom or school and comply with employee negotiated agreements.

(cf. 4141/4241 - Collective Bargaining Agreement)

The Superintendent or designee shall establish procedures for determining whether volunteers possess the qualifications, if any, required by law and administrative regulation for the types of

duties they will perform.

Volunteers shall act in accordance with district policies, regulations, and school rules. The Superintendent or designee shall be responsible for investigating and resolving complaints regarding volunteers.

(cf. 3515.2 - Disruptions)

The Board encourages principals to develop a means for recognizing the contributions of each school's volunteers.

(cf. 1150 - Commendations and Awards)

The Superintendent or designee shall periodically report to the Board regarding the district's volunteer assistance program.

(cf. 0500 - Accountability)

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety program

8484.7-8484.9 21st Century Community Learning Center program

35021 Volunteer aides

35021.1 Automated records check

35021.3 Registry of volunteers for before/after school programs

44010 Sex offense; definition

44814-44815 Supervision of students during lunch and other nutrition periods

45125 Fingerprinting requirements

45125.01 Interagency agreements for criminal record information

45340-45349 Instructional aides

45360-45367 Teacher aides

48981 Parental notifications

49024 Activity Supervisor Clearance Certificate

49406 Examination for tuberculosis

GOVERNMENT CODE

3543.5 Prohibited interference with employees' rights

12940 Prohibited discrimination and harassment

HEALTH AND SAFETY CODE

1596.871 Fingerprints of individuals in contact with child day care facility clients

LABOR CODE

1720.4 Public works; exclusion of volunteers from prevailing wage law

3352 Workers' compensation; definitions

3364.5 Authority to provide workers' compensation insurance for volunteers

PENAL CODE

290 Registration of sex offenders
290.4 Information re: sex offenders
290.95 Disclosure by person required to register as sex offender
626.81 Sex offender; permission to volunteer at school
CODE OF REGULATIONS, TITLE 22
101170 Criminal record clearance
101216 Health screening, volunteers in child care centers
UNITED STATES CODE, TITLE 20
6319 Qualifications and duties of paraprofessionals, Title I programs
PUBLIC EMPLOYMENT RELATIONS BOARD DECISIONS
Whisman Elementary School District, (1991) PERB Decision No. 868

Management Resources:

WEB SITES

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

California Department of Education, Parents/Family and Community:

<http://www.cde.ca.gov/ls/pf>

California Department of Justice, Megan's Law: <http://www.meganslaw.ca.gov>

California Parent Teacher Association: <http://www.capta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: February 9, 2016 Rescue, California

Rescue Union ESD

Administrative Regulation

Volunteer Assistance

AR 1240

Community Relations

Duties of Volunteers

The Superintendent or designee may assign volunteers to:

1. Assist certificated personnel in the performance of their duties, including in the supervision of students and in the performance of instructional tasks which, in the judgment of the certificated personnel to which the volunteer is assigned, may be performed by a person not licensed as a classroom teacher (Education Code 35021, 45343, 45344, 45349)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 5148 - Child Care and Development)

(cf. 5148.2 - Before/After School Programs)

2. Serve as nonteaching aides under the immediate supervision and direction of certificated personnel to perform noninstructional work which assists certificated personnel in the performance of teaching and administrative responsibilities (Education Code 35021)

3. Supervise students during lunch, breakfast, or other nutritional periods (Education Code 35021, 44814, 44815)

4. Work on short-term facilities projects pursuant to the section below entitled "Volunteer Facilities Projects"

5. Perform other duties in support of district or school operations as approved by the Superintendent or designee

(cf. 6163.1 - Library Media Centers)

Volunteers shall not be authorized to assign grades to students, and shall not be used to assist certificated staff in performing teaching or administrative responsibilities in place of regularly authorized classified employees who have been laid off. (Education Code 35021, 45344)

Volunteers may not bring other children into the classroom or volunteer location with them. Only currently enrolled students will be allowed in the classroom or school-related events.

