

Rescue Union School District

14-Jan-19

	GREEN VALLEY	JACKSON	LAKE FOREST	LAKEVIEW	RESCUE	MARINA VILLAGE	PLEASANT GROVE	Tot.
TR. KDG	21	36	19	19	18	0	0	113
KDG.*	59	75	64	76	93	0	0	367
FIRST	58	68	57	84	83	0	0	350
SECOND	59	77	73	87	69	0	0	365
THIRD	62	67	69	84	76	0	0	358
FOURTH	80	80	70	87	71	0	0	388
FIFTH	64	84	68	107	72	0	0	395
SIXTH	0	0	0	0	0	291	164	455
SEVENTH	0	0	0	0	0	274	187	461
EIGHTH	0	0	0	0	0	245	159	404
SDC		17					15	
*COOL School								
TOTAL	403	504	420	544	482	810	525	3691
Ending 17-18	423	489	426	559	461	760	540	3672
Difference	-20	15	-6	-15	21	50	-15	19

**Low Housing Projection 2017-18	Variance
100	13
389	-22
348	2
349	16
362	-4
363	25
393	2
393	62
348	113
438	-34
0	32
0	0
3483	208

*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 3

ENROLLMENT HISTORY

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2018/2019	3606	3619	3635	3638	3643	3691					
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	-4	-12	6					
Avg Diff		-5	-1	-2	-5	-2					

ITEM #: 4

DATE: January 22, 2019

RESCUE UNION SCHOOL DISTRICT

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

BACKGROUND:

The El Dorado County Schools Association holds an Annual Dinner Meeting and Awards Program. This year the meeting will be held on March 4, 2019.

STATUS:

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

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

FISCAL IMPACT:

N/A

BOARD GOAL:

N/A

RECOMMENDATION:

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

El Dorado County School Boards Association Annual Awards Nomination

Nominations are now being accepted for the El Dorado County School Boards Association's annual awards in the following categories:

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

Districts may nominate more than one candidate (please use a separate form for each nomination).

Nominee Name: _____

Category: _____

Please attach supporting documentation, explaining why you feel your nominee meets the criteria for the award (maximum one page, please).

District: _____

Contact Name: _____

Phone: _____ **Email:** _____

Completed nomination form(s) and supporting documentation are due by **Friday, January 25, 2019**, to Kim Stewart at kstewart@edcoe.org. Thank you!

Important Dates

- | | |
|-----------------------|---|
| Friday, January 25th | Deadline to Submit Nomination(s) |
| Tuesday, February 5th | Award Recipients Selected (<i>Districts Notified</i>) |
| Monday, March 4th | Awards Dinner at Cold Springs Country Club |

**EL DORADO SCHOOL BOARDS ASSOCIATION
AWARD CATEGORIES AND CRITERIA**

Category 1	Educational Statesmanship
<p>Board members serve endless hours in a variety of ways that enrich and improve the education experience for all students. The Educational Statesmanship award generally goes to trustees known for:</p> <ul style="list-style-type: none"> • Promoting public education in the community • Keeping learning and achievement for all students as the primary focus • Providing community leadership on educational issues and advocating on behalf of students and public education • Recognizing and respecting differences of perspective and style on the board and among staff, students, parents and community 	
Category 2	Leader in Boardsmanship
<p>Board members bring unique skills, values and beliefs to their board. In order to govern effectively, individuals must work with each other and the superintendent to ensure that a high quality education is provided to each student. Generally, the Leader in Boardsmanship award recognizes a trustee who:</p> <ul style="list-style-type: none"> • Has served as the President of the Board • Demonstrates notable performance/behavior in discussion, deliberation, team building, and collaboration with fellow board members, staff, parents, and community by encouraging the free expression of opinion • Understands that authority rests with the board and not individuals • Makes significant contribution to board in general by providing community leadership on educational issues and advocating on behalf of students and public education 	
Category 3	Outstanding Community Member/Volunteer, Outstanding Community Organization, or Outstanding Corporate Organization
<p>Members of the community, from individuals to corporations, serve a vital role in the delivery of educational services in our schools. These steadfast contributors of valuable resources, time, and financial support realize that educating a child is, indeed, the business of us all. Award recipients have:</p> <ul style="list-style-type: none"> • Made a notable contribution to education • Effectively collaborated with education and community leaders • Sought and helped develop innovative solutions to the complex challenges facing public education • Broad support and demonstrates active involvement in the community 	

Category 4**Dolores Garcia Memorial Spirit of Boardsmanship**

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

This award is the highest award a board member can receive. It is the pinnacle of awards for boardsmanship. This individual:

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

Category 5**Lifetime Achievement Award**

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

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 and possible consideration for action.

**RUSD Board Policy, Administrative Regulations and Board Bylaws
Considered January 22, 2019**

POLICY	TITLE	REQUIREMENT
<i>First Reading</i>		
AR 3230	Federal Grant Funds ADOPT	Regulation updated to clarify that any federal formula or discretionary grant funds awarded to the district, including a federally funded child nutrition program according to NEW LAW (SB 544) , must comply with the federal <u>Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards</u> . Regulation also reflects NEW FEDERAL REGULATION (82 Fed. Reg. 22609) which delays, until July 1, 2018, the date by which districts must comply with the procurement standards in the Uniform Guidance. 3/18
BP/AR 3551	Food Service Operations/Cafeteria Fund REVISE	Policy updated to reflect NEW LAW (SB 250) which requires districts to make their meal charge policy public and ensure that students with unpaid meal fees are not shamed or treated differently than other students. Section on "Procurement of Foods, Equipment, and Supplies" reflects NEW LAW (SB 730) which requires the California Department of Education (CDE) to provide information about the Buy American provision, NEW LAW (AB 822) which requires a preference for California-grown agricultural products with specified exceptions, and NEW LAW (SB 544) which clarifies that procurements in federally funded nutrition programs are subject to the procurement standards of the federal Uniform Guidance. Regulation updated to reflect provisions of SB 250 which require districts to notify parents/guardians within 10 days of a negative balance in their child's school meal account and to exhaust all options to enroll the student in the free and reduced-price meal program if he/she is eligible. Regulation also adds new section reflecting NEW LAW (SB 557) which authorizes donation of unused, unopened foods to a food bank or other nonprofit charitable organization. 3/18
BP/AR 3552	Summer Meals Program ADOPT	The following optional administrative regulation is for use by any district that has been approved by the California Department of Education (CDE) to serve as a program sponsor under the federally funded Seamless Summer Feeding Option (SSFO) or Summer Food Service Program (SFSP), pursuant to 42 USC 1761 (as amended by P.L. 111-80) and 7 CFR 225.1-225.20. The district should select the section(s) that correspond to the program(s) offered by the district. 7/10

**RUSD Board Policy, Administrative Regulations and Board Bylaws
Considered January 22, 2019**

POLICY	TITLE	REQUIREMENT
BP/AR 5022	Student and Family Privacy Rights REVISE	<p>Policy updated to add options formerly in AR regarding the disclosure of students' personal information for marketing purposes. Policy also reflects state law which prohibits the collection of social security numbers or the last four digits of social security numbers for such purposes and NEW LAW (AB 699) which prohibits the collection of information regarding the citizenship or immigration status of students or their families. Regulation reflects NEW LAW (AB 677) which prohibits the removal of questions pertaining to sexual orientation and/or gender identity from a voluntary survey that already contains such questions.</p> <p style="text-align: right;">3/18</p>
AR 5141.32	Health Screening for School Entry REVISE	<p>Regulation updated to reflect NEW LAW (SB 379, 2017) which changes the date by which the district must report oral health assessment data to the county office of education and/or state dental director and requires the certification form developed by the California Department of Education (CDE) to include parental rights related to oral health assessments offered at school sites. Regulation also deletes the requirement to notify parents/guardians of the telephone number for the Healthy Families program, which is no longer operation</p> <p style="text-align: right;">6/18</p>
BP/E 5145.6	Parental Notifications REVISE	<p>Policy updated to reflect federal law applicable to districts participating in certain federal programs which requires that parental notifications be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand. Policy also revised to reflect state law requiring that parental notifications be written in the primary language, in addition to English, whenever 15 percent or more of the students enrolled in a school speak a single primary language other than English. Exhibit updated to reflect notices required by NEW LAW, including notices related to students' right to a free public education regardless of immigration status or religious beliefs (AB 699), the employee code of conduct related to employee interactions with students (AB 500), the district's meal payment policy (USDA Memorandum SP-23-2017), a student's identification as a long-term English learner (AB 81), a negative balance in a student's meal account (SB 250), educational rights of children of military families (AB 365), and any excessive level of lead found in drinking water (AB 746). Two legal cites renumbered pursuant to federal law and regulations.</p> <p style="text-align: right;">3/18</p>

**RUSD Board Policy, Administrative Regulations and Board Bylaws
Considered January 22, 2019**

POLICY	TITLE	REQUIREMENT
BP/AR 6145	Extracurricular and Cocurricular Activities REVISE	MANDATED policy updated to clarify that no fee may be charged to students for participation in extracurricular and cocurricular activities related to the educational program, unless specifically authorized by law, and that a district policy allowing for waivers of the fee based on financial need does not render the fee constitutional. Regulation updated to clarify the applicability of legal definitions of extracurricular and cocurricular activities and to add section on "Supervision" reflecting required qualifications of staff and others who work with students in a student activity program. Policy updated to reflect law which provides that a homeless student must be immediately deemed to meet all residency requirements for participation in extracurricular activities. Legal cites added for the prohibition against student fees and the requirement to annually review the policy.
BP 6162.5	Student Assessment REVISE	Policy updated to reflect NEW LAW (AB 1035) which addresses the use and purpose of interim and formative assessments that are part of the California Assessment of Student Performance and Progress, prohibits their use for high-stakes purposes as defined, and requires that teachers who administer the assessments have access to all pertinent functions and information. 3/18
BP/AR 6171	Title I Programs REVISE	Policy updated to address (1) the requirement to use federal Title I funds to supplement, not supplant, funds available from state and local sources; (2) use of the district's local control and accountability plan to fulfill requirements for the Title I local educational agency plan; and (3) methods for demonstrating the comparability of services between Title I and non-Title I schools. Regulation updated to reflect amendments by the Every Student Succeeds Act related to schoolwide programs, targeted assistance programs, and participation by private school students. 3/18
BP/AR 6174	Education for English Learners REVISE	Policy and regulation updated to reflect NEW STATE REGULATIONS (Register 2018, No. 20) governing the implementation of Proposition 58 requirements pertaining to language acquisition programs, and to delete references to the former state assessment of English proficiency. Policy also adds concepts recommended in NEW CDE PUBLICATION (<u>The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners</u>). Regulation adds definitions of designated and integrated English language development, renumbers cites to state regulations related to testing accommodations pursuant to NEW STATE REGULATIONS (Register 2018, No. 4), and reflects NEW LAW (AB 81, 2017) which requires specified information related to "long-term English learners" or "students at risk of becoming a long-term English learner" to be included in the Title I or Title III parental notification of a student's assessment of English proficiency. 6/18

Rescue Union ESD

Administrative Regulation

Business and Noninstructional Operations

AR 3230(a)

FEDERAL GRANT FUNDS

Note: The following administrative regulation reflects the major requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly called "Uniform Guidance"), as specified in 2 CFR 200.0-200.521 and Appendices I-XII, which governs the use of federal formula and discretionary grant funds awarded to districts. Pursuant to 2 CFR 200.302, 200.318, and 200.319, the district is **mandated** to adopt written procedures related to procurement, conflict of interest, cash management, payments, and allowable costs.

Public Contract Code 20111, as amended by SB 544 (Ch. 395, Statutes of 2017), clarifies that districts participating in a federally funded child nutrition program, such as the National School Lunch and/or Breakfast Program, must comply with the federal procurement standards of 2 CFR 200.318-200.326.

It is recommended that the district expand the following regulation and/or maintain a comprehensive procedures manual which contains internal controls and grant management standards used by the district to ensure the lawful expenditure of federal funds, including, but not limited to, procedures and protocols for cash management, procurement, inventory management, allowability of expenditures, "time and effort" reporting by personnel, and record retention.

To ensure the lawful expenditure of any federal formula or discretionary grant funds awarded to the district, the Superintendent or designee shall comply with the requirements of the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (the "Uniform Guidance"), as contained in 2 CFR 200.0-200.521 and Appendices I-XII.

Allowable Costs

Note: 2 CFR 200.302 **mandates** that districts develop written procedures for determining the allowability of costs in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the federal grant award. Districts may revise this section or their detailed procedures manual to reflect those requirements.

Prior to obligating or spending any federal grant funds, the Superintendent or designee shall determine whether a proposed purchase is an allowable expenditure in accordance with 2 CFR 200.400-200.475 and the terms and conditions of the award. He/she shall also determine whether the expense is a direct or indirect cost as defined in 2 CFR 200.413 and 200.414 and, if the purchase will benefit other programs not included in the grant award, the appropriate share to be allocated to the federal grant.

(cf. 3350 - Travel Expenses)

Note: Pursuant to Education Code 42126, which requires the Superintendent of Public Instruction to prescribe a uniform format for district budgets, districts are required to use the Standardized Account Code Structure (SACS).

SACS ensures that districts meet state and federal reporting guidelines and comply with generally accepted accounting principles prescribed by the Governmental Accounting Standards Board. The California Department of Education's California School Accounting Manual provides guidance regarding coding of revenues and expenditures and reflects the Uniform Guidance.

The Superintendent or designee shall review and approve all transactions involving federal grant funds and shall ensure the proper coding of expenditures consistent with the California School Accounting Manual.

(cf. 3300 - Expenditures and Purchases)

(cf. 3314 - Payment for Goods and Services)

Period of Performance

Note: Pursuant to 2 CFR 200.343, any federal funds that are not obligated or paid within the appropriate timeframes must be returned to the awarding agency. Thus, districts should closely monitor spending throughout the grant cycle.

All obligations of federal funds shall occur on or between the beginning and ending dates of the grant project and shall be paid no later than 90 days after the end of the funding period, unless specifically authorized by the grant award to be carried over beyond the initial term of the grant. (2 CFR 200.77, 200.308, 200.309, 200.343)

Procurement

Note: 2 CFR 200.110, as amended by 82 Fed. Reg. 22609, authorizes districts to delay implementation of the procurement standards in the Uniform Guidance (2 CFR 200.317-200.326) until July 1, 2018 or such later date as may be approved in the Uniform Guidance. Districts that choose to delay implementation are **mandated** by 2 CFR 200.110 to document this decision in their procurement policies and should revise the following paragraph accordingly.

When procuring goods and services with a federal grant, the Superintendent or designee shall comply with the standards contained in 2 CFR 200.317-200.326 and Appendix II of Part 200, or with any applicable state law or district policy that is more restrictive.

As appropriate to encourage greater economy and efficiency, the Superintendent or designee shall avoid acquisition of unnecessary or duplicative items, give consideration to consolidating or breaking out procurements, analyze lease versus purchase alternatives, consider entering into an interagency agreement for procurement of common or shared goods and services, and/or use federal excess or surplus property. (2 CFR 200.318)

Note: 2 CFR 200.318 **mandates** that districts have written procedures that address all applicable laws regarding the use of federal grant funds in procurement transactions. The U.S. Department of Education's (USDOE) Questions and Answers Regarding 2 CFR Part 200 clarifies that such procedures must address issues related to the bid process (e.g., source evaluation, protests, and claims) since 2 CFR 200.318 provides that the district is solely responsible for settlement of all contractual and administrative issues arising out of the procurement process.

The following list reflects major requirements contained in the Uniform Guidance. Districts may revise the following list or the district's comprehensive procedures manual to include additional detail, such as a description

of the documents that will be used (e.g., purchase order, requisition), staff responsibilities, and the process for soliciting and receiving bids.

The procurement of goods or services with federal funds shall be conducted in a manner that provides full and open competition in accordance with state laws and district regulations and the following requirements:

Note: 2 CFR 200.67 permits districts to establish simplified procurement procedures for "micro-purchases," as described in item #1 below. Pursuant to 48 CFR 2.101, the threshold for such purchases is \$3,500 except as otherwise specified, and will be periodically adjusted for inflation. Use of the simplified procedures requires that the district determine the price to be "reasonable." According to the USDOE's Questions and Answers Regarding 2 CFR Part 200, a documented review of web sites would meet this requirement.

The "small purchases" limit under the Uniform Guidance (item #2 below) is \$150,000. However, the more restrictive California bid limits in Public Contract Code 20111 and district procurement policies must be applied to define the "small purchase" requirements.

Any purchases above the California bid limits (see BP/AR 3311 - Bids) must follow California law.