(cf. 4217.3 - Layoff/Rehire)

Basic Skills Proficiency Requirement

Volunteers who supervise or provide instruction to students pursuant to Education Code 45349 shall submit evidence of basic skills proficiency to the Superintendent or designee. (Education Code 45344.5, 45349)

(cf. 4212 - Appointment and Conditions of Employment)

Criminal Background Check

Prior to assuming a volunteer position working with students in a district-sponsored student activity program, a volunteer shall obtain fingerprint clearance through the Department of Justice and Federal Bureau of Investigation. At his/her discretion, the volunteer may choose to meet this requirement by providing an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing. Student activity programs include, but are not limited to, scholastic programs, interscholastic programs, and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. (Education Code 49024)

(cf. 4112.5/4212.5/4312.5 - Criminal Background Check)

(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)

(cf. 6145 - Extracurricular and Cocurricular Activities)

The Superintendent or designee shall determine which volunteer positions in the district are subject to the above requirement.

Registered Sex Offenders

The Superintendent or designee may require all volunteers to disclose whether they are a registered sex offender and/or to provide the district with sufficient information in order to allow verification of this status on the Department of Justice's Megan's Law web site.

However, no person who is required to register as a sex offender pursuant to Penal Code 290 shall be assigned as a volunteer to assist certificated personnel in the performance of their duties; supervise students during lunch, breakfast, or other nutritional period; or serve as a nonteaching aide to perform noninstructional tasks. In addition, a person who is required to register as a sex offender because of a conviction for a crime where the victim was a minor under age 16 shall not serve as a volunteer in any capacity in which he/she would be working directly and in an unaccompanied setting with minors on more than an incidental and occasional basis or have supervision or disciplinary power over minors. (Education Code 35021, 45349; Penal Code 290.95)

(cf. 3515.5 - Sex Offender Notification)

Tuberculosis Assessment/Examination

Upon initial volunteer assignment, a volunteer shall have on file with the school a certificate showing that he/she has submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. (Education Code 49406)

(cf. 4112.4/4212.4/4312.4 - Health Examinations)

Volunteer Facilities Projects

All volunteer facilities projects shall have approximate start and completion dates and shall be approved by the principal in advance. Projects also shall be approved in advance by the Superintendent or designee if they involve the following types of work:

1. Alterations, additions, or repairs to buildings and grounds
2. Construction involving wall or roof penetration, drilling, or nailing
3. Structural modifications
4. Electrical, electronic, plumbing, or heating and cooling work
5. Painting
6. Installation of carpet, playground equipment, benches, sprinkler systems, marquees or signs
7. Paving
8. Tree planting, pruning, or removal

The Superintendent or designee shall ensure that volunteers possess the appropriate license and/or have sufficient expertise required for the project. He/she shall also ensure that such projects comply with building and safety codes and other applicable laws and collective bargaining agreements. The district shall provide on-site assistance and supervision for such projects as necessary.

(cf. 3514 - Environmental Safety)

(cf. 3514.1 - Hazardous Substances)

(cf. 7140 - Architectural and Engineering Services)

Regulation RESCUE UNION SCHOOL DISTRICT

approved: September 2004 Rescue, California

revised: February 9, 2016

considered: September 25, 2018

considered: October 9, 2018



Educating for the Future Together

Rescue Union School District

Volunteer Handbook

Human Resources Department

2390 Bass Lake Road

Rescue, CA 95672

<http://www.rescueusd.org>



Rescue Union School District

Handbook Contents

1. Welcome Volunteers!
2. Getting Started!
3. Volunteer Clearance Process
4. Tuberculosis Testing and Guidelines for Volunteers
5. Volunteer Responsibilities
6. RUSD – Quick Reference Guide to Volunteering

Welcome Volunteers!



The Volunteer Program at Rescue Union School District ("RUSD") is designed to encourage parent and community members to volunteer, while ensuring that steps are taken to protect the safety and interests of our students and staff. We thank you for your commitment and interest in public education and in the young people of our community.