1. Any purchase of supplies or services that does not exceed the "micro-purchase" threshold specified in 48 CFR 2.101 may be awarded without soliciting competitive quotes, provided that the district considers the price to be reasonable and maintains written evidence of this reasonableness in the record of all micro-purchases. (2 CFR 200.67, 200.320)
2. For any purchase that exceeds the micro-purchase threshold but is less than the bid limit required by Public Contract Code 20111, the Superintendent or designee shall utilize "small-purchase" procedures that include obtaining price or rate quotes from an adequate number of qualified sources. (2 CFR 200.320)
3. Contracts for goods or services over the bid limits required by Public Contract Code 20111 shall be awarded pursuant to California law and AR 3311 - Bids, unless exempt from bidding under the law.

(cf. 3311 - Bids)

4. If a purchase is exempt from bidding and the district's solicitation is by a request for proposals, the award may be made by either a fixed-price or cost-reimbursement type contract awarded to the entity whose proposal is most advantageous to the program, with price and other factors considered. (2 CFR 200.320)

(cf. 3312 - Contracts)

5. Procurement by noncompetitive proposals (sole sourcing) may be used only when the item is available exclusively from a single source, the need or emergency will not permit a delay resulting from competitive solicitation, the awarding agency expressly authorizes sole sourcing in response to the district's request, and/or competition is determined inadequate after solicitation of a number of sources. (2 CFR 200.320)

6. Time and materials type contracts may be used only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. *Time and materials type contract* means a contract for which the cost is the sum of the actual cost of materials and direct labor hours charged at fixed hourly rates that reflect wages, general administrative expenses, and profit. (200.328)

Note: 2 CFR 200.213 restricts districts from procuring goods or services from entities that have been suspended or otherwise excluded from participation in federal assistance programs or activities. Districts may require certification of eligibility from the vendor or use the federal System for Award Management web site to determine whether a particular entity has been excluded.

For any purchase of \$25,000 or more, the Superintendent or designee shall verify that any vendor which is used to procure goods or services is not excluded or disqualified by the federal government. (2 CFR 180.220, 200.213)

Note: 2 CFR 200.319 mandates that districts have written procedures for procurement transactions that include the following components.

All solicitations shall incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description shall avoid detailed product specifications to the extent possible, but may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. When it is impractical or not economical to make a clear and accurate description of the technical requirements, a brand name or equivalent description may be used to define the performance or other salient requirements of procurement, clearly stating the specific features of the named brand which must be met by offers. In addition, every solicitation shall identify all requirements which the offer must fulfill and any other factors to be used in evaluating bids or proposals. (2 CFR 200.319)

The Superintendent or designee shall maintain sufficient records to document the procurement, including, but not limited to, the rationale for the method of procurement, selection of the contract type, contractor selection or rejection, and the basis for the contract price. (2 CFR 200.318)

The Superintendent or designee shall ensure that all contracts for purchases using federal grant funds contain the applicable contract provisions described in Appendix II to Part 200 - Contract Provisions for Non-Federal Entity Contracts Under Federal Awards. (2 CFR 200.326)

Capital Expenditures

Note: 2 CFR 200.313 and 200.439 require a district receiving federal grant funds to obtain prior written approval from the awarding agency before incurring the cost of a capital expenditure, as defined in 2 CFR 200.12 and

200.13. See AR 3512 - Equipment for further information about requirements related to equipment purchased with federal funds, including labeling, maintenance, and inventory of the equipment and continued use of the equipment after the program ceases to be supported by federal funds.

The Superintendent or designee shall obtain prior written approval from the awarding agency before using federal funds to make capital expenditures, including the acquisition of land, facilities, equipment, and intellectual property and expenditures to make additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations, or alterations to capital assets that materially increase their value or useful life. (2 CFR 200.12, 200.13, 200.20, 200.33, 200.48, 200.58, 200.89, 200.313, 200.439)

Conflict of Interest

Note: 2 CFR 200.318 **mandates** that districts maintain written standards of conduct covering conflicts of interest and the performance of employees engaged in the selection, award, and administration of contracts.

No Governing Board member, district employee, or district representative shall participate in the selection, award, or administration of a contract supported by federal funds if he/she has a real or apparent conflict of interest, such as when he/she or a member of his/her immediate family, his/her partner, or an organization which employs or is about to employ any of them has a financial interest in or a tangible personal benefit from a firm considered for a contract. Such persons are prohibited from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or subcontractors unless the gift is an unsolicited item of nominal value. (2 CFR 200.318)

Employees engaged in the selection, award, and administration of contracts shall also comply with BB 9270 - Conflict of Interest.

(cf. 9270 - Conflict of Interest)

Cash Management

Note: Pursuant to 2 CFR 200.302, districts are **mandated** to develop written procedures to implement the requirements of 2 CFR 200.305.

The Superintendent or designee shall ensure the district's compliance with 2 CFR 200.305 pertaining to payments and cash management, including compliance with applicable methods and procedures that minimize the time elapsing between the transfer of funds to the district and the district's disbursement of funds. (2 CFR 200.305)

Note: Pursuant to 2 CFR 200.305, a district may be paid in advance by the awarding agency if it maintains written procedures that minimize the time elapsing between the transfer of funds and disbursement by the district as well as financial management systems that meet the standards for fund control and accountability as established in the **Uniform Guidance**.

When authorized by law, the district may receive advance payments of federal grant funds, limited to the minimum amounts needed and timed in accordance with the actual immediate cash requirements of the district for carrying out the purpose of the program or project. Except under specified conditions, the district shall maintain the advance payments in an interest-bearing

account. The district shall remit interest earned on the advanced payment to the awarding agency on an annual basis, but may retain interest amounts specified in 2 CFR 200.305 for administrative expenses. (2 CFR 200.305)

When required by the awarding agency, the district shall instead submit a request for reimbursement of actual expenses incurred. The district may also request reimbursement as an alternative to receiving advance payments. (2 CFR 200.305)

The Superintendent or designee shall maintain source documentation supporting the expenditure of federal funds, such as invoices, time sheets, payroll stubs, or other appropriate documentation.

Personnel

Note: In order to charge staff compensation as an allowable expense of federal grant funds pursuant to 2 CFR 200.430, employees must document the amount of time they spend on grant activities supported by federal funds. These documents, known as "time and effort" records, are used to charge the costs of personnel compensation to federal grants. It is recommended that the district's administrative regulation reflect district practice for documenting time and effort, such as the type of documentation maintained, signature requirements, how often certifications will be completed, and review of the records by a supervisor.

All district employees who are paid in full or in part with federal funds, including employees whose salary is paid with state or local funds but is used to meet a required match or in-kind contribution to a federal program, shall document the amount of time they spend on grant activities. (2 CFR 200.430)

Records

Except as otherwise provided in 2 CFR 200.333, or where state law or district policy requires a longer retention period, financial records, supporting documents, statistical records, and all other district records related to a federal award shall be retained for a period of three years from the date of submission of the final expenditure report or, for a federal award that is renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report. (2 CFR 200.333)

(cf. 1340 - Access to District Records)

(cf. 3580 - District Records)

Audits

Note: Pursuant to 2 CFR 200.501, districts that expend \$750,000 or more in federal grant funds during a fiscal year must have a single audit conducted in accordance with 2 CFR 200.514, unless it chooses to have a program-specific audit conducted in accordance with 2 CFR 200.507. Districts that expend more than \$50 million in federal funds are subject to the requirements specified in 2 CFR 200.513. District audits are also subject to the requirements in Education Code 41020, the state Education Audit Appeal Panel's Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting, and the California Department of Education Audit Guide. See BP/AR 3460 - Financial Reports and Accountability for further information about audit requirements.

Pursuant to 2 CFR 200.501, districts that expend less than \$750,000 in federal grant funds per fiscal year are exempt from federal audit requirements but must make records available for review or audit by the awarding

agency, the pass-through entity, and U.S. Government Accountability Office. Such districts may delete the following section.

Whenever the district expends \$750,000 or more in federal grant funds during a fiscal year, it shall arrange for either a single audit or a program-specific audit in accordance with 2 CFR 200.507 or 200.514. (2 CFR 200.501)

The Superintendent or designee shall ensure that the audit meets the requirements specified in 2 CFR 200.500-200.521.

Specified records pertaining to the audit of federal funds expended by the district shall be transmitted to the clearinghouse designated by the federal Office of Management and Budget and shall be made available for public inspection. Such records shall be transmitted within 30 days after receipt of the auditor's report or within nine months after the end of the audit period, whichever is sooner, unless a longer period is agreed to in advance by the federal agency or a different period is specified in a program-specific audit guide. (2 CFR 200.512)

In the event that the audit identifies any deficiency, the Superintendent or designee shall promptly act to either correct the identified deficiency, produce recommended improvements, or demonstrate that the audit finding is invalid or does not warrant action. (2 CFR 200.26, 200.508, 200.511)

Regulation RESCUE UNION SCHOOL DISTRICT
Considered: January 22, 2019 Rescue, California

Rescue Union ESD

Board Policy

Food Service Operations/Cafeteria Fund

BP 3551

Business and Noninstructional Operations

Note: The following policy may be revised to reflect district practice. Pursuant to U.S. Department of Agriculture (USDA) Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program (42 USC 1751-1769j, 1773) are **mandated** to adopt policy addressing delinquent meal charges; see the section "Meal Sales" below and the accompanying administrative regulation.

Pursuant to 7 CFR 210.9, 210.14, and 220.7, districts participating in the National School Lunch and/or Breakfast program must maintain a nonprofit school food service program. Revenues received through the program may be used for the operation or improvement of the food service program, but not to construct buildings. Revenues also may not be used to purchase land or buildings, unless otherwise approved by the USDA. Authorized expenditures are defined in the California Department of Education's (CDE) California School Accounting Manual.

The Governing Board intends that, ~~insofar as possible,~~ school food services shall be a self-supporting, nonprofit program. ~~To ensure program quality Upon recommendation of the Superintendent or designee, the Board shall review and approve meal prices. Program financial reports shall be presented regularly to the Board.~~

~~Meals may be offered to employees and Board members as a matter of convenience. Since these meals may include federally donated food commodities, their price shall be set in accordance with state and federal guidelines.~~

~~Meals may be served to adults other than employees and Board members who are on campus during meal times for a legitimate purpose, such as serving as a classroom volunteer. Since these meals may include federally donated food commodities, their price shall be set in accordance with state and federal guidelines.~~

Cafeteria Fund

~~The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.~~

~~The wages, salaries and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)~~

To increase cost effectiveness, the Superintendent or designee shall centralize and direct the purchasing of ~~foodsfood~~ and supplies, the planning of menus, and the auditing of all food service accounts for the district.

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

(cf. 3311 - Bids)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 3552 - Summer Meal Program)
(cf. 5030 - Student Wellness)

Note: Pursuant to 42 USC 1776, the USDA has established minimum professional standards for food service personnel. With approval from the CDE, more flexible standards may be used in districts with average daily attendance of less than 500 or in districts of any size when hiring a new acting food services director. For more information about professional standards for food service directors, see CDE's Nutrition Services Division Management Bulletin SNP-17-2016.

The Superintendent or designee shall ensure that all food service personnel possess the required qualifications and receive ongoing professional development related to the effective management and implementation of the district's food service program in accordance with law.

(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: The following paragraph is for use by districts participating in the National School Lunch and/or Breakfast Program. Pursuant to 42 USC 1776, such districts must ensure that food service personnel and other appropriate personnel who conduct or oversee administrative procedures receive training on administrative practices (i.e., training in application, certification, verification, meal counting, and meal claiming procedures) at least once each year. In addition, all food service personnel are required to receive annual training that (1) is designed to improve the accuracy of approvals for free and reduced-price meals and the identification of reimbursable meals at the point of service and (2) includes modules on nutrition, health and food safety standards and methodologies, and any other appropriate topics as determined by the U.S. Secretary of Agriculture. The CDE provides online training that meets these requirements; see the CDE's web site.

At least once each year, food service administrators, other appropriate personnel who conduct or oversee administrative procedures, and other food service personnel shall receive training provided by the California Department of Education (CDE). (42 USC 1776)

Meal Sales

Note: The following section may be revised by districts that have one or more high-poverty schools that operate under the federal universal meal service provision (42 USC 1759a), which provides breakfast and/or lunch free of charge to all students at the school. For further information, see BP/AR 3553 - Free and Reduced Price Meals.)

Meals may be sold to students, district employees, Board members, and employees or members of the fund or association maintaining the cafeteria. (Education Code 38082)

Note: Pursuant to Education Code 38082, the Governing Board may adopt a resolution to authorize serving meals to additional persons other than those listed above. CDE's Nutrition Services Division Management Bulletin No. 00-111 states that the Board's policy or resolution must specify the means for serving those persons and indicates that using funds from the National School Lunch or Breakfast Program to serve any nonstudent would be contrary to program goals. The following optional paragraph is for districts that have adopted such a resolution and should be revised to reflect district practice.

In addition, meals may be sold to nonstudents, including parents/guardians, volunteers, students' siblings, or other individuals, who are on campus for a legitimate purpose. Any meals served to

nonstudents shall not be subsidized by federal or state reimbursements, food service revenues, or U.S. Department of Agriculture (USDA) foods.

Note: Pursuant to Education Code 38084, the district may determine meal prices consistent with the goal of paying the costs of maintaining the cafeterias (exclusive of the costs of housing and equipping cafeterias, or other costs determined by Board resolution, pursuant to Education Code 38100).

Students who meet federal eligibility criteria for the reduced-price meal program cannot be charged more than the amounts listed in 42 USC 1758 and 1773; see AR 3553 - Free and Reduced Price Meals. For information about setting prices for full-price meals, see 42 USC 1760 and CDE's Nutrition Services Division Management Bulletin USDA-SNP-16-2012.

Meal prices, as recommended by the Superintendent or designee and approved by the Board, shall be based on the costs of providing food services and consistent with Education Code 38084 and 42 USC 1760.

Note: Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program are **mandated** to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. See the accompanying administrative regulation for additional language fulfilling this mandate. Pursuant to Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), districts must make the meal charge policy public.

The Superintendent or designee shall establish strategies and procedures for the collection of meal payments, including delinquent meal payments. Such procedures shall conform with 2 CFR 200.426 and any applicable CDE guidance. The Superintendent or designee shall clearly communicate these procedures to students and parents/guardians, and shall make this policy and the accompanying administrative regulation available to the public.

Note: Pursuant to CDE's Nutrition Services Division Management Bulletin SNP-03-2017, the district's unpaid meals policy must ensure that students with unrecovered or delinquent debt are not overtly identified. In addition, Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), requires any district that participates in the National School Lunch and/or Breakfast Program to ensure that students with unpaid meal fees are not shamed or treated differently than other students.

The Superintendent or designee shall ensure that a student whose parent/guardian has unpaid school meal fees is not overtly identified, shamed, treated differently, or served a meal that differs from the meal served to other students. (Education Code 49557.5)

Note: Education Code 49557 requires the Board to approve a plan that ensures students eligible to receive free or reduced-price meals are not treated differently from other students, including, but not limited to, assurance that eligible students will not be overtly identified by the use of special tokens, tickets, or any other means. For additional language addressing this requirement, see BP/AR 3553 - Free and Reduced Price Meals.

Students who are enrolled in the free or reduced-price meal program shall receive meals free of charge or at a reduced price in accordance with law, Board policy, and administrative regulation. Such students shall not be overtly identified or treated differently from other students.

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

(cf. 3553 - Free and Reduced Price Meals)

Cafeteria Fund

Note: Pursuant to Education Code 38090, money received for the sale of food or for any services performed by the cafeterias may be paid into the county treasury to the credit of a "cafeteria fund" for the district.

The Superintendent or designee shall establish a cafeteria fund independent of the district's general fund.

The wages, salaries, and benefits of food service employees shall be paid from the cafeteria fund. (Education Code 38103)

Note: The following **optional** paragraph may be revised to reflect district practice. 2 CFR Part 200, Appendix VII and USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school food service account. Also see the accompanying administrative regulation.

The Superintendent or designee shall ensure that state and federal funds provided through school meal programs are allocated only for purposes related to the operation or improvement of food services and reasonable and necessary indirect program costs as allowed by law.

(cf. 3230 - Federal Grant Funds)

(cf. 3400 - Management of District Assets/Accounts)

(cf. 3460 - Financial Reports and Accountability)

Contracts with Outside Services

Note: The following section is **optional**. Pursuant to Education Code 45103.5, the district is authorized to contract for consulting services related to food service management. 42 USC 1758, 7 CFR 210.16, and Education Code 45103.5 authorize a district, under specified conditions and with approval of the CDE, to contract with a food service management company to manage its food service operation in one or more of its schools. See the accompanying administrative regulation for related requirements.

With Board approval, the district may enter into a contract for food service consulting services or management services in one or more district schools. (Education Code 45103.5; 42 USC 1758; 7 CFR 210.16)

(cf. 3312 - Contracts)

(cf. 3600 - Consultants)

Procurement of Foods, Equipment and Supplies

Note: The following two paragraphs reflect requirements for districts participating in the National School Lunch and/or Breakfast Program. Pursuant to 7 CFR 210.21, districts are required to comply with all requirements for purchasing commercial food products served in the school meal programs, including those outlined in the Buy American provision. This provision indicates that a district participating in the National School Lunch and/or Breakfast Program or any entity purchasing food on its behalf must, to the maximum extent practicable, purchase domestically grown and processed foods, as defined. According to USDA Memorandum SP-24-2016, a domestic

commodity or product is deemed to be "substantially using" domestic agricultural commodities when over 51 percent of the final processed product consists of agricultural commodities produced in the United States.

Limited exceptions to the Buy American requirement are described in USDA Memorandum SP 38-2017. If the district is using one of these exceptions, it must maintain documentation justifying the exception(s).

Pursuant to Education Code 49563, as added by SB 730 (Ch. 571, Statutes of 2017), the CDE is required to make resources, requirements, and best practices related to the Buy American provision available on its web site and to provide districts with related USDA guidance or regulations as updates are issued.

To the maximum extent practicable, foods purchased for use in school meals by the district or by any entity purchasing food on its behalf shall be domestic commodities or products. *Domestic commodity or product* means an agricultural commodity that is produced in the United States and a food product that is processed in the United States substantially using agricultural commodities that are produced in the United States. (42 USC 1760; 7 CFR 210.21)

A nondomestic food product may be purchased for use in the district's food service program only as a last resort when the product is not produced or manufactured in the United States in sufficient and reasonable quantities of a satisfactory quality, or when competitive bids reveal the costs of a United States product are significantly higher than the nondomestic product. In such cases, the Superintendent or designee shall retain documentation justifying the use of the exception.

Note: Pursuant to Food and Agriculture Code 58595, as added by AB 822 (Ch. 785, Statutes of 2017), a district that solicits bids for the purchase of an agricultural product must give preference for California-grown agricultural products, with certain conditions, as provided below.

Furthermore, the district shall accept a bid or price for an agricultural product grown in California before accepting a bid or price for an agricultural product grown outside the state, if the quality of the California-grown product is comparable and the bid or price does not exceed the lowest bid or price of a product produced outside the state. (Food and Agriculture Code 58595)

Note: Pursuant to Public Contract Code 20111, as amended by SB 544 (Ch. 395, Statutes of 2017), districts participating in a federally funded child nutrition program, such as the National School Lunch and/or Breakfast Program, must comply with the federal procurement standards of 2 CFR 200.318-200.326 in regard to bid solicitations and awards. Also see BP/AR 3230 - Federal Grant Funds. Districts that do not participate in such a program may revise the following paragraph.

Bid solicitations and awards for purchases of equipment, materials, or supplies in support of the district's child nutrition program, or for contracts awarded pursuant to Public Contract Code 2000, shall be consistent with the federal procurement standards in 2 CFR 200.318-200.326. Awards shall be let to the most responsive and responsible party. Price shall be the primary consideration, but not the only determining factor, in making such an award. (Public Contract Code 20111)

Program Monitoring and Evaluation

The Superintendent or designee shall present to the Board, at least annually, financial reports regarding revenues and expenditures related to the food service program.

Note: The following paragraph is for use by districts that have one or more schools participating in the National School Lunch Program, School Breakfast Program, Seamless Summer Feeding Option, and/or other federal meal program. The state monitoring process (the Administrative Review) includes a review of district compliance with requirements for federal meal programs, including a review of resource management in the food service program as provided in the following paragraph. Each district is reviewed at least once every three years. See the CDE's nutrition services web site for a current list of documents that may be requested for the review.

During the Administrative Review, CDE will review district policies on charge accounts, alternate meals, unpaid meal charges, and guidelines for continually notifying parents/guardians of these policies.

The Superintendent or designee shall provide all necessary documentation required for the Administrative Review conducted by the CDE to ensure compliance of the district's food service program with federal requirements related to maintenance of the nonprofit school food service account, meal charges, paid lunch equity, revenue from nonprogram goods, indirect costs, and USDA foods.

(cf. 3555 - Nutrition Program Compliance)

Legal Reference:

EDUCATION CODE

38080-38086 Cafeteria, establishment and use

38090-38095 Cafeterias, funds and accounts

38100-38103 Cafeterias, allocation of charges

42646 Alternate payroll procedure

45103.5 Contracts for management consulting services; restrictions

49490-49493 School breakfast and lunch programs

49500-49505 School meals

49554 Contract for services

49550-49564.5 Meals for needy students

49580-49581 Food recovery program

FOOD AND AGRICULTURE CODE

58595 Preference for California-grown agricultural products

HEALTH AND SAFETY CODE

113700-114437 California Retail Food Code

PUBLIC CONTRACT CODE

2000-2002 Responsive bidders

20111 Contracts

CODE OF REGULATIONS, TITLE 5

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs

1771-1791 Child nutrition, including:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 2

200.56 Indirect costs, definition

200.318-200.326 Procurement standards

200.400-200.475 Cost principles

200 Appendix VII Indirect cost proposals

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.21 National School Breakfast Program

250.1-250.70 USDA foods

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Food Distribution Program Administrative Manual

Storage and Inventory Management of U.S. Department of Agriculture Foods, NSD Management Bulletin, FDP-01-2018, January 2018

Unpaid Meal Charges: Local Meal Charge Policies, Clarification on Collection of Delinquent Meal Payments, and Excess Student Account Balances, NSD Management Bulletin, SNP-03-2017, April 2017

Clarification for the Use of Alternate Meals in the National School Lunch and School Breakfast Programs, Bad Debt Policies, and the Handling of Unpaid Meal Charges, NSD Management Bulletin, USDA-SNP-06-2015, May 2015

Cafeteria Funds--Allowable Uses, NSD Management Bulletin, NSD-SNP-07-2013, May 2013

Paid Lunch Equity Requirement, NSD Management Bulletin, USDA-SNP-16-2012, October 2012

~~CDE MANAGEMENT ADVISORIES~~

~~0701.00—Adult and Sibling Meals in the National School Lunch and School Breakfast Programs, NSD Management Bulletin No. 00-111, July 2000~~

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

FAQs About School Meals

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Indirect Costs: Guidance for State Agencies and School Food Authorities SP 60-2016, September 2016

Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools, September 2016

Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016

Compliance with and Enforcement of the Buy American Provision in the National School Lunch Program, SP 24-2016, February 2016

Discretionary Elimination of Reduced Price Charges in the School Meal Programs, SP 17-2014, January 2014

WEB SITES

~~California Department of Education CDE, Nutrition Services Division: <http://www.cde.ca.gov/ls/nunsd/>~~

~~California School Nutrition Association: <http://www.calsna.org>~~

~~U.S. Department of Agriculture, Food and Child Nutrition Service Programs:
<http://www.fns.usda.gov/cnd/>~~

Policy RESCUE UNION SCHOOL DISTRICT

adopted: May 24, 2005 Rescue, California

Considered: January 22, 2019

Rescue Union ESD

Administrative Regulation

Food Service Operations/Cafeteria Fund

AR 3551

Business and Noninstructional Operations

Note: Districts that have one or more high-poverty schools operating under the federal universal meal service provision (42 USC 1759a), which provides breakfast and/or lunch free of charge to all students at the school, should revise the following administrative regulation accordingly. Also see BP/AR 3553 - Free and Reduced Price Meals.

Payments for Meals

Note: State and federal law (Education Code 49550; 42 USC 1758, 1773) require that all students eligible for free and reduced-price meals receive a reimbursable meal during each school day, which must be the same meal choice offered to noneligible students; see BP/AR 3553 - Free and Reduced Price Meals. California Department of Education (CDE) Nutrition Services Division Management Bulletin SNP-06-2015 clarifies that districts therefore cannot serve an alternate meal (i.e., a meal that is different than the day's advertised meal) to a student eligible for reduced-price meals who does not have the ability to pay or who fails to provide a meal ticket or other medium of exchange on a given day.

In addition to providing meals at no cost to students who are eligible, the district may offer meals at no cost to students who qualify for reduced-price benefits. Districts that choose to eliminate reduced-price meal charges may still claim the meals at the reduced-price rate, but the cost difference between the reduced-price meal and the no-cost meal must be covered by the district's cafeteria fund. Districts that choose to do so may modify the following paragraph accordingly. For more information, see the U.S. Department of Agriculture's (USDA) Memorandum SP 17-2014.

The following section includes recommendations of the CDE's Nutrition Services Division Management Bulletin and the USDA's "FAQs About School Meals" on the USDA's web site and may be revised to reflect district practice.

With the exception of students who are eligible to receive meals at no cost, students may pay on a per-meal basis or may submit payments in advance. The Superintendent or designee shall maintain a system for accurately recording payments received and tracking meals provided to each student.

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 3555 - Nutrition Program Compliance)

Note: The CDE's program monitoring process (the Administrative Review) requires districts to continually notify parents/guardians of district policies regarding meal payments, including charge accounts and alternate meals if applicable. Districts should, at a minimum, inform parents/guardians at the beginning of the school year and on an ongoing basis of district practices for students who have lost or forgotten their meal payment. In addition, districts should set up a system for notifying parents/guardians when a student's meal payment account has a low or negative balance.

According to the USDA's Memorandum SP-23-2017, the district's policy on delinquent meal payments must be communicated in writing to all households at the start of each school year and to households transferring to the school during the school year. CDE's Nutrition Services Division Management Bulletin SNP-03-2017 states that, at a minimum, districts should use the methods specified below to communicate the district's meal policy.

At the beginning of the school year, and whenever a student enrolls during the school year, parents/guardians shall be notified of the district's meal payment policies and be encouraged to prepay for meals whenever possible. The Superintendent or designee shall communicate the district's meal payment policies through multiple methods, including, but not limited to:

1. Explaining the meal charge policy within registration materials provided to parents/guardians at the start of the school year
2. Including the policy in print versions of student handbooks, if provided to parents/guardians annually
3. Providing the policy whenever parents/guardians are notified regarding the application process for free and reduced-price meals, such as in the distribution of applications at the start of the school year
4. Posting the policy on the district's web site
5. Establishing a system to notify parents/guardians when a student's meal payment account has a low or negative balance

(cf. 1113 - District and School Web Sites)
(cf. 5145.6 - Parental Notifications)

In order to avoid potential misuse of a student's food service account by someone other than the student in whose name the account has been established, the Superintendent or designee shall verify a student's identity when setting up the account and when charging any meal to the account. The Superintendent or designee shall investigate any claim that a bill does not belong to a student or is inaccurate, shall not require a student to pay a bill that appears to be the result of identity theft, and shall open a new account with a new account number for a student who appears to be the subject of identity theft.

(cf. 1340 - Access to District Records)
(cf. 3580 - District Records)

Note: Pursuant to CDE's Nutrition Services Division Management Bulletin SNP-03-2017, districts must ensure that students who are approved for reduced-price meals receive all meals that are paid for. Any excess payments must be either carried over or refunded to the parents/guardians. The following paragraph extends this provision to also apply to students paying for full-price meals.

Any payments made to a student's food service account shall, if not used within the school year, be carried over into the next school year or be refunded to the student's parents/guardians.

Unpaid and Delinquent Meal Charges

Note: The following section reflects requirements applicable to districts participating in the National School Lunch and/or Breakfast Program and may also be used by districts that do not participate in the program.

Pursuant to USDA Memorandum SP 46-2016, districts participating in the National School Lunch and/or Breakfast program are **mandated** to have a written and clearly communicated meal charge policy which includes, but is not limited to, policy on the collection of delinquent meal charge debt. Such policy may be consistent for all students or vary by grade level. The following section may be revised to reflect district practice.

Pursuant to Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), the district must notify parents/guardians within 10 days of a negative balance in their child's school meal account. Prior to sending the notification to the parent/guardian, the district must exhaust all options and methods to certify the student for free or reduced-price meals. The district is required to reimburse meal fees paid by the parent/guardian during any time that the student would have been eligible for free or reduced-price meals, to the extent that the expense is reimbursable under the National School Lunch Program.

At its discretion, the district may choose to also notify parents/guardians before the student's meal account reaches a negative balance. The following paragraph may be modified to reflect district practice.

No later than 10 days after a student's school meal account has reached a negative balance, the Superintendent or designee shall so notify the student's parent/guardian. Before sending this notification, the district shall exhaust all options and methods to directly certify the student for free or reduced-price meals. If the district is not able to directly certify the student, the notice to the parent/guardian shall include a paper copy of, or an electronic link to, an application for free or reduced-price meals and the Superintendent or designee shall contact the parent/guardian to encourage submission of the application. (Education Code 49557.5)

Note: Education Code 49557.5, as added by SB 250 (Ch. 726, Statutes of 2017), prohibits the use of a debt collector to collect unpaid school meal fees.

The district may attempt to collect unpaid school meal fees from a parent/guardian, but shall not use a debt collector. (Education Code 49557.5)

Note: The following **optional** paragraph reflects CDE guidance in its Nutrition Services Division Management Bulletin SNP-03-2017.

The Superintendent or designee may enter into an agreement with a student's parent/guardian for payment of the student's unpaid meal charge balance over a period of time. As necessary, the repayment plan may allow the unrecovered or delinquent debt to carry over into the next fiscal year.

The district shall not direct any action toward a student to collect unpaid school meal fees. (Education Code 49557.5)

Note: CDE's Nutrition Services Division Management Bulletin SNP-03-2017 requires that the district's unpaid meal policy conform with the cost principles set forth in 2 CFR 200.426, as provided below.

The district's efforts to collect debt shall be consistent with district policies and procedures, California Department of Education (CDE) guidance, and 2 CFR 200.426. The district shall not spend more than the actual debt owed in efforts to recover unpaid meal charges.

Note: Pursuant to CDE's Nutrition Services Division Management Bulletins SNP 06-2015 and SNP-03-2017, delinquent debt must be reclassified as bad debt and written off as an operating loss if it is not paid by the end of the fiscal year in which the debt was incurred, unless the district enters into a repayment plan with the parent/guardian prior to the end of the fiscal year or the debt occurs fewer than 90 days prior to the end of the fiscal year. Federal funds are not available to reimburse the district for bad debt. Districts are required to maintain related records in accordance with 7 CFR 210.9 and 210.15.

The Superintendent or designee shall maintain records of the efforts made to collect unpaid meal charges and, if applicable, financial documentation showing when the unpaid meal balance has become an operating loss.

Reimbursement Claims

Note: To streamline administration of state and federal meal programs, CDE has developed an online Child Nutrition Information and Payment System which must be used to submit reimbursement claims and to submit and track the status of applications and USDA food requests.

The Superintendent or designee shall maintain records of the number of meals served each day by school site and by category of free, reduced-price, and full-price meals. The Superintendent or designee shall submit reimbursement claims for school meals to CDE using the online Child Nutrition Information and Payment System.

Donation of Leftover Food

Note: The following section is **optional** and may be revised to reflect district practice. Health and Safety Code 114079, as amended by SB 557 (Ch. 285, Statutes of 2017), authorizes districts to provide "sharing tables" where food service staff, students, and faculty may return appropriate food items which may then be shared with other students or donated to a food bank or any other nonprofit charitable organization.

To minimize waste and reduce food insecurity, the district may provide sharing tables where students and staff may return appropriate unused cafeteria food items to be made available to students during the course of a regular school meal time. If food on the sharing tables is not taken by a student, the school cafeteria may donate the food to a food bank or any other nonprofit charitable organization. (Health and Safety Code 114079)

Food that may be donated includes prepackaged, nonpotentially hazardous food with the packaging still intact and in good condition, whole uncut produce, unopened bags of sliced fruit, unopened containers of milk that are immediately stored in a cooling bin maintained at 41 degrees Fahrenheit or below, and perishable prepackaged food if it is placed in a proper temperature-controlled environment. The preparation, safety, and donation of food shall be consistent with Health and Safety Code 113980. (Health and Safety Code 114079)

Cafeteria Fund

Note: Education Code 38091 authorizes the Governing Board to establish one or more cafeteria revolving accounts to be treated as revolving cash accounts of the cafeteria fund.