A school volunteer is willing to take the time to share wisdom and experience with those on the threshold of the future...our students. A school volunteer helps to expand and enrich students learning experiences by working under the direction of school staff. Your involvement on our campus shows our students that you are concerned, that you value them as young people, and that you want to help them succeed and be the best they can be.

RUSD is fortunate to have you in our community both as a citizen and as a friend. You help foster strong school/community relationships by creating a common ownership in the success of our schools, as well as demonstrating the importance of community service to our students.

"A fundamental concern for others in our individual and community lives would go a long way in making the world the better place we so passionately dreamt of."
Nelson Mandela

Volunteering is tangible evidence of strong community support. As a district, we are privileged to have and enjoy your strong support. We hope that your volunteer experience will encourage others to join you. Education is a team effort, and volunteers are a very critical part of the school team.

The RUSD Parent Volunteer Handbook should serve as a reference for our volunteers. The guidelines and regulations contained herein have been established to provide a highly effective Volunteer Program that ensures a safe environment for you, the students and our staff members.

We are extremely appreciative of our community resources and thank you for sharing your precious time, individual talents, and expertise as a school volunteer.

Warm regards,

Rescue Human Resources Department



Getting Started!

As a new school volunteer applicant, you will need to complete a “Volunteer Application” form and wait for clearance **PRIOR** to volunteering in our schools. Depending upon the type of contact with our students, you will be grouped into one of three volunteer levels.

LEVEL I VOLUNTEER – Defined as an individual who, with RUSD authorization, voluntarily assists students, schools, and teachers **under the direct supervision (direct visibility) of certificated personnel and is never left alone with students.**

To become a Level I Volunteer, you must complete the following:

- Volunteer I Application Form – annual requirement
- Provide proof of identification, such as a California Driver’s License, California ID, etc.
- Submit a negative Tuberculosis ("TB") assessment – submitted every four years thereafter
- Human Resources will conduct a Megan’s Law National Search Review of your name
- Read and understand the RUSD Volunteer Handbook

LEVEL II VOLUNTEER – Defined as an individual who, with RUSD authorization, voluntarily assists students, schools, and teachers on a regular and ongoing basis and who may **under the direction of certificated personnel work with students outside the direct supervision of certificated personnel.**

To become a Level II Volunteer, you must complete the following:

- Volunteer II Application Form – annual requirement
- Provide proof of identification, such as a California Driver’s License, California ID, etc.
- Submit a negative TB test clearance – submitted every four years thereafter
- Undergo a background check (Department of Justice -DOJ and Federal Bureau of Investigation -FBI) (Form available at school office)
- Read and understand the RUSD Volunteer Handbook

LEVEL III VOLUNTEER – Defined as an individual who, with RUSD authorization, voluntarily assists students, schools, and teachers with educational or extracurricular programs such as sports coaches **who will, on a regular and ongoing basis, work with students outside the direct supervision of certificated staff.**

To become a Level III Volunteer, you must complete the following:

- Volunteer III Application Form – annual requirement
- Provide identification such as a CA Driver’s License, CA ID, etc.
- Submit a negative TB test clearance – submitted every four years thereafter
- Undergo a background check (DOJ and FBI)
- Provide valid CPR/AED and First Aid Card – Biannual
- Child Abuse Mandated Reporter Training – Annual
- Concussion in Youth Sports Training (as applicable) – Biannual
- Sudden Cardiac Arrest Prevention Training (as applicable) – Biannual
- Medical Management Training with a School Nurse
- Read and understand the RUSD Volunteer Handbook





Volunteer Clearance Process

The Principal/Department Head (or designee) at each school site, in cooperation with Rescue Union School District's ("RUSD") Human Resources Department shall be responsible for verifying that the appropriate clearance process (including a clear Tuberculosis ("TB") test and appropriate background check) has been performed *before* an individual begins his/her volunteer service or assignment. RUSD reserves the right to authorize, deny authorization, and revoke authorization for all school and classroom volunteers.