All proceeds from food sales and other services offered by the cafeteria shall be deposited in the cafeteria fund as provided by law. –The income and expenditures of any cafeteria revolving account established by the Governing Board shall be recorded as income and expenditures of the cafeteria fund. (Education Code 38090, 38091, ~~and 38092~~)

(cf. 3100 - Budget)

(cf. 3300 - Expenditures and Purchases)

The cafeteria fund shall be used only for ~~those Board authorized~~ expenditures authorized by the Board as necessary for the operation of school cafeterias in accordance with Education Code 38100-38103, 2 CFR Part 200 Appendix VII, and as defined in the California School Accounting Manual. ~~or appropriately reported to the California Department of Education.~~ (Education Code 38091, 38101)

~~These expenditures may include, but are not limited to, expenditures for the following:—~~
(Education Code 38091)

- ~~1.— Construction, alteration, or improvement of a central food processing plant~~
- ~~2.— Lease, purchase or installation of additional cafeteria equipment of the central food processing plant~~
- ~~3.— Vending machines and their installation and housing~~
- ~~4.— Computer equipment and related software~~
- ~~5.— Lease or purchase of vehicles used primarily in connection with the central food processing plant~~

Any charges to, or transfers from, a food service program shall be dated and accompanied by a written explanation of the expenditure's purpose and basis. (Education Code 38101)

(cf. 3110 - Transfer ~~Any funds derived from the sale~~ *of Funds)*

Note: The following **optional** paragraph may be revised to reflect district practice. 2 CFR Part 200 Appendix VII and USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, provide information regarding allowable indirect costs that may be charged to the nonprofit school cafeteria food service account. Indirect costs are those that are incurred ~~and deposited in a Board established cafeteria equipment reserve shall be used only~~ for the benefit of multiple programs ~~purchase, lease, maintenance~~ or objectives and typically support administrative overhead functions (e.g., accounting, payroll, purchasing, utilities, janitorial services). Each program or objective that benefits from the indirect cost bears a

commensurate portion of the cost. Costs may be charged to the nonprofit food service account only if properly documented.

Indirect costs charged to the food service program shall be based on either the district's prior year indirect cost rate or the statewide average approved indirect cost rate for the second prior fiscal year, whichever is less. ~~replacement of cafeteria equipment.~~ (Education Code 3810138102)

Note: Pursuant to 7 CFR 210.7 and 220.14, net cash resources (i.e., all monies that have accrued to the nonprofit school food service at any given time, less cash payable) should not exceed three months average expenditures. If there is a surplus, then according to USDA guidance, Indirect Costs: Guidance for State Agencies and School Food Authorities, the district must lower the price of paid lunches, improve food quality, or make other improvements to school meal operations. The spending plan developed by the district under such circumstances must be approved by the CDE.

Net cash resources in the nonprofit school food service shall not exceed three months average expenditures. (2 CFR 220.14)

U.S. Department of Agriculture Foods

Note: The following optional section is for use by districts that participate in the National School Lunch Program and receive foods from the USDA pursuant to 42 USC 1755 and 7 CFR 250.1-250.70. CDE is responsible for ordering and distributing USDA foods for use in California schools. Pursuant to 42 USC 1758, USDA must ensure that foods offered through this program reflect the most recent Dietary Guidelines for Americans.

The Superintendent or designee shall ensure that foods received through the U.S. Department of Agriculture (USDA) are handled, stored, and distributed in facilities which: (7 CFR 250.14)

1. Are sanitary and free from rodent, bird, insect, and other animal infestation
2. Safeguard foods against theft, spoilage, and other loss
3. Maintain foods at proper storage temperatures
4. Store foods off the floor in a manner to allow for adequate ventilation
5. Take other protective measures as may be necessary

The Superintendent or designee shall maintain inventories of USDA foods in accordance with 7 CFR 250.59 and CDE procedures, and shall ensure that foods are used before their expiration dates.

USDA donated foods shall be used in school lunches as far as practicable. USDA foods also may be used in other nonprofit food service activities, including, but not limited to, school breakfasts or other meals, a la carte foods sold to students, meals served to adults directly involved in the operation and administration of the food service and to other school staff, and training in nutrition, health, food service, or general home economics instruction for students, provided that any revenues from such activities accrue to the district's nonprofit food service account. (7 CFR 250.59)

Regulation RESCUE UNION SCHOOL DISTRICT
approved: May 24, 2005 Rescue, California
Considered: January 22, 2019

Rescue Union ESD

Board Policy

Summer Meal Program

BP 3552

Business and Noninstructional Operations

***Note: The following optional policy is for use by any district that has been approved by the California Department of Education (CDE) to serve as a program sponsor under the federally funded Seamless Summer Feeding Option (SSFO) or Summer Food Service Program (SFSP), pursuant to 42 USC 1761 (as amended by P.L. 111-80) and 7 CFR 225.1-225.20. Both programs are designed to provide meals to children in low-income communities during summer vacation; however, SSFO funding is available only to districts that also participate in the National School Lunch or Breakfast Program (42 USC 1751-1769j, 1773). ***

***Note: Pursuant to 7 CFR 225.14, districts participating in SSFO or SFSP must make summer meals available to all children in the community, not just those enrolled in summer school. Districts that offer meals only to students enrolled in summer school and not to other children in the community are not eligible to receive reimbursements under SSFO or SFSP, but may continue to provide meals through the National School Lunch or Breakfast Program. ***

The Governing Board recognizes that child nutrition programs have a positive and direct impact upon children's well-being and achievement. To help students and other children in the community remain well nourished throughout the summer vacation, the district shall sponsor a summer meal program as approved by the California Department of Education (CDE).

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5030 - Student Wellness)

(cf. 5141.27 - Food Allergies/Special Dietary Needs)

***Note: The following optional paragraph is for use by districts that maintain one or more schools on a year-round schedule. Pursuant to 42 USC 1761, the SSFO and SFSP may provide meals at off-session/off-track times of the year for schools on a continuous school calendar. According to the CDE's Frequently Asked Questions, under the SSFO, schools on a year-round schedule may be approved to serve meals during breaks of at least 10 school days. For purposes of the SFSP, 7 CFR 225.2 defines a "continuous school year" as having vacation periods of 15 continuous school days or more during the period from October through April. ***

The district may apply to the CDE to provide meals to children during any extended break in a year-round school schedule. (42 USC 1761; 7 CFR 225.2, 225.6, 225.14)

(cf. 6117 - Year-Round Schedules)

Between October and April, or at any time or school on a year-round schedule, the district may serve meals at a nonschool site in cases of unanticipated school closures, such as a natural disaster, unscheduled major building repair, court order related to school safety or other issues, labor-management dispute, or similar cause as approved by the CDE. (42 USC 1761; 7 CFR 225.6)

*****Note: Both the SSFO and SFSP contain criteria for choosing locations to operate a summer meal program; see the accompanying administrative regulation. Meal service must not begin prior to receiving CDE approval of the site. *****

The Superintendent or designee shall recommend to the Board one or more sites for meal services based on state and federal program criteria and an assessment of family and community needs. When feasible, the Superintendent or designee shall involve local governmental agencies, food banks, and/or community organizations in identifying suitable site locations. The site(s) shall be approved by the CDE before meal service is initiated.

*****Note: The following paragraph is optional. The U.S. Department of Agriculture's The Summer Food Service Program: Food That's In When School is Out, 2010 Administrative Guidance for Sponsors encourages sponsors to select sites or design programs to offer other organized activities that attract children to the summer meal program. *****

The summer meal program may be offered in conjunction with educational enrichment or recreational activities in order to encourage participation in other wellness and learning opportunities.

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)
(cf. 1330.1 - Joint Use Agreements)
(cf. 5148 - Child Care and Development)
(cf. 5148.2 - Before/After School Programs)
(cf. 6142.7 - Physical Education and Activity)
(cf. 6177 - Summer Learning Programs)

The Superintendent or designee shall develop and coordinate outreach and promotional activities to inform parents/guardians and the community about the availability of the summer meal program and its location(s) and hours.

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)

*****Note: Districts participating in either the SSFO or SFSP must submit reimbursement claims through the CDE's online Child Nutrition Information and Payment System. *****

The Superintendent or designee shall maintain accurate records of all meals served and shall ensure the timely submission of reimbursement claims in accordance with state procedures.

(cf. 3551 - Food Service Operations/Cafeteria Fund)

The Superintendent or designee shall regularly report to the Board regarding program implementation, number of participants at each site, feedback from participating children and their parents/guardians regarding menus and service, and program costs. As needed, the

Board shall direct the Superintendent or designee to identify program modifications to increase program quality or children's access to meal services.

(cf. 0500 - Accountability)

(cf. 3555 - Nutrition Program Compliance)

Legal References:

EDUCATION CODE

49430-49434 Pupil Nutrition, Health, and Achievement Act of 2001

49490-49494 School breakfast and lunch programs

49500-49505 School meals

49510-49520 Nutrition

49530-49536 Child Nutrition Act

49547-49548.3 Comprehensive nutrition services

49550-49562 Meals for needy students

49570 National School Lunch Act

CODE OF REGULATIONS, TITLE 5

15510 Mandatory meals for needy students

15550-15565 School lunch and breakfast programs

UNITED STATES CODE, TITLE 42

1751-1769j School lunch programs, including:

1758b Local wellness policy

1761 Summer Food Service Program and Seamless Summer Feeding Option

1771-1792 Child nutrition, especially:

1773 School breakfast program

CODE OF FEDERAL REGULATIONS, TITLE 7

210.1-210.31 National School Lunch Program

220.1-220.22 National School Breakfast Program

225.1-225.20 Summer Food Service Program

Management Resources:

CSBA PUBLICATIONS

Providing Access to Nutritious Meals During Summer, Policy Brief, June 2010

Monitoring for Success: Student Wellness Policy Implementation Monitoring Report and Guide, 2007

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, rev. April 2006

CALIFORNIA DEPARTMENT OF EDUCATION MANAGEMENT BULLETINS

USDA-SFSP-06-2008 Summer Food Service Program Outreach Requirement Clarification, October 2008

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

The Summer Food Service Program: Food That's In When School is Out, 2010, Nutrition Guidance for Sponsors, rev. March 2010

The Summer Food Service Program: Food That's In When School is Out, 2010 Site Supervisor's Guide, rev. January 2010

The Summer Food Service Program: Food That's In When School is Out, 2010 Monitor's Guide, rev. January 2010

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS (continued)

The Summer Food Service Program: Food That's In When School is Out, 2010 Administrative Guidance for Sponsors, rev. December 2009

National School Lunch Program's Seamless Summer Option Questions and Answers, 2009

WEB SITES

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

California Center for Research on Women and Families, Summer Meal Program Coalition: <http://www.ccrwf.org>

California Department of Education, Nutrition: <http://www.cde.ca.gov/ls/nu>

California Food Policy Advocates: <http://www.cfpa.net>

California School Nutrition Association: <http://www.calsna.org>

Child Nutrition Information and Payment System: <https://www.cnips.ca.gov>

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

Policy RESCUE UNION SCHOOL DISTRICT

Considered: January 22, 2019 Rescue, California

Rescue Union ESD

Administrative Regulation

Summer Meal Program

AR 3552

Business and Noninstructional Operations

***Note: The following optional administrative regulation is for use by any district that has been approved by the California Department of Education (CDE) to serve as a program sponsor under the federally funded Seamless Summer Feeding Option (SSFO) or Summer Food Service Program (SFSP), pursuant to 42 USC 1761 (as amended by P.L. 111-80) and 7 CFR 225.1-225.20. The district should select the section(s) below that correspond to the program(s) offered by the district. ***

Site Selection

***Note: The following section is for use by districts that participate in either the SSFO or SFSP. ***

In identifying locations where summer meals may be provided, the Superintendent or designee shall document site eligibility according to the following criteria: (7 CFR 225.2, 225.15)

1. Open Site: The site provides meals to all children in the area and is located at a school or nonschool site within the geographical boundaries of a school attendance area where at least 50 percent of the children are eligible for free or reduced-price meals.

(cf. 3553 - Free and Reduced Price Meals)

2. Restricted Open Site: The site initially meets the criteria of an "open site," but the district must restrict or limit participation on a first-come, first-served basis due to security, safety, or control concerns.

3. Closed Enrolled Site: The site is open only to enrolled children, as opposed to the community at large, and at least 50 percent of the enrolled children at the site are eligible for free or reduced price school meals, as determined by approval of applications in accordance with 7 CFR 225.15(f).

***Note: The following optional paragraph is for use by districts that offer meals during summer school session. 7 CFR 225.14 requires such districts to make summer meals available to all children in the community, not just those enrolled in summer school. Districts that offer meals only to students enrolled in summer school and not to other children in the community are not eligible to receive reimbursements under SSFO or SFSP, but may continue to provide meals through the National School Lunch or Breakfast Program (42 USC 1751-1769j, 1773; 7 CFR 210.1-210.31, 220.1-220.21). ***

Whenever the district offers the summer meal program at a site that provides summer school sessions, it shall ensure that the site is open to students enrolled in summer school and to all children residing in the area served by the site. (7 CFR 225.14)

(cf. 3555 - Nutrition Program Compliance)
(cf. 6177 - Summer Learning Programs)

Meal Service

Note: The following section is for use by districts that participate in either the SSFO or SFSP. The district may revise the following paragraph to reflect meals provided by the district.

In accordance with the district's agreement with the California Department of Education (CDE), the summer meal program may offer breakfast, morning snack, lunch, afternoon snack, and/or supper. The program may provide up to two meals/snacks per day in any combination, except that lunch and supper shall not be provided by the same site on the same day. Sites that primarily serve children from migrant families may apply to serve up to three meals, or two meals and one snack, per day. All meals/snacks shall be provided within the time periods specified in 7 CFR 225.16. (42 USC 1761; 7 CFR 225.16)

(cf. 3551 - Food Service Operations/Cafeteria Fund)
(cf. 5030 - Student Wellness)

Meals provided through the district's summer meal program shall be available at no cost to: (42 USC 1761; 7 CFR 225.2)

1. Children age 18 or younger
2. Persons over age 18 who meet the CDE's definition of having a physical or mental disability and who are participating in a public or nonprofit private school program established for individuals with a disability

(cf. 6164.4 - Identification of Individuals for Special Education)

Additional Requirements for Seamless Summer Feeding Option

Note: In addition to the requirements in the "Site Selection" and "Meal Service" sections above, districts participating in SSFO are subject to the requirements in the following optional section. Districts that participate in SSFO also participate in the National School Lunch or Breakfast Program (42 USC 1751-1769j, 1773) and have one agreement with the CDE for their entire food services operation.

All meals offered through the summer meal program shall meet menu planning requirements for

the National School Lunch or Breakfast Program pursuant to 7 CFR 210.10 or 7 CFR 220.8. (42 USC 1761)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

***Note: The following optional paragraph should be revised to reflect district practice. As part of the application process, districts applying to participate in the SSFO and operate an open site are required to describe how each site will advertise the availability of meal services to children in the community. The CDE's web site specifies that districts must have a large banner or marquee demonstrating that the meal service is available to all children in the community. Additional sample outreach materials, including a flyer translated into multiple languages, a poster, and a template letter for web sites, are available through the CDE. ***

***Note: According to the CDE's Frequently Asked Questions, the district should maintain documentation, such as copies of advertisements, flyers, or radio or TV announcements, so that the advertising method can be confirmed during a CDE review. ***

Whenever the district operates an open site as defined in the section entitled "Site Selection" above, the Superintendent or designee shall advertise the availability of summer meal services to the neighborhood community. A large banner or marquee shall be prominently displayed at each site before and during the meal service. Other outreach strategies may include, but are not limited to, sending a news release to the local media, distributing a flyer to parents/guardians of district students, posting information on the district or school web site, and placing posters throughout the community.

(cf. 1100 - Communication with the Public)
(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)

***Note: Meals provided through the SSFO are reimbursed at the same rate applicable to free meals served through the National School Lunch or Breakfast Program. Reimbursement claims for meals served through the SSFO must be submitted through the CDE's online Child Nutrition Information and Payment System as part of the district's National School Lunch or Breakfast Program claim. ***

At the point of service, on-site staff shall count the number of eligible meals served. Reimbursement claims shall be submitted using the same procedure used during the school year for the National School Lunch or Breakfast Program.

***Note: According to the USDA's National School Lunch Program's Seamless Summer Option Questions and Answers, each SSFO site must be locally reviewed at least once each year unless this requirement is waived by the CDE. The site monitoring review should be completed using a form available from the CDE. State review of local SSFO programs occurs every five years during the CDE's Coordinated Review Effort process. ***

Each year the Superintendent or designee shall conduct at least one review of each site to ensure its compliance with meal counting, claiming, menu planning, and food safety requirements. For newly established sites, such reviews shall be conducted within three weeks of the start of operation.

Additional Requirements for Summer Food Service Program

***Note: In addition to the requirements in the "Site Selection" and "Meal Service" sections above, districts participating in SFSP are subject to the requirements in the following optional section. The SFSP requires annual approval of the program from the CDE. ***

The district shall annually submit to the CDE a program application and budget for anticipated operational and administrative costs.