Background Check

For all "**Level I Volunteers**," a search on the *Megan's Law National* website to ensure absence from the list of registered sex offenders will be conducted.

For all "**Level II and III Volunteers**," Live Scan DOJ and FBI background checks are required to ensure the welfare and safety of our staff and students.

***Registered sex offenders and/or individuals convicted of certain criminal offenses (e.g. drug offenses, violent or serious felonies) may be prohibited from rendering volunteer service. (AR 1240, Educ. Code, §§ 44830.1; 45122.1)

Live Scan (Fingerprinting)



Criminal background checks are conducted utilizing your fingerprints which are submitted through a computerized "Live Scan" process. Your fingers do not need to be inked. The scanned fingerprints are sent to the State of

California's Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Live Scan clearance obtained through the RUSD is valid indefinitely provided that (1) the volunteer's criminal history remains in good standing, (2) the volunteer maintains continuous (year to year) volunteer service, and (3) the volunteer submits a new/renewal volunteer application each school year. A break in continuous service may require resubmission of all volunteer documents and completion of a new Live Scan clearance process at the volunteer's expense.

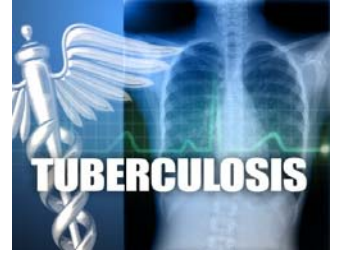
Please note: A Live Scan clearance can sometimes take several weeks. It is vitally important that prospective volunteers submit their fingerprints well in advance of all activities requiring fingerprint clearance.

A list of Live Scan providers is provided in the volunteer II and III application packets on the RUSD website.



Tuberculosis Testing

All volunteers will be required to have a negative Tuberculosis ("TB") clearance from a properly licensed medical practitioner (e.g. family physician, physician assistant, nurse practitioner, health clinic). They are valid for four years. Thereafter, a TB risk assessment is required and, if risk factors are identified, a TB examination will also be required. (Administrative Regulation 1240, Educ. Code, § 49406).



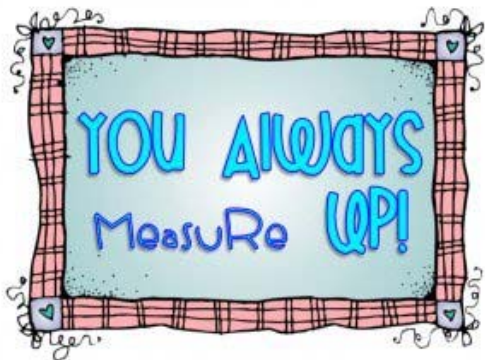
A TB Risk Assessment Questionnaire and related information is provided in all volunteer application packets on the RUSD website.

Guidelines for Volunteers

Students observe and learn from the behavior of the adults around them. Volunteers are expected to exhibit proper decorum, good manners, respect and kindness toward children and adults alike. Volunteers should not try to be a "peer" or "buddy" to students; children are best served when grown-ups behave as responsible adults.

Volunteers must follow and comply with the rules and direction(s) of RUSD, the site administrator, teacher or other supervisor(s) and should not substitute their own personal judgment for that of the supervisor. For example, volunteers should not introduce new concepts, assign grades to students, call a student's parents, or offer any services not authorized by a supervisor.

Appropriate boundaries, personal privacy, and student safety are of paramount concern. **By way of illustration, and not limited, volunteers may not:**



- Leave students unsupervised
- Give any information about any student to anyone other than the volunteer's supervisor; requests for student info should be referred to the volunteer's supervisor or the school office
- Place their hands on a student
- Give any food or candy to a student
- Loan or borrow money from any students
- Hold any student's property
- Talk to students about the volunteer's personal life

Whenever you have questions, please ask your supervisor.

All volunteers serve at the pleasure of the site administrator. At all times, the site administrator has the right to direct or terminate a volunteer's service on campus.

Volunteers who believe they have been treated unfairly may speak to the site administrator to resolve any conflict.



Volunteer Responsibilities

By volunteering with the RUSD, you have a responsibility to RUSD and to your fellow volunteers to adhere to certain rules of behavior and conduct.

The purpose of these rules is not to restrict your rights, but rather to be certain that the learning environment is not compromised. When a person is aware that he or she can fully depend upon others to follow the rules of conduct, then our organization is a better place to work and learn for everyone.

Volunteers should become familiar with the specific rules at the site(s) and classrooms at which they volunteer.



PLEASE CHECK EACH OF THE VOLUNTEER DUTIES AND RESPONSIBILITIES LISTED BELOW TO ACKNOWLEDGE YOUR UNDERSTANDING. As a volunteer for RUSD, I acknowledge and understand that it is my duty and responsibility to:

- Sign in and sign out at the school office when entering and exiting the school campus.
- Develop a partnership with an assigned teacher or staff member.
- Be reliable, friendly, and flexible.
- Comply with the directions and rules of the assigned teacher or staff member.
- Always report any suspected child abuse to the Principal/Designee immediately.
- Dress according to RUSD dress code.
- Wear the assigned identification badge when volunteering.
- Become familiar with the bell schedule at the school.
- Follow the school's "Chain of Command" and protocol.
- Use the school map to become familiar with the location of rest rooms, grounds, parking etc.
- Review the school's emergency, disaster, fire and evacuation procedures.
- Read and understand the RUSD Volunteer Handbook.
- Abide by all applicable school rules and RUSD policies and regulations.
- Maintain a drug, alcohol and tobacco-free workplace. Employees and volunteers are prohibited from being intoxicated or under the influence of controlled substances while volunteering; use, possession, or sale of alcohol, tobacco, or a controlled substance in any quantity while on RUSD premises (except medications prescribed by a physician which do not impair volunteer performance) will result in revocation of volunteer authorization.
- Do not solicit or sell products, services, etc., on RUSD property without the prior written approval of the Superintendent or his/her designee.
- Use only adult bathroom facilities.
- Do not exchange telephone numbers, home addresses, or email addresses, (including social media information) with students for any purpose.
- Keep information about students confidential. Do not disclose, use, or disseminate student records, photographs or personal information about students to others. This information should only be discussed with the teacher or principal.
- Do not post, transmit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit or that could be construed as any form of harassment.

Rescue Union School District - Quick Reference Guide to Volunteering

| | Volunteer I | Volunteer II | Volunteer III |
|---|--|--|--|
| Definition | A <u>Volunteer I</u> is defined as an individual who, with school district approval, assists students, schools, and teachers under the direct supervision (direct visibility) of certificated personnel and is never left alone with students. | A <u>Volunteer II</u> is defined as an individual who, with school district authorization, voluntarily assists school districts, schools, educational programs, or students on a regular and ongoing basis and who may under the direction of certificated personnel work with students outside the direct supervision of staff. | A <u>Volunteer III (athletic coaches & activity supervisors)</u> is defined as an individual who, with school district authorization, voluntarily assists school districts, schools, educational programs, student activity programs, or students on a regular and ongoing basis and who may at times work with students outside the direct supervision of staff. Note: There is required training for athletic coaches |
| Examples and Authorizations | Examples of a Volunteer I include, but are not limited to individuals who participate as a guest reader, assist with class parties or projects or school-wide or grade level projects, provide clerical or library help, or individually observe a classroom, one-time classroom presentations, fund raising and special events. A Volunteer I is not authorized to chaperone field trips and may not drive for field trips. | A Volunteer II may perform all the duties of a Volunteer I and in addition: supervise students during lunch, breakfast, or other nutritional periods or may serve as a non-teaching aide under the supervision and direction of certificated personnel to perform non-instructional work which assists certificated personnel in the performance of teaching and administrative responsibilities. A Volunteer II may chaperone field trips and/or drive for field trips/athletic events if authorized as a Driver. | A Volunteer III may perform all of the duties of a Volunteer II and in addition assist student activity programs which include, but are not limited to, scholastic programs, interscholastic programs, athletic programs and extracurricular activities sponsored by the district or a school booster club, such as cheer team, drill team, dance team, and marching band. A Volunteer III may chaperone field trips and/or drive for field trips/athletic events if authorized as a Driver. |
| Requirements (Submit all documents to School Office or Human Resources Department) | <u>Volunteer I Application:</u> Tuberculosis (TB) Clearance Note: Human Resources will conduct a review of your name on the Megan's Law National Search Site | <u>Volunteer II Application:</u> TB Clearance DOJ and FBI Fingerprint Clearance | <u>Volunteer III Application:</u> TB Clearance, DOJ and FBI Fingerprint Clearance Athletic Coaches must complete the following training: Mandated Reporter, Concussion Prevention, Sudden Cardiac Arrest Prevention, CPR/AED/First Aid & School Nurse Consultation |