***Note: 7 CFR 225.15 requires districts that sponsor open sites, as defined in item #1 in the section entitled "Site Selection" above, to send a notice to the media publicizing the availability of the program. A sample news release is available in the USDA's The Summer Food Service Program: Food That's In When School is Out, 2010 Administrative Guidance for Sponsors. ***

The Superintendent or designee shall annually send a notice to the media serving the area from which the district draws its attendance regarding the availability of free meals. (7 CFR 225.15)

(cf. 1112 - Media Relations)

***Note: According to the USDA's 2010 Administrative Guidance for Sponsors, in addition to the media notice described above, the district is required to take the actions specified in items #1-4 below to inform the community about the program. ***

In addition, the district and each open site shall:

1. Make program information available to the public upon request
2. Make reasonable efforts to provide information in the appropriate translation concerning the availability and nutritional benefits of the program
3. Display, in a prominent place at the site and in the district office, the nondiscrimination poster developed or approved by the U.S. Department of Agriculture's Food and Nutrition Service
4. Include the nondiscrimination statement and instructions for filing a complaint in the public release and in any program information directed to parents/guardians of participants and potential participants

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

(cf. 1100 - Communication with the Public)

(cf. 1113 - District and School Web Sites)

***Note: CDE Management Bulletin USDA-SFSP-06-2008 states that sponsors of open sites are also required to post signage as provided in item #5 below. ***

5. Post signage, such as a banner, marquee, poster, or other large display on the exterior of the building facing the street nearest the entrance of the meal service area at each site, before the meal service begins and throughout the service time

All meals offered through the summer meal program shall meet U.S. Department of Agriculture minimum meal patterns as specified in 7 CFR 225.16 or the meal patterns required for the National School Lunch and Breakfast Programs. (42 USC 1761; 7 CFR 225.16)

(cf. 3550 - Food Service/Child Nutrition Program)
(cf. 5141.27 - Food Allergies/Special Dietary Needs)

The Superintendent or designee shall submit to the CDE monthly reimbursement claims based on the number of eligible meals served.

***Note: 42 USC 1761 and 7 CFR 225.15 and 225.7 require the district to provide training for program administrative and site personnel as provided below. In addition, administrative personnel must participate in mandatory training conducted by the CDE each year before the CDE will approve the SFSP agreement. ***

Program administrative personnel shall annually attend mandatory training provided by the CDE. In addition, the Superintendent or designee shall annually hold program training sessions for administrative and site personnel and shall allow no site to operate until personnel have attended at least one of these training sessions. Training of site personnel shall include, but not be limited to, the purpose of the program, site eligibility, record keeping, site operations, meal pattern requirements, and the duties of a program monitor. The Superintendent or designee shall provide training throughout the summer to ensure that administrative personnel are thoroughly knowledgeable in all required areas of program administration and operation and are provided with sufficient information to carry out their program responsibilities. Each site shall have present at each meal service at least one person who has received this training. (42 USC 1761; 7 CFR 225.15, 225.7)

(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

***Note: In addition to the self-reviews required by 7 CFR 225.15 as described below, districts are subject to reviews by the CDE at least once every three years, and more frequently under some circumstances, in accordance with 7 CFR 225.7. ***

The Superintendent or designee shall monitor program operations by conducting site visits prior to opening a new site, during the first week of operation, during the first four weeks of operation, and then at a reasonable level thereafter. (7 CFR 225.15)

The Superintendent or designee shall retain all records pertaining to the program for a period of three years after the end of the fiscal year to which they pertain. (7 CFR 225.6, 225.15)

(cf. 3580 - District Records)

Considered: January 22, 2019

Rescue Union ESD

Board Policy

Student And Family Privacy Rights

BP 5022

Students

Note: 20 USC 1232h, the Protection of Pupil Rights Act (PPRA), mandates that any district receiving funds from a program administered by the U.S. Department of Education (USDOE) adopt a policy regarding the (1) administration of surveys and physical exams/screenings, (2) right of parents to inspect instructional materials, and (3) collection of personal information for marketing purposes. See the accompanying administrative regulation for additional requirements pertaining to these topics.

The Governing Board respects the rights of district students and their parents/guardians with regard to the privacy of their personal beliefs and the confidentiality of their personal information.

~~The Governing Board believes that personal information concerning district students and their families should be kept private in accordance with law.~~

~~(cf. 0000 – Vision)~~

~~(cf. 0100 – Philosophy)~~

~~(cf. 0200 – Goals for the School District)~~

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

(cf. 5021 - Noncustodial Parents)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

~~(cf. 6000 – Concepts and Roles)~~

~~(cf. 6162.8 - Research)~~

The Superintendent or designee may collect, disclose, or use students' personal information for the exclusive purpose of developing, evaluating, or providing educational products or services for or to students or educational institutions, such as the following: (20 USC 1232h)

1. College or other postsecondary education recruitment or military recruitment
2. Book clubs, magazines, and programs providing access to low-cost literary products
3. Curriculum and instructional materials used by elementary and secondary schools
4. Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

5. The sale by students of products or services to raise funds for school-related or education-related activities

(cf. 1321 - Solicitation of Funds from and by Students)

6. Student recognition programs

(cf. 5126 - Awards for Achievement)

Note: 20 USC 1232h mandates that districts adopt a policy concerning the collection, disclosure, or use of collected personal information for marketing purposes. Option 1 below is for use by districts that choose to prohibit the collection of personal information for marketing purposes. Option 2 is for use by districts that choose to authorize the collection of personal information purposes.

The Superintendent or designee is prohibited from collecting, disclosing, or using a student's individually identifiable information, including his/her name, parent/guardian's name, home or other physical address, telephone number, or social security number, for the purpose of marketing or selling that information or providing the information to others for that purpose.

Note: In addition, pursuant to Education Code 234.7, as added by AB 699 (Ch. 493, Statutes of 2017), districts are prohibited from collecting information or documents regarding citizenship or immigration status of students or their families.

Note: The remainder of this policy is for use by all districts.

Note: 20 USC 1232h requires that the district's policy regarding student privacy be developed in consultation with parents/guardians. Such consultation could occur during meetings of the school site council or parent association or a separate committee could be convened to review the draft policy. The following paragraph may be modified to reflect district practice.

The Superintendent or designee shall consult with parents/guardians regarding the development of regulations pertaining to other uses of personal information, which shall, at a minimum, address the following: (20 USC 1232h)and adoption of this policy.

1. Arrangements for protecting student privacy when collecting, disclosing, or using students' individually identifiable information for any purpose

2. ArrangementsCollection of Personal Information for Marketing Purposes

The Board prohibits district staff from administering or distributing to protect student privacy in

the administration of surveys that may request information about the personal beliefs and practices of students and their families

3. The rights of parents/guardians to inspect the following, and any applicable procedures for granting reasonable access to the following in a reasonable period of time:

a. ~~Survey~~ survey instruments requesting information about their personal beliefs and practices or those of their children

b. Instructional materials used as part of their children's educational curriculum

Note: Item #3c is for use only by districts that select Option 2 above.

c. Instruments used ~~in~~ are designed for the collection purpose of collecting personal information for the purpose of marketing or sale for selling that information.—

4. Any nonemergency physical examinations or screenings that the school may administer

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committee)

(cf. 1230 - School-Connected Organizations)

Note: 20 USC 1232h mandates that the district's policy provide for reasonable notice to parents/guardians of the adoption or continued use of this policy. See the accompanying administrative regulation for additional requirements pertaining to the timing and content of such notice.

The Superintendent or designee shall notify parents/guardians of the adoption or continued use of the district's policy pertaining to the rights specified in items #1-4 above. (20 USC 1232h)

(cf. 5145.6 - Parental Notifications)

Legal Reference:

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status

49076.7 Privacy of student records; social security numbers

49450-49458 49457 Physical examinations

49602 Confidentiality of personal pupil information received during counseling

51101 Parents Rights Act of 2002

51513 Test, questionnaire, survey, or examination concerning personal Personal beliefs

51514 Nonremoval of survey questions pertaining to sexual orientation or gender identity

51938 Sexual Health and HIV/AIDS Prevention Education Act; notice and parental excuse

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1232h _Protection of pupil rights

Management Resources:

WEB SITES

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

[California Department of EducationCDE](http://www.cde.ca.gov): <http://www.cde.ca.gov>

[U.S. Department of EducationUSDOE](http://www.ed.gov/offices/OM/fpc/), Family Policy Compliance Office:

<http://www.ed.gov/offices/OM/fpc/>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: November 2004 Rescue, California

Considered: January 22, 2019

Rescue Union ESD

Administrative Regulation

Student And Family Privacy Rights

AR 5022
Students

Definition

~~Personal information means individually identifiable information including a student's or parent/guardian's first and last name, a home or other physical address (including street name and the name of the city or town), a telephone number, or a social security identification number. — (20 USC 1232h)~~

Surveys Requesting Information about Beliefs and Practices

*****Note: Education Code 51513 provides that districts shall not administer exams, surveys, or questionnaires containing questions about a student's or his/her family's personal beliefs or practices in sex, family life, morality, and religion unless the student's parent/guardian has provided prior written consent (i.e., "active consent"). The following paragraph regarding surveys is for use by all districts and is mandated, pursuant to 20 USC 1232h, for districts receiving funds from a program administered by the U.S. Department of Education (USDOE).*****

A student's parent/guardian, or a student who is an adult or emancipated minor, shall provide prior written consent before the student is required to participate in~~participates in~~ a survey inquiring about~~containing~~ one or more of the following: (-items: (20 USC 1232h; Education Code 51513; 20 USC 1232h)

1. Political affiliations or beliefs of the student or his/her parent/guardian~~family~~
2. Mental or psychological problems of the student or his/her family
3. Sexual behavior or attitudes or personal beliefs and practices in family life or morality
4. Illegal, anti-social, self-incriminating, or demeaning behavior
5. Critical appraisals of other individuals with whom the student has~~students have~~ close family relationships
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers
7. Religious practices, affiliations, or beliefs of the student or his/her parent/guardian

8. Income, except to the extent that income is required to be disclosed by law for participation in a program or for receiving financial assistance under such a program

~~If a student participates in a survey (cf. 3553 - Free and Reduced Price Meals)
(cf. 5148 - Child Care and Development)~~

~~***Note: Pursuant to 20 USC 1232h, districts receiving funds from a USDOE-administered program are mandated to adopt a policy regarding the district's arrangements to protect student privacy in the event that a student participates in a survey requesting information about beliefs and practices as defined above.***~~

~~If a student participates in such a survey requesting information about personal beliefs and practices, school officials and staff members shall not request or disclose the student's identity.~~

~~(cf. 6162.51 - Standardized Testing and Reporting Program)
(cf. 6162.8 - Research)~~

~~***Note: Education Code 51938 creates an exception to the requirement for prior written consent for districts that administer to students in grades 7-12 anonymous, voluntary surveys regarding student health behaviors and risks upon providing written parent/guardian notification and allowing a parent/guardian to opt his/her child out of participation (i.e., "passive consent"). See sections below entitled "Parent/Guardian Access to Surveys and Instructional Materials" and "Notifications."***~~

~~Notwithstanding the above requirements for prior written consent, the district may administer to students in grades 7-12 anonymous, voluntary, and confidential research and evaluation tools to measure student health risks and behaviors, including tests and surveys about student attitudes or practices related to sex as long as parents/guardians are provided written notice and given an opportunity to request, in writing, that their child not participate. (Education Code 51938)~~

~~***Note: Pursuant to Education Code 51514, as added by AB 677 (Ch. 744, Statutes of 2017), districts that administer a voluntary survey that includes questions pertaining to sexual orientation and/or gender identity are prohibited from removing such questions.***~~

~~If the district Parent/Guardian Access to Surveys and Instructional Materials~~

~~Before school staff administers a voluntary survey that already includes questions pertaining to sexual orientation and/or gender identity, the Superintendent or designee shall not remove such questions. (Education Code 51514)~~

~~Parent/Guardian Access to Surveys and Instructional Materials~~

~~***Note: 20 USC 1232h mandates that districts receiving funds from a USDOE-administered program adopt a policy detailing a parent/guardian's right to inspect (1) survey instruments~~

requesting information about the parent/guardian's or his/her child's personal beliefs and practices and (2) instructional materials used as part of the educational curriculum of the parent/guardian's child, as specified below. Under California law, Education Code 51101 authorizes parental inspection of instructional materials; see AR 5020 - Parent Rights and Responsibilities. In addition, pursuant to Education Code 51938, districts that administer to students in grades 7-12 anonymous, voluntary surveys regarding health behaviors and risks must allow parents/guardians the opportunity to review the instrument and to request that their child not participate.***

Note: Pursuant to 20 USC 1232h, those districts that authorize the collection of personal information for marketing or sale (Option 2 in the accompanying Board policy) are mandated to adopt a policy concerning parent/guardian's right to inspect any instrument used for the collection of a student's personal information for purposes of marketing or selling the information.

The parent/guardian of any district student, upon his/her request, shall have the right to inspect: (Education Code 51938; 20 USC 1232h)

1. A survey or other instrument to be before it is administered or distributed to his/her child that either collects personal information for marketing or sale or requests information about beliefs and practices

2. Any or any instructional material to be used as part of his/her child's educational curriculum

(cf. 5020 - Parent Rights and Responsibilities)

Note: 20 USC 1232h mandates districts receiving funds from a USDOE-administered program to adopt a policy which includes procedures for providing parents/guardians reasonable access to surveys, instruments, and instructional materials within a reasonable amount of time after the request has been received. The following paragraph may be modified to reflect the district's definition of a reasonable timeline and reasonable access.

Within a reasonable period of time ~~after~~ receiving a parent/guardian's request, the principal or designee shall permit ~~thea~~ parent/guardian to view ~~thea~~ survey, ~~instrument~~ or other document he/she requested ~~instructional material~~. A parent/guardian may view the document any time during normal business hours.—

(cf. 1340 - Access~~2~~.—~~Refuse~~ to District Records)

Note: The following paragraph is optional.

No student shall be subject to penalty for ~~allow~~ his/her parent/guardian's exercise of any of the rights stated above. ~~child to participate in the activity~~

Students whose parents/guardians exercise this option shall not be penalized by the district.— (20

USC 1232h)

Health Examinations

*****Note: 20 USC 1232h mandates a district receiving funds from a USDOE-administered program to adopt a policy on certain physical examinations or screenings that the school may administer to students. The administration of nonemergency official or staff member shall subject a student to a non-emergency, invasive physical examinations requires prior parental notification, as provided below. This requirement does not apply to any physical examination or screening that is a condition for school attendance, except as permitted without parental notification by an applicable state law.*****

Authorized school officials may administer to any student any physical examination or screening permitted or required under California law. However, no student shall be subjected to a nonemergency, invasive physical examination without prior written notice to his/her parent/guardian, unless an applicable state law authorizes the student to provide consent without parent/guardian notification. (20 USC 1232h)-(20 USC 1232h)

Invasive physical examination means any medical examination that involves the exposure of private body parts or any act during such examination that includes incision, insertion, or injection into the body, but does not include a properly authorized hearing, vision, or scoliosis screening. (20 USC 1232h)

(cf. 5131.61 - Drug Testing)

(cf. 5141.21 - Administering Medication and Monitoring Health Conditions)

(cf. 5141.3 - Health Examinations)

(cf. 5141.32 - Health Screening for School Entry)

(cf. 5141.6 - School Health Services)

Notifications

*****Note: 20 USC 1232h requires that districts receiving funds from a USDOE-administered program notify parents/guardians of the following. A sample notification letter is available on the web site of the USDOE's Family Policy Compliance Office.*****

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians of: (20 USC 1232h)

1. The district's policy regarding student privacy—
2. The process to opt their children out of participation in any activity described in this ~~policy and~~ administrative regulation and the accompanying Board policy
3. The specific or approximate dates during the school year when the following activities are scheduled:—

- a. Survey requesting personal information
- b. Physical ~~examinations~~ exams or screenings

Prior to administering any anonymous and voluntary survey regarding health risks and behaviors to students in grades 7-12, the district shall provide parents/guardians with written notice that the survey is to be administered. (Education Code 51938)

Parents/guardians shall also be notified of any substantive change to this policy and administrative regulation within a reasonable period of time after adoption of the change. (20 USC 1232h)

(cf. 5145.6 - Parental Notifications)

Regulation RESCUE UNION SCHOOL DISTRICT
approved: October 2004 Rescue, California
Considered: January 22, 2019

Rescue Union ESD

Administrative Regulation

Health Screening For School Entry

AR 5141.32
Students

Note: The following optional regulation is for use by districts that offer grades K-1.