Rescue Union ESD

Board Bylaw

Role Of The Board

BB 9000

Board Bylaws

The Governing Board has been elected by the community to provide leadership and citizen oversight of the district. The Board shall ensure that the district is responsive to the values, beliefs, and priorities of the community.

The Board shall work with the Superintendent to fulfill its major responsibilities, which include:

1. Setting the direction for the district through a process that involves the community, parents/guardians, students, and staff and is focused on student learning and achievement

(cf. 0000 - Vision)

(cf. 0100 - Philosophy)

(cf. 0200 - Goals for the School District)

2. Establishing an effective and efficient organizational structure for the district by:

a. Employing the Superintendent and setting policy for hiring of other personnel

(cf. 2110 - Superintendent Responsibilities and Duties)

(cf. 2120 - Superintendent Recruitment and Selection)

(cf. 2121 - Superintendent's Contract)

(cf. 4000 - Concepts and Roles)

(cf. 4111/4211/4311 - Recruitment and Selection)

b. Overseeing the development and adoption of policies

(cf. 9310 - Board Policies)

c. Establishing academic expectations and adopting the curriculum and instructional materials

(cf. 6011 - Academic Standards)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6146.5 - Elementary/Middle School Graduation Requirements)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

d. Establishing budget priorities and adopting the budget

(cf. 3000 - Concepts and Roles)

(cf. 3100 - Budget)

(cf. 3312 - Contracts)

e. Providing safe, adequate facilities that support the district's instructional program

(cf. 3517 - Facilities Inspection)

(cf. 7110 - Facilities Master Plan)

(cf. 7150 - Site Selection and Development)

(cf. 7210 - Facilities Financing)

f. Setting parameters for negotiations with employee organizations and ratifying collective bargaining agreements

(cf. 4141/4241 - Collective Bargaining Agreement)

(cf. 4143/4243 - Negotiations/Consultation)

3. Providing support to the Superintendent and staff as they carry out the Board's direction by:

a. Establishing and adhering to standards of responsible governance

(cf. 9005 - Governance Standards)

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

(cf. 9200 - Limits of Board Member Authority)

(cf. 9270 - Conflict of Interest)

b. Making decisions and providing resources that support district priorities and goals

c. Upholding Board policies

d. Being knowledgeable about district programs and efforts in order to serve as effective spokespersons

(cf. 9240 - Board Training)

(cf. 9400 - Board Self-Evaluation)

4. Ensuring accountability to the public for the performance of the district's schools by:

a. Evaluating the Superintendent and setting policy for the evaluation of other personnel

(cf. 2140- Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4215 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)

b. Monitoring and evaluating the effectiveness of policies

c. Serving as a judicial (hearing) and appeals body in accordance with law, Board policies, and negotiated agreements

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.2 - Complaints Concerning Instructional Materials)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 4030 - Nondiscrimination in Employment)

(cf. 4117.3 - Personnel Reduction)

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

(cf. 4144/4244/4344 - Complaints)

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

(cf. 5116.1 - Intradistrict Open Enrollment)

(cf. 5117 - Interdistrict Attendance)