Comprehensive Health Screening for Grades K-1

Note: Health and Safety Code 124085 requires students to have a comprehensive health screening within 18 months prior to entry into first grade or within 90 days thereafter, as provided below. At their discretion, districts may revise the following paragraph to require proof of the health screening before the student is admitted to school (kindergarten or grade 1), as recommended by the Child Health and Disability Prevention (CHDP) office of the California Department of Health Care Services (DHCS) in its CHDP School Handbook: School Entry Health Examination Requirements.

Note: Pursuant to Health and Safety Code 124085, evidence of the comprehensive health screening must be provided on a form developed by the DHCS. Districts may obtain the DHCS "Report of Health Examination for School Entry" certification form through the CHDP program office at the local health department or on the CHDP web site.

The parent/guardian of a student in kindergarten or first grade shall submit to the Superintendent or designee a certification form developed by the California Department of Health Care Services (DHCS) and signed by the student's health examiner certifying that the student has completed a comprehensive health screening within 18 months prior to entry into first grade or within 90 days thereafter. (Health and Safety Code 124040, 124085)

(cf. 5111 - Admission)
(cf. 5141.3 - Health Examinations)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6173.3 - Education for Juvenile Court School Students)

***Note: Pursuant to Health and Safety Code 124100, the notification described in the following paragraph must be provided in cooperation with the county's CHDP program established pursuant to Health and Safety Code 124025-124110. The CHDP program provides state-reimbursed health examinations at no cost to eligible students, including those who (1) are certified as eligible to receive Medi-Cal, (2) are not certified as eligible for Medi-Cal but have a family income at or below the level established annually by the DHCS, or (3) are attending a Head Start or State Preschool program. Annual eligibility criteria for the CHDP program are

available on the DHCS web site.***

The Superintendent or designee shall notify parents/guardians of all kindergarten students of the requirement to obtain a health screening and of the availability of the Child Health and Disability Prevention (CHDP) program established pursuant to Health and Safety Code 124025-124110 to assist eligible low-income families in obtaining the health screening. (Health and Safety Code 124100)

(cf. 5145.6 - Parental Notifications)

Note: The following optional paragraph reflects legislative intent in Health and Safety Code 124105 encouraging students to complete the health screening in conjunction with immunizations prior to enrolling in kindergarten. The CHDP School Handbook: School Entry Health Examination Requirements recommends that schools include the parent/guardian notice in the kindergarten registration packet because it has been found to be most effective to collect the certification forms at kindergarten entry.

The notice and certification form shall be included with the notification of immunization requirements provided to parents/guardians prior to their child's enrollment in kindergarten and shall encourage completion of the health screening simultaneously with immunizations. The notice shall also be provided to the parent/guardian of any student who is enrolling in first grade without having attended kindergarten in the district.

(cf. 5141.31 - Immunizations)

In lieu of the certification, the parent/guardian may submit a waiver on a form developed by DHCS indicating that he/she does not want or is unable to obtain a health screening. If the waiver indicates that the parent/guardian was unable to obtain the services, the reasons should be included in the waiver. (Health and Safety Code 124085)

Note: The following optional paragraph may be revised to reflect district practice. The CHDP School Handbook: School Entry Health Examination Requirements recommends that the waiver form be provided to parents/guardians upon request rather than distributed with the notification of the health screening requirement.

The waiver form shall be provided to a parent/guardian upon request.

The completed certification form or the waiver shall be maintained in the student's health file or cumulative record. (5 CCR 432)

(cf. 5125 - Student Records)

During the first 90 days of the school year, the Superintendent or designee may contact any parent/guardian of a first-grade student who has not provided either the certification form or the waiver to ensure that the parent/guardian understands the health screening requirement and, if appropriate, his/her possible eligibility for the CHDP program.

The Superintendent or designee shall exclude from school, for not more than five school days, any first-grade student who does not present evidence of a health screening or a waiver on or before the 90th day after entering first grade. The exclusion shall begin on the 91st day after the student's entrance into the first grade, or if school is not in session, then on the next succeeding school day. (Health and Safety Code 124105)

Note: Pursuant to Health and Safety Code 124105, the exemptions described in the following paragraph may not exceed five percent of the district's first-grade enrollment.

The Superintendent or designee may exempt a student from exclusion when his/her parents/guardians have been contacted at least twice between the first day and the 90th day after the student's enrollment in first grade and the parents/guardians refuse to provide either a certification form or a waiver. (Health and Safety Code 124105)

(cf. 5112.2 - Exclusions from Attendance)

Oral Health Assessment for Grades K-1

No later than May 31 of the school year, the parent/guardian of any kindergarten student or of any first-grade student who was not previously enrolled in a public school shall certify that the student has received an oral health assessment. The oral health assessment shall have been performed by a licensed dentist or other authorized dental health professional no earlier than 12 months prior to the date of the student's initial enrollment. (Education Code 49452.8)

Note: The California Department of Education (CDE) has developed a sample parental notification letter, available on its web site, which satisfies the following requirements of Education Code 49452.8.

The Superintendent or designee shall notify parents/guardians of students in grades K-1 of the oral health assessment requirement. The notification shall, at a minimum, consist of a letter that includes all of the following: (Education Code 49452.8)

1. An explanation of the administrative requirements of the law
2. Information on the importance of primary teeth
3. Information on the importance of oral health to overall health and to learning
4. A toll-free telephone number to request an application for Medi-Cal or other government-subsidized health insurance programs
5. Contact information for county public health departments
6. A statement of privacy applicable under state and federal laws and regulations

Note: The following optional paragraph may be revised to reflect district practice. As required by Education Code 49452.8, the CDE has developed a standardized "Oral Health Assessment Form," available on its web site, to be used by all districts to obtain the certification of the assessment.

The notification, along with a copy of the certification form developed by the California Department of Education, shall be provided to parents/guardians when they register their child for school.

Following completion of the assessment, the parent/guardian shall submit to the Superintendent or designee a completed certification form which has been signed by the dental health professional.

Note: Pursuant to Education Code 49452.8, if parents/guardians are unable to obtain the oral health assessment for any of the reasons specified below, they must instead complete the section of the CDE's certification form indicating why an assessment could not be completed.

A parent/guardian may be excused from complying with the oral health assessment requirements if he/she indicates on the certification form that the assessment could not be completed for any of the following reasons: (Education Code 49452.8)

1. Completion of an assessment poses an undue financial burden on the parent/guardian.
2. The parent/guardian lacks access to a licensed dentist or other dental health professional.
3. The parent/guardian does not consent to an assessment.

Note: The following paragraph is optional.

Students who are not assessed, or for whom the parents/guardians fail to return the certification form, shall not be excluded from school attendance.

Note: SB 379 (Ch. 772, Statutes of 2017) amended Education Code 49452.8 to change the date for reporting oral health assessment data, as provided in the following paragraph.

By July 1 of each year, the Superintendent or designee shall report data on oral health assessments to the state dental director and/or the county office of education in accordance with Education Code 49452.8.

The report shall also be provided to the Governing Board. The identity of any student shall not be included in the report.

Legal Reference:

EDUCATION CODE

48985 Notice to parents in language other than English

49060-49079 Student records

49452.8 Oral health assessment

HEALTH AND SAFETY CODE

104395 Child Health and Disability Prevention Program expansion

124025-124110 Child Health and Disability Prevention Program, especially:

124085 Certificate documenting health screening and evaluation services; waiver by parent/guardian

124100 Distribution of program information to parents/guardians of kindergarten children

124105 Exclusions and exemption; legislative intent of notification contents

CODE OF REGULATIONS, TITLE 5

432 Student records

CODE OF REGULATIONS, TITLE 17

6800-6874 Child Health and Disability Prevention Program

Management Resources:

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS

Child Health & Disability Prevention (CHDP) Program: Oral Health Educational Resources for Children and Teens (6-20 years), rev. July 2013

CHDP School Handbook: School Entry Health Examination Requirements, rev. January 2006

WEB SITES

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

California Dental Association: <http://www.cda.org>

California Department of Education, Health Services: <http://www.cde.ca.gov/ls/he/hn>

California Department of Health Care Services, Child Health and Disability Prevention Program: <http://www.dhcs.ca.gov/services/chdp>

California Healthy Kids Resource Center: <http://www.ccrcca.org/resources/family-resource-directory/item/california-healthy-kids-resource-center>

Regulation RESCUE UNION SCHOOL DISTRICT

approved: September 2004 Rescue, California

Considered: January 22, 2019

Rescue Union ESD

Board Policy

Parental Notifications

BP 5145.6

Students

The Governing Board ~~desires to promote~~~~recognizes that notifications are essential to~~ effective communication between the school and the home and to keep parents/guardians informed regarding educational programs, school operations, and the legal rights of students and their parents/guardians. The Superintendent or designee shall send ~~students and~~ parents/guardians and students all notifications required by law, ~~including notifications about their legal rights,~~ and any other notifications he/she believes will promote parental understanding and involvement.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5022 - Student and Family Privacy Rights)

(cf. 6020 - Parent Involvement)

Notice of the rights and responsibilities of parents/guardians as specified in~~The notice required pursuant to~~ Education Code 48980 shall be sent at the beginning of each academic year and may be provided ~~either~~ by regular mail, in electronic form when so requested by the parent/guardian, or by any other method normally used by the district for written communication to communicate with parents/guardians ~~in writing.~~ (Education Code 48981, ~~48982~~)

~~No~~~~if any~~ activity specified in Education Code 48980 ~~will be undertaken by any school during the forthcoming school term, the notice shall state that fact and the approximate date on which any such activity will occur.~~ ~~No such activity~~ shall be undertaken with respect to any particular student unless his/her parent/guardian has been informed of such action through the annual notification or other separate special notification. Such notice shall state the activity that will be undertaken and the approximate date on which the activity will occur. (Education Code 48983-48984)

The annual notification shall include a request that the parent/guardian sign the notice and return it to the school or, if the notice is provided in electronic format, that the parent/guardian submit a signed acknowledgment of receipt of the notice to the school. The parent/guardian's signature is an acknowledgment of receipt of the information but does not indicate that consent to participate in any particular program has been given or withheld. (Education Code 48982)

*****Note: The following optional paragraph may be revised Notifications to reflect district practice.*****

Whenever a student enrolls in a district school during the school year, his/her parents/guardians shall be given all required parental notifications at that time.

Note: The following paragraph applies to notices required for certain federal programs, including, but not necessarily limited to, Title I notices pursuant to 20 USC 6311 and 6312, notices regarding the rights of parents/guardians of students with disabilities pursuant to 34 CFR 300.503 and 300.504, and notices of the educational rights of homeless students pursuant to 42 USC 11432. The following paragraph may be revised to reflect district practice.

Notifications shall be presented in an understandable and uniform format and, to the extent practicable, in a language that parents/guardians can understand.

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 when so required by the parent/guardian in either language. Education Code 48985 requires the California Department of Education (CDE) to notify districts, by August 1 of each year, of the schools and the languages for which the translation of notices is required based on census data submitted to the CDE in the preceding fiscal year.

Whenever 15 percent or more of the students enrolled in a district school speak a single primary language other than English, as determined from the California Department of Education census data collected pursuant to Education Code 52164, all notices sent to the parent/guardian of any such student shall, in addition to being written in English, be written in the primary language, and may be responded to either in English or the primary language. ~~law. (Education Code 48981, 48985; 20 USC 6311, 6312)~~

Whenever an employee learns that a student's parent/guardian is ~~for any reason~~, unable to understand the district's printed notifications for any reason, he/she shall inform, the principal or designee, who shall work with the parent/guardian to establish other appropriate means of communication.

Legal Reference:

EDUCATION CODE

221.5 Prohibited sex discrimination

231.5 Sexual harassment policy

234.7 Student protections relating to immigration and citizenship status

262.3 Appeals for discrimination complaints; information regarding availability of civil remedies

310 Language acquisition programs

~~310-311—Structured English immersion program, parental exception waivers~~

313 Reclassification of English learners, parental consultation

313.2 Long-term English learner, notification

440 English language proficiency assessment; instruction in English language development

8483 Before/after school program; enrollment priorities

17288 Building standards for university campuses

17611.5-17612 Notification of pesticide use

32221.5 Insurance for athletic team members
32255-32255.6 Right to refuse harmful or destructive use of animals
32390 Fingerprint program; contracts; funding; consent of parent/guardian
[33479.3 The Eric Paredes Sudden Cardiac Arrest Prevention Act](#)
35160.5 Extracurricular and cocurricular activities
35178.4 Notice of accreditation status
[35182.5 Advertising in the classroom](#)
35183 School dress codes; uniforms
35186 Complaints concerning deficiencies in instructional materials and facilities
[35211 Driver training; district insurance, parent/guardian liability](#)
35256 School Accountability Report Card
[35258 School Accountability Report Card](#)
35291 Rules for student discipline
~~[37254 Intensive instruction for students who have not passed High School Exit Examination](#)~~
37616 Consultation regarding year-round schedule
39831.5 School bus rider rules and information
[44050 Employee codes of conduct, employee interactions with students](#)
44808.5 Permission to leave school grounds
46010.1 Notice regarding excuse to obtain confidential medical services
46014 Regulations regarding absences for religious purposes
46600-46611 Interdistrict attendance agreements
48000 Minimum age of admission
48070.5 Promotion or retention of students
48204 Residency requirements
48205 Absence for personal reasons
48206.3 Students with temporary disabilities; individual instruction; definitions
48207-48208 Students with temporary disabilities in hospitals
48213 Prior notice of exclusion from attendance
48216 Immunization
48260.5 Notice regarding truancy
48262 Need for parent conference regarding truancy
48263 Referral to school attendance review board or probation department
[48301 Interdistrict transfers](#)
[48350-48361 Open Enrollment Act](#)
48354 Option to transfer from school identified under Open Enrollment Act
48357 Status of application for transfer from school identified under Open Enrollment Act
[48412 Certificate of proficiency](#)
[48432.3 Voluntary enrollment in continuation education](#)
48432.5 Involuntary transfers of students
[48850-48859 Education of foster youth and homeless students](#)
48900.1 Parental attendance required after suspension
48904 Liability of parent/guardian for willful student misconduct
48904.3 Withholding grades, diplomas, or transcripts
48906 Notification of release of student to peace officer
48911 Notification in case of suspension
48911.1 Assignment to supervised suspension classroom

48912 Closed sessions; consideration of suspension
48915.1 Expelled students; enrollment in another district
48916 Readmission procedures
48918 Rules governing expulsion procedures
48929 Transfer of student convicted of violent felony or misdemeanor
48980 Required notification at beginning of term
48980.3 Notification of pesticide use
48981 Time and means of notification
48982 Parent signature acknowledging receipt of notice
48983 Contents of notice
48984 Activities prohibited unless notice given
48985 Notices to parents in language other than English
48987 Child abuse information
49013 Use of uniform complaint procedures for complaints regarding student fees
49063 Notification of parental rights
49067 Student evaluation; student in danger of failing course
49068 Transfer of permanent enrollment and scholarship record
49069 Absolute right to access
49070 Challenging content of student record
49073 Release of directory information
49073.6 Student records, social media
49076 Access to student records
49077 Access to information concerning a student in compliance with court order
49403 Cooperation in control of communicable disease and immunization
49423 Administration of prescribed medication for student
49451 Physical examinations: parent's refusal to consent
49452.5 Screening for scoliosis
49452.7 Information on type 2 diabetes
49452.8 Oral health assessment
49456 Results of vision or hearing test
49471-49472 Insurance
49475 Student athletes; concussions and head injuries
49480 Continuing medication regimen for nonepisodic conditions
49510-49520 Duffy-Moscone Family Nutrition Education and Services Act of 1970
49557.5 Child Hunger Prevention and Fair Treatment Act of 2017; notice of negative balance in meal account
51225.1 Exemption from district graduation requirements
51225.2 Course credits; foster youth, homeless youth, former juvenile court school students and military-connected students
51225.3 Graduation requirements; courses that satisfy college entrance criteria
51229 Course of study for grades 7-12
51513 Personal beliefs; privacy
51938 HIV/AIDS and sexual health instruction
52164 Language census
52164.1 Census-taking methods; determination of primary language; assessment of language skills

52164.3 Reassessment of English learners; notification of results
~~52244 Advanced Placement program~~
54444.2 Migrant education programs; parent involvement
56301 Child-find system; policies regarding written notification rights
56321 Special education: proposed assessment plan
56321.5-56321.6 Notice of parent rights pertaining to special education
56329 Written notice of right to findings; independent assessment
56341.1 Development of individualized education program; right to audio record meeting
56341.5 Individualized education program team meetings
56343.5 Individualized education program meetings
56521.1 Behavioral intervention
58501 Alternative schools; notice required prior to establishment
60615 Exemption from state assessment
60641 California Assessment of Student Performance Standardized Testing and Progress Reporting Program
69432.9 Submission of grade point average to Cal Grant program
CIVIL CODE
1798.29 District records, breach of security
~~60850 High School Exit Examination~~
~~60852.4 High School Exit Examination; waiver for student with disabilities~~
HEALTH AND SAFETY CODE
1596.857 Right to enter child care facility
104420 Tobacco use prevention
104855 Availability of topical fluoride treatment
116277 Lead testing of school drinking water
120365-120375 Immunizations
120440 Sharing immunization information
124100-124105 Health screening and immunizations
PENAL CODE
626.81 Notice of permission granted to sex offender to volunteer on campus
627.5 Hearing request following denial or revocation of registration
CODE OF REGULATIONS, TITLE 5
852 Exemptions from state assessments
863 Reports of state assessment results
~~850 Definitions; notification regarding use of California Modified Assessment~~
~~863 Standardized Testing and Reporting Program~~
3052 Behavioral intervention
~~3831 General standards, Gifted and Talented Education program~~
4622 Notification of uniform complaint procedures
4631 Uniform complaint procedures; notification of decision and right to appeal
4702 Student transfer from school identified under Open Enrollment Act
4917 Notification of sexual harassment policy
11303 Reclassification of English learners
~~11309 Parental exception waivers~~
11511.5 English language proficiency assessment; test results
11523 Notice of proficiency examinations

18066 Child care policies regarding excused and unexcused absences

18094-18095 Notice of Action; child care services

18114 Notice of delinquent fees; child care services

18118-18119 Notice of Action; child care services

CODE OF REGULATIONS, TITLE 17

2951 Hearing tests

6040 Time period to obtain needed immunizations

UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act

1232h Privacy rights

1415 Procedural safeguards

6311 State ~~plan~~plans

6312 Local ~~educational~~education agency plans

~~6316 Academic assessment and local education agency school improvement~~

6318 Parent and family engagement~~Parental involvement~~

~~7012 Instruction in English language development~~

7908 Armed forces recruiter access to students

UNITED STATES CODE, TITLE 42

1758 Child nutrition programs

11431-11435 McKinney-Vento Homeless Assistance Act

CODE OF FEDERAL REGULATIONS, TITLE 7

245.5 Eligibility criteria for free and reduced-price meals

245.6a Verification of eligibility for free and reduced-price meals

CODE OF FEDERAL REGULATIONS, TITLE 34

99.7 Student records, annual notification

99.30 Disclosure of personally identifiable information

99.34 Student records, disclosure to other educational agencies

99.37 Disclosure of directory information

104.32 District responsibility to provide free appropriate public education

104.36 Procedural safeguards

104.8 Nondiscrimination

106.9 Dissemination of policy, nondiscrimination on basis of sex

200.~~4861~~ Teacher qualifications

300.300 Parent consent for special education evaluation

300.322 Parent participation in IEP team meetings

300.502 Independent educational evaluation of student with disability

300.503 Prior written notice regarding identification, evaluation, or placement of student with disability

300.504 Procedural safeguards notice for students with disabilities

300.508 Due process complaint

300.530 Discipline procedures

CODE OF FEDERAL REGULATIONS, TITLE 40

763.84 Asbestos inspections, response actions and post-response actions

763.93 Asbestos management plans

Management Resources:

U.S. DEPARTMENT OF AGRICULTURE PUBLICATIONS

Unpaid Meal Charges: Guidance and Q&A, SP 23-2017, March 2017

Civil Rights Compliance and Enforcement -- Nutrition Programs and Services, FNS Instruction 113-1, 2005

WEB SITES

U.S. Department of Agriculture, Food and Nutrition Service: <http://www.fns.usda.gov>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

revised : June 25, 2013

Considered: January 22, 2019

Rescue Union SD

Exhibit

Parental Notifications

E 5145.6

Students

Cautionary Notice: Government Code 17581.5 releases districts from the obligation to perform specified mandated activities when the Budget Act does not provide reimbursement during that fiscal year. The Budget Act of 2018 (SB 840, Ch. 29, Statutes of 2018) extends the suspension of these requirements through the 2018-19 fiscal year. As a result, certain provisions of the following Exhibit related to scoliosis screening and bus safety instruction may be suspended.

Note: The following exhibit lists notices which the law explicitly requires be provided to parents/guardians. See the referenced Board policy, administrative regulation, or Board bylaw for further information about related program and notice requirements. For example, see AR 1312.3 - Uniform Complaint Procedures for the contents of the annual notice regarding uniform complaint procedures (UCP) as mandated by 5 CCR 4622.

Note: The exhibit does not include other notices that are recommended throughout CSBA's sample policy manual but are not required by law. The district may revise the exhibit to reflect additional notifications provided by the district.

I. Annually

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 234.7
Board Policy/Administrative Regulation #: See BP 0410
Subject: Right to a free public year 234.7 education regardless of immigration status or religious beliefs

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the district's language acquisition program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 17611.5, 17612, 48980.3
Board Policy/Administrative Regulation #: See AR 3514.2
Subject: Use of pesticide product, active ingredients, Internet address to access information, and, if district uses certain pesticides, integrated pest management plan

When to Notify: Annually by February 1
Education or Other Legal Code: Education Code 35256, 35258

Board Policy/Administrative Regulation #: See BP 0510
Subject: School Accountability Report Card provided

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 35291, 48980
Board Policy/Administrative Regulation #: See AR 5144, See AR 5144.1
Subject: District and site discipline rules

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 44050
Board Policy/Administrative Regulation #: See BP 4119.21, See BP 4219.21, See BP 4319.21
Subject: Code of conduct addressing employee interactions with students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 46010.1
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for confidential medical services

When to Notify: Beginning of each school year, if district has adopted policy on involuntary transfer of students convicted of certain crimes when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: District policy authorizing transfer

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: Schedule of minimum days and student-free staff development days

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 231.5; 5 CCR 4917
Board Policy/Administrative Regulation #: See AR 5145.7
Subject: Copy of sexual harassment policy as related to students

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 32255-32255.6
Board Policy/Administrative Regulation #: See AR 5145.8
Subject: Right to refrain from harmful or destructive use of animals

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 35160.5, 46600-46611, 48204, 48301, 48350-48361
Board Policy/Administrative Regulation #: See BP 5111.1, See AR 5116.1, See AR 5117
Subject: All statutory attendance options, available local attendance options, options for meeting residency, form for changing attendance, appeals process

When to Notify: Beginning of each school year, if Board allows such absence
Education or Other Legal Code: Education Code 48980, 46014
Board Policy/Administrative Regulation #: See AR 5113
Subject: Absence for religious exercise or purposes

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 48205
Board Policy/Administrative Regulation #: See AR 5113, See BP 6154
Subject: Excused absences; grade/credit cannot be reduced due to excused absence if work or test has been completed; full text of Education Code 48205

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 48206.3, 48207, 48208
Board Policy/Administrative Regulation #: See AR 6183
Subject: Availability of home/hospital instruction for students with temporary disabilities

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49403
Board Policy/Administrative Regulation #: See BP 5141.31
Subject: School immunization program

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49423, 49480
Board Policy/Administrative Regulation #: See AR 5141.21
Subject: Administration of prescribed medication

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49451; 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5141.3
Subject: Right to refuse consent to physical examination

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 48980, 49471, 49472
Board Policy/Administrative Regulation #: See BP 5143
Subject: Availability of insurance

When to Notify: Annually
Education or Other Legal Code: 49013; 5 CCR 4622
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Uniform complaint procedures, available appeals, civil law remedies

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063
Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3
Subject: Challenge, review and expunging of records

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49069; 20 USC 1232g; 34 CFR 99.7
Board Policy/Administrative Regulation #: See AR 5125
Subject: Student records: inspect and review, access, types, location, persons responsible, location of log, access criteria, cost of copies, amendment requests, criteria to determine legitimate educational interest, course prospectus availability

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49063, 49073; 20 USC 1232g; 34 CFR 99.37
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Release of directory information

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 49520, 48980; 42 USC 1758; 7 CFR 245.5
Board Policy/Administrative Regulation #: See AR 3553
Subject: Eligibility and application process for free and reduced price meals

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 51513, 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022, See BP 6162.8
Subject: Notice of privacy policy and dates of activities re: survey, health examination, or collection of personal information for marketing; process to opt out of such activities; inspection rights and procedures

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 56301
Board Policy/Administrative Regulation #: See BP 6164.4
Subject: Parental rights re: special education identification, referral, assessment, instructional planning, implementation and review, and procedures for initiating a referral for assessment

When to Notify: Beginning of each school year
Education or Other Legal Code: Education Code 58501, 48980
Board Policy/Administrative Regulation #: See AR 6181
Subject: Alternative schools

When to Notify: Beginning of each school year
Education or Other Legal Code: Health and Safety Code 104855
Board Policy/Administrative Regulation #: See AR 5141.6
Subject: Availability of dental fluoride treatment; opportunity to accept or deny treatment

When/Whom to Notify: Annually
Education or Other Legal Code: 5 CCR 852; Education Code 60615
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Student's participation in state assessments; option to request exemption from testing

When to Notify: Beginning of each school year, if district receives Title I funds
Education or Other Legal Code: 20 USC 6312; 34 CFR 200.48
Board Policy/Administrative Regulation #: See BP 4112.2, See AR 4222
Subject: Right to request information re: professional qualifications of child's teacher and paraprofessional

When to Notify: Beginning of each school year
Education or Other Legal Code: 34 CFR 104.8, 106.9
Board Policy/Administrative Regulation #: See BP 0410, See BP 6178
Subject: Nondiscrimination

When to Notify: Beginning of each school year to parent, teacher, and employee organizations or, in their absence, individuals
Education or Other Legal Code: 40 CFR 763.84, 40 CFR 763.93
Board Policy/Administrative Regulation #: See AR 3514
Subject: Availability of asbestos management plan; any inspections, response actions or post-response actions planned or in progress

When to Notify: Beginning of each school year
Education or Other Legal Code: USDA SP-23-2017
Board Policy/Administrative Regulation #: See AR 3551
Subject: District policy on meal payments

II. At Specific Times During the Student's Academic Career

When to Notify: Beginning in grade 7, at least once prior to course selection and career counseling
Education or Other Legal Code: Education Code 221.5; 48980
Board Policy/Administrative Regulation #: See BP 6164.2
Subject: Course selection and career counseling

When to Notify: Upon a student's enrollment
Education or Other Legal Code: Education Code 310
Board Policy/Administrative Regulation #: See BP 6142.2, See AR 6174
Subject: Information on the district's language acquisition programs

When to Notify: When child first enrolls in a public school, if the school offers a fingerprinting program
Education or Other Legal Code: Education Code 32390, 48980
Board Policy/Administrative Regulation #: See AR 5142.1
Subject: Fingerprinting program

When/Whom to Notify: When participating in driver training courses under the jurisdiction of the district
Education or Other Legal Code: Education Code 35211
Board Policy/Administrative Regulation #: None

Subject: Civil liability, insurance coverage

When to Notify: Upon registration in K-6, if students have not previously been transported

Education or Other Legal Code: Education Code 39831.5

Board Policy/Administrative Regulation #: See AR 3543

Subject: School bus safety rules and information, list of stops, rules of conduct, red light crossing instructions, bus danger zones, walking to and from stops

When to Notify: Beginning of each school year for high school students, if high school is open campus

Education or Other Legal Code: Education Code 44808.5, 48980

Board Policy/Administrative Regulation #: See AR 5112.5

Subject: Open campus

When to Notify: Beginning of each school year in grades 9-12, if district allows career technical education (CTE) course to satisfy graduation requirement

Education or Other Legal Code: Education Code 48980, 51225.3

Board Policy/Administrative Regulation #: See AR 6146.1

Subject: How each school graduation requirement does or does not satisfy college entrance a-g course criteria; districts CTE courses that satisfy a-g course criteria

When to Notify: Upon a student's enrollment

Education or Other Legal Code: Education Code 49063

Board Policy/Administrative Regulation #: See AR 5125, See AR 5125.3

Subject: Specified rights related to student records

When to Notify: When students enter grade 7

Education or Other Legal Code: Education Code 49452.7

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Specified information on type 2 diabetes

When to Notify: When in kindergarten, or first grade if not previously enrolled in public school

Education or Other Legal Code: Education Code 49452.8

Board Policy/Administrative Regulation #: See AR 5141.32

Subject: Requirement for oral health assessment, explanation of law, importance of oral health, agency contact, privacy rights

When to Notify: Beginning of each school year for students in grades 9-12

Education or Other Legal Code: Education Code 51229, 48980

Board Policy/Administrative Regulation #: See AR 6143

Subject: College admission requirements, UC and CSU web sites that list certified courses, description of CTE, CDE Internet address, how students may meet with counselors

When to Notify: Beginning of each school year for students in grades 7-12, or at time of enrollment if after beginning of year

Education or Other Legal Code: Education Code 51938, 48980

Board Policy/Administrative Regulation #: See AR 6142.1
Subject: Sexual health and HIV prevention education; right to view A/V materials, whether taught by district staff or outside consultants, right to request specific Education Code sections, right to excuse

When to Notify: Within 20 working days of receiving results of standardized achievement tests or, if results not available in school year, within 20 working days of start of next school year
Education or Other Legal Code: Education Code 60641; 5 CCR 863
Board Policy/Administrative Regulation #: See AR 6162.51
Subject: Results of tests; test purpose, individual score and intended use

When/Whom to Notify: By October 15 for students in grade 12
Education or Other Legal Code: Education Code 69432.9
Board Policy/Administrative Regulation #: See AR 5121, See AR 5125
Subject: Forwarding of student's grade point average to Cal Grant program; timeline to opt out

When to Notify: When child is enrolled in kindergarten
Education or Other Legal Code: Health and Safety Code 124100, 124105
Board Policy/Administrative Regulation #: See AR 5141.32
Subject: Health screening examination

When to Notify: To students in grades 11-12, early enough to enable registration for fall test
Education or Other Legal Code: 5 CCR 11523
Board Policy/Administrative Regulation #: See AR 6146.2
Subject: Notice of proficiency examination provided under Education Code 48412

When to Notify: To secondary students, if district receives Title I funds
Education or Other Legal Code: 20 USC 7908
Board Policy/Administrative Regulation #: See AR 5125.1
Subject: Request that district not release name, address, phone number of child to military recruiters without prior written consent

III. When Special Circumstances Occur

When to Notify: In the event of a breach of security of district records, security of district records,
Education or Other Legal Code: Civil Code 1798.29
Board Policy/Administrative Regulation #: See BP 3580
Subject: Types of records affected, date of breach, description of incident, contact information for credit reporting agencies

When to Notify: Upon receipt of a complaint alleging discrimination
Education or Other Legal Code: Education Code 262.3
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Civil law remedies available to complainants

When to Notify: When determining whether an English learner should be reclassified as fluent English proficient

Education or Other Legal Code: Education Code 313; 5 CCR 11303

Board Policy/Administrative Regulation #: See AR 6174

Subject: Description of reclassification process, opportunity for parent/guardian to participate

When to Notify: When Student is identified as English learner and district receives Titles I or Title III funds for English learner programs, not later than 30 days after beginning of school year or within two weeks of placement if identified during school year

Education or Other Legal Code: Education Code 313.2, 440; 20 USC 6312

Board Policy/Administrative Regulation #: See AR 6174

Subject: Reason for classification, level of English proficiency, identification as long-term English learner, description of program(s), option to decline program or choose alternate, option to remove student from program at any time, exit requirements of program

When to Notify: When homeless or foster youth applies for enrollment in before/after school program

Education or Other Legal Code: Education Code 8483

Board Policy/Administrative Regulation #: See AR 5178.2

Subject: Right to priority enrollment how to request priority enrollment

When to Notify: Before high school student attends specialized secondary program on a university campus

Education or Other Legal Code: Education Code 17288

Board Policy/Administrative Regulation #: None

Subject: University campus buildings may not meet Education Code requirements for structural safety

When to Notify: At least 72 hours before use of pesticide product not included in annual list

Education or Other Legal Code: Education Code 17612

Board Policy/Administrative Regulation #: See AR 3514.2

Subject: Intended use of pesticide product

When to Notify: To members of athletic teams

Education or Other Legal Code: Education Code 32221.5

Board Policy/Administrative Regulation #: See AR 5143

Subject: Offer of insurance; no-cost and low-cost program options

When to Notify: Annually to parents/guardians of student athletes before participation in competition

Education or Other Legal Code: Education Code 33479.3

Board Policy/Administrative Regulation #: See AR 6145.2

Subject: Information on sudden cardiac arrest

When to Notify: If school has lost its WASC accreditation status

Education or Other Legal Code: Education Code 35178.4

Board Policy/Administrative Regulation #: See BP 6190
Subject: Loss of status, potential consequences