(cf. 5119 - Students Expelled from Other Districts)

(cf. 5125.3 - Challenging Student Records)

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

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.6 - Identification and Education Under Section 504)

d. Monitoring student achievement and program effectiveness and requiring program changes as necessary

(cf. 0500 - Accountability)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6190 - Evaluation of the Instructional Program)

e. Monitoring and adjusting district finances

(cf. 3460 - Financial Reports and Accountability)

f. Monitoring the collective bargaining process

5. Providing community leadership and advocacy on behalf of students, the district's educational program, and public education in order to build support within the local community and at the state and national levels

(cf. 0510 - School Accountability Report Card)

(cf. 1020 - Youth Services)

(cf. 1100 - Communication with the Public)

(cf. 1112 - Media Relations)

(cf. 1160 - Political Processes)

(cf. 1400 - Relations between Other Governmental Agencies and the Schools)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 9010 - Public Statements)

The Board is authorized to establish and finance any program or activity that is not in conflict with, inconsistent with, or preempted by law. (Education Code 35160)

Legal Reference:

EDUCATION CODE

5304 Duties of governing board (re school district elections)
12400-12405 Authority to participate in federal programs
17565-17592 Board duties re property maintenance and control
33319.5 Implementation of authority of local agencies
35000 District name
35010 Control of district; prescription and enforcement of rules
35020-35046 Officers and agents
35100-35351 Governing boards, especially:
35160-35185 Powers and duties
35291 Rules

Management Resources:

CSBA PUBLICATIONS

Professional Governance Standards, November 2000

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

The Key Work of School Boards, 2000

WEB SITES

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

National School Boards Association: <http://www.nsba.org>

Bylaw RESCUE UNION SCHOOL DISTRICT

adopted: October 2001 Rescue, California

Considered: September 25, 2018

Considered: October 9, 2018

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Community Advisory Committee

BACKGROUND:

El Dorado County's Community Advisory Committee (CAC) consist of parents, teachers and representatives of community agencies serving students with special needs from birth through age 22. CAC members are appointed by the Governing Board of each participating district. The CAC by-laws further describe the role and responsibilities of the Committee and specific implementation strategies. In addition to advising SELPA on the development and review of the local plan, CAC supports a variety of activities on behalf of individuals with exceptional needs and their parents.

STATUS:

The Board discussed the criteria and selection procedure for appointing a representative from the Rescue Union School District to the Community Advisory Committee (CAC) at the April 24, 2018 Study Session. The members of the committee shall be appointed by, and responsible to , the governing board of each participating district or county office, or any combination thereof participating in the local plan. Such procedures shall provide that terms of appointment are for at least two years. Megan Lorenzo has submitted an application for parent representative and the Board will consider appointment to the advisory committee on behalf of the Rescue Union School District.

FISCAL IMPACT:

NA

BOARD GOAL:

Board Focus Goal IV – COMMUNICATION/COMMUNITY INVOLVEMENT:

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

RECOMMENDATION:

The Board will review the application received and consider appointment to the Community Advisory Committee.

Rescue Union School District

AGENDA ITEM: Openers for 2018-2019 RUFT Negotiations

BACKGROUND:

At the September 11, 2018, Regular Board meeting, the Board of Trustees set October 9, 2018 to conduct the required public comment on negotiation re-openers with the RUFT bargaining unit. The following topics will be discussed during the upcoming bargaining sessions.

STATUS:

The RUFT bargaining unit has presented the District with the following topics to be discussed in the negotiations for 2018-2019:

- Article 10 Class Size and Assignments
- Article 11 Duty Hours
- Article 37 Salary

The Administration has presented the following topics to be discussed in the negotiations for 2018-2019:

- Article 7 Transfers and Reassignments
- Article 18 Long/Short Term Leaves

RUFT and Administration mutually agree to open:

- Article 14 Sick Leave

FISCAL IMPACT:

Unknown at this time.

BOARD GOAL:

Board Focus Goal IV – STAFF NEED:

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

RECOMMENDATION:

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