When/Whom to Notify: When district has contracted for electronic products or services that disseminate advertising

Education or Other Legal Code: Education Code 35182.5

Board Policy/Administrative Regulation #: BP 3312

Subject: Advertising will be used in the classroom or learning center

When to Notify: At least six months before implementing a schoolwide uniform policy

Education or Other Legal Code: Education Code 35183

Board Policy/Administrative Regulation #: See AR 5132

Subject: Dress code policy requiring schoolwide uniform

When to Notify: Before implementing a year-round schedule

Education or Other Legal Code: Education Code 37616

Board Policy/Administrative Regulation #: See BP 6117

Subject: Public hearing on year-round schedule

When to Notify: When interdistrict transfer is requested and not approved or denied within 30 days

Education or Other Legal Code: Education Code 46601

Board Policy/Administrative Regulation #: See AR 5117

Subject: Appeal process

When to Notify: Before early entry to kindergarten, if offered

Education or Other Legal Code: Education Code 48000

Board Policy/Administrative Regulation #: See AR 5111

Subject: Effects, advantages and disadvantages of early entry

When to Notify: When student identified as being at risk of retention

Education or Other Legal Code: Education Code 48070.5

Board Policy/Administrative Regulation #: See AR 5123

Subject: Student at risk of retention

When to Notify: When student excluded due to quarantine, contagious or infectious disease, danger to safety or health

Education or Other Legal Code: Education Code 48213

Board Policy/Administrative Regulation #: See AR 5112.2, See BP 5141.33

Subject: Student has been excluded from school

When to Notify: Before already admitted student is excluded for lack of immunization

Education or Other Legal Code: Education Code 48216; 17 CCR 6040

Board Policy/Administrative Regulation #: See AR 5141.31

Subject: Need to submit evidence of immunization or exemption within 10 school days; referral to medical care

When to Notify: When a student is classified as truant
Education or Other Legal Code: Education Code 48260.5, 48262
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Truancy, parental obligation, availability of alternative programs, student consequences, need for conference

When to Notify: When a truant is referred to a SARB or probation department
Education or Other Legal Code: Education Code 48263
Board Policy/Administrative Regulation #: See AR 5113.1
Subject: Name and address of SARB or probation department and reason for referral

When to Notify: When a school is identified on the state's Open Enrollment List
Education or Other Legal Code: Education Code 48354; 5 CCR 4702
Board Policy/Administrative Regulation #: See AR 5118
Subject: Student's option to transfer to another school

When to Notify: Within 60 days of receiving application for transfer out of open enrollment school
Education or Other Legal Code: Education Code 48357; 5 CCR 4702
Board Policy/Administrative Regulation #: See AR 5118
Subject: Whether student's transfer application is accepted or rejected; reasons for rejection

When/Whom to Notify: When student requests to voluntarily transfer to continuation school
Education or Other Legal Code: Education Code 48432.3
Board Policy/Administrative Regulation #: See AR 6184
Subject: Copy of district policy and regulation on continuation education

When to Notify: Prior to involuntary transfer to continuation school
Education or Other Legal Code: Education Code 48432.5
Board Policy/Administrative Regulation #: See AR 6184
Subject: Right to require meeting prior to involuntary transfer to continuation school

When/Whom to Notify: To person holding educational rights, prior to recommending placement of foster youth outside school of origin
Education or Other Legal Code: Education Code 48853.5
Board Policy/Administrative Regulation #: See AR 6173.1
Subject: Basis for the placement recommendation

When to Notify: When student is removed from class and teacher requires parental attendance at school
Education or Other Legal Code: Education Code 48900.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Parental attendance required; timeline for attendance

When to Notify: Prior to withholding grades, diplomas, or transcripts

Education or Other Legal Code: Education Code 48904
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Damaged school property

When to Notify: When withholding grades, diplomas or transcripts from transferring student
Education or Other Legal Code: Education Code 48904.3
Board Policy/Administrative Regulation #: See AR 5125.2
Subject: Next school will continue withholding grades, diplomas or transcripts

When to Notify: When student is released to peace officer
Education or Other Legal Code: Education Code 48906
Board Policy/Administrative Regulation #: See BP 5145.11
Subject: Release of student to peace officer for the purpose of removing minor from school, unless taken into custody as victim of suspected child abuse

When to Notify: At time of suspension
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See BP 5144.1, See AR 5144.1
Subject: Notice of suspension

When to Notify: When original period of suspension is extended
Education or Other Legal Code: Education Code 48911
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Extension of suspension

When to Notify: At the time a student is assigned to a supervised suspension classroom
Education or Other Legal Code: Education Code 48911.1
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: The student's assignment to a supervised suspension classroom

When to Notify: Before holding a closed session re: suspension
Education or Other Legal Code: Education Code 48912
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Intent to hold a closed session re: suspension

When to Notify: When student expelled from another district for certain acts seeks admission
Education or Other Legal Code: Education Code 48915.1, 48918
Board Policy/Administrative Regulation #: See BP 5119
Subject: Hearing re: possible danger presented by expelled student

When to Notify: When readmission is denied
Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Reasons for denial; determination of assigned program

When to Notify: When expulsion occurs

Education or Other Legal Code: Education Code 48916
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Readmission procedures

When to Notify: At least 10 calendar days before expulsion hearing
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Notice of expulsion hearing

When to Notify: When expulsion or suspension of expulsion occurs
Education or Other Legal Code: Education Code 48918
Board Policy/Administrative Regulation #: See AR 5144.1
Subject: Decision to expel; right to appeal to county board; obligation to inform new district of status

When to Notify: Before involuntary transfer of student convicted of certain crime when victim is enrolled at same school
Education or Other Legal Code: Education Code 48929, 48980
Board Policy/Administrative Regulation #: See BP 5116.2
Subject: Right to request a meeting with principal or designee

When to Notify: One month before the scheduled minimum day
Education or Other Legal Code: Education Code 48980
Board Policy/Administrative Regulation #: See BP 6111
Subject: When minimum days are scheduled after the beginning of the school year

When to Notify: When parents/guardians request guidelines for filing complaint of child abuse at a school site
Education or Other Legal Code: Education Code 48987
Board Policy/Administrative Regulation #: See AR 5141.4
Subject: Guidelines for filing complaint of child abuse at a school site with local child protective agencies

When to Notify: When student in danger of failing a course
Education or Other Legal Code: Education Code 49067
Board Policy/Administrative Regulation #: See AR 5121
Subject: Student in danger of failing a course

When to Notify: When student transfers from another district or private school
Education or Other Legal Code: Education Code 49068
Board Policy/Administrative Regulation #: See AR 5125
Subject: Right to receive copy of student's record and to challenge its content

When/Whom to Notify: When parent/guardian's challenge of student record is denied and parent/guardian appeals
Education or Other Legal Code: Education Code 49070

Board Policy/Administrative Regulation #: See AR 5125.3
Subject: If board sustains allegations, the correction of destruction of record; if denied, right to submit written objection

When/Whom to Notify: When district is considering program to gather safety-related information from students' social media activity

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: See BP 5125

Subject: Opportunity for input on proposed program

When/Whom to Notify: When district adopts program to gather information from students' social media activity, and annually thereafter

Education or Other Legal Code: Education Code 49073.6

Board Policy/Administrative Regulation #: AR 5125

Subject: Information is being gathered, access to records, process for removal or corrections, destruction of records

When to Notify: Within 24 hours of release of information to a judge or probation officer

Education or Other Legal Code: Education Code 49076

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of student record to a judge or probation officer for conducting truancy mediation program or for presenting evidence at a truancy petition

When to Notify: Before release of information pursuant to court order or subpoena

Education or Other Legal Code: Education Code 49077

Board Policy/Administrative Regulation #: See AR 5125

Subject: Release of information pursuant to court order or subpoena

When to Notify: When screening results in suspicion that student has scoliosis

Education or Other Legal Code: Education Code 49452.5

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Scoliosis screening

When to Notify: When test results in discovery of visual or hearing defects

Education or Other Legal Code: Education Code 49456; 17 CCR 2951

Board Policy/Administrative Regulation #: See AR 5141.3

Subject: Vision or hearing test results

When to Notify: Within 10 days of negative balance in meal account

Education or Other Legal Code: Education Code 49557.5

Board Policy/Administrative Regulation #: See AR 3551

Subject: Negative balance in meal account; encouragement to apply for free or reduced price meals

When to Notify: Annually to parents/guardians of student athletes before their first practice or competition

Education or Other Legal Code: Education Code 49475
Board Policy/Administrative Regulation #: See AR 6145.2
Subject: Information on concussions and head injuries

When/Whom to Notify: Within 30 days of foster youth, homeless youth, former juvenile court school student, or child of military family being transferred between high schools

Education or Other Legal Code: Educational Code 51225.1
Board Policy/Administrative Regulation #: See BP 6146.1, See AR 6173, See AR 6173.1, AR 6173.3

Subject: Exemption from local graduation requirements, effect on college admission, option for fifth year of high school

When to Notify: Before any test/survey questioning personal beliefs

Education or Other Legal Code: Education Code 51513

Board Policy/Administrative Regulation #: See AR 5022

Subject: Permission for test, survey questioning personal beliefs

When to Notify: At least 14 days before HIV prevention or sexual health instruction, if arrangement made for guest speaker after beginning of school year

Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: See AR 6142.1

Subject: Instruction in HIV prevention or sexual health by guest speaker or outside consultant

When to Notify: Prior to administering survey regarding health risks and behaviors to students in 7-12

Education or Other Legal Code: Education Code 51938

Board Policy/Administrative Regulation #: See AR 5022

Subject: Notice that the survey will be administered

When to Notify: Within 30 calendar days of receipt of results of assessment or reassessment of English proficiency

Education or Other Legal Code: Education Code 52164.1, 52164.3; 5 CCR 11511.5

Board Policy/Administrative Regulation #: See AR 6174

Subject: Results of state test of English proficiency

When to Notify: When migrant education program is established

Education or Other Legal Code: Education Code 54444.2

Board Policy/Administrative Regulation #: See BP 6175, See AR 6175

Subject: Parent advisory council membership composition

When to Notify: When child participates in licensed child care and development program

Education or Other Legal Code: Health and Safety Code 1596.857

Board Policy/Administrative Regulation #: See AR 5148

Subject: Parent/guardian right to enter facility

When/Whom to Notify: When district receives Tobacco-Use Prevention Education Funds

Education or Other Legal Code: Health and Safety Code 104420
Board Policy/Administrative Regulation #: See AR 3513.3
Subject: The district's tobacco-free schools policy and enforcement procedures

When to Notify: When testing by community water system finds presence of lead exceeding specified level

Education or Other Legal Code: Health and Safety Code 116277
Board Policy/Administrative Regulation #: See AR 3514
Subject: Elevated lead level at school

When to Notify: When sharing student immunization information with an immunization system

Education or Other Legal Code: Health and Safety Code 120440
Board Policy/Administrative Regulation #: See AR 5125
Subject: Types of information to be shared, name and address of agency, acceptable use of the information, right to examine, right to refuse to share

When/Whom to Notify: At least 14 days prior to sex offender coming on campus as volunteer

Education or Other Legal Code: Penal Code 626.81
Board Policy/Administrative Regulation #: See AR 1240, See BP 1250
Subject: Dates and times permission granted; obtaining information from law enforcement

When to Notify: When hearing is requested by person asked to leave school premises

Education or Other Legal Code: Penal Code 627.5
Board Policy/Administrative Regulation #: See AR 3515.2
Subject: Notice of hearing

When/Whom to Notify: When responding to complaint re: discrimination, special education, or noncompliance with law

Education or Other Legal Code: 5 CCR 4631
Board Policy/Administrative Regulation #: See AR 1312.3
Subject: Findings, disposition of complaint, any corrective actions, appeal rights and procedures

When to Notify: When child participates in licensed child care and development program

Education or Other Legal Code: 5 CCR 18066
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: excused and unexcused absences

When to Notify: Within 30 days of application for subsidized child care or preschool services

Education or Other Legal Code: 5 CCR 18094, 18118
Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3
Subject: Policies re: Approval or denial of services

When to Notify: Upon recertification or update of application for child care or preschool services

Education or Other Legal Code: 5 CCR 18095, 18119
Board Policy/Administrative Regulation #: See AR 5148, See AR 5148.3

Subject: Policies re: Any change in service, such as in fees, amount of service, termination of service

When to Notify: Upon child's enrollment in child care program
Education or Other Legal Code: 5 CCR 18114
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: Policy on fee collection

When to Notify: When payment of child care fees is seven days late
Education or Other Legal Code: 5 CCR 18114
Board Policy/Administrative Regulation #: See AR 5148
Subject: Policies re: Notice of delinquent fees

When to Notify: When district substantively changes policy on student privacy rights
Education or Other Legal Code: 20 USC 1232h
Board Policy/Administrative Regulation #: See AR 5022
Subject: Notice of any substantive change in policy or regulation

When to Notify: For districts receiving Title I funds, when a child has been assigned or taught for four or more consecutive weeks by a teacher who does not meet state certification requirements for the grade level/subject taught
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 4112.24
Subject: Timely notice to parent/guardian of child's assignment

When to Notify: For districts receiving Title I funds, not later than 30 days after beginning of school year, to parents/guardians of English learners
Education or Other Legal Code: 20 USC 6312
Board Policy/Administrative Regulation #: See AR 6174
Subject: Reasons for placement, level of proficiency, instructional methods, how program meets child's strengths and teaches English, exit requirements, right to choose another program

When to Notify: For schools receiving Title I funds, upon development of parent involvement policy
Education or Other Legal Code: 20 USC 6318
Board Policy/Administrative Regulation #: See AR 6020
Subject: Notice of policy

When to Notify: When household is selected for verification of eligibility for free or reduced-price meals
Education or Other Legal Code: 42 USC 1758; 7 CFR 245.6a
Board Policy/Administrative Regulation #: See AR 3553
Subject: Need to submit verification information; any subsequent change in benefits; appeals

When/Whom to Notify: When student is homeless or unaccompanied minor
Education or Other Legal Code: 42 USC 11432; Education Code 48852.5

Board Policy/Administrative Regulation #: See AR 6173
Subject: Educational and related opportunities; transportation services; placement decision and right to appeal

When to Notify: When student transfers out of state and records are disclosed without consent pursuant to 34 CFR 99.30

Education or Other Legal Code: 34 CFR 99.34

Board Policy/Administrative Regulation #: See AR 5125

Subject: Right to review records

When to Notify: When district receives federal funding assistance for nutrition program

Education or Other Legal Code: USDA FNS Instruction 113-1

Board Policy/Administrative Regulation #: See BP 3555

Subject: Rights and responsibilities, nondiscrimination policy, complaint procedures

IV. Special Education Notices

When to Notify: Prior to conducting initial evaluation

Education or Other Legal Code: Education Code 56301, 56321, 56321.5, 56321.6, 56329; 20 USC 1415 (d); 34 CFR 300.502, 300.503

Board Policy/Administrative Regulation #: See BP 6159.1, See AR 6159.1, See AR 6164.4

Subject: Proposed evaluation plan, related parental rights, prior written notice, procedural safeguards

When/Whom to Notify: Before functional behavioral assessment begins

Education or Other Legal Code: Education Code 56321

Board Policy/Administrative Regulation #: See AR 6159

Subject: Notification and consent

When to Notify: 24 hours before IEP when district intending to record

Education or Other Legal Code: Education Code 56341.1

Board Policy/Administrative Regulation #: See AR 6159

Subject: Intention to audio-record IEP meeting

When to Notify: Early enough to ensure opportunity for parent to attend IEP meeting

Education or Other Legal Code: Education Code 56341.5; 34 CFR 300.322

Board Policy/Administrative Regulation #: See AR 6159

Subject: Time, purpose, location, who will attend, participation of others with special knowledge, transition statements if appropriate

When to Notify: When parent/guardian orally requests review of IEP

Education or Other Legal Code: Education Code 56343.5

Board Policy/Administrative Regulation #: See AR 6159

Subject: Need for written request

When to Notify: Within one school day of emergency intervention or serious property damage

Education or Other Legal Code: Education Code 56521.1
Board Policy/Administrative Regulation #: See AR 6159.4
Subject: Emergency intervention

When to Notify: Whenever there is a proposal or refusal to initiate or change the identification, evaluation, placement, or FAPE, including when parent/guardian revokes consent for services
Education or Other Legal Code: 20 USC 1415(c); 34 CFR 300.300, 300.503
Board Policy/Administrative Regulation #: See AR 6159, See AR 6159.1
Subject: Prior written notice

When/Whom to Notify: Upon filing of state complaint
Education or Other Legal Code: 20 USC 1415(d), 34 CFR 300.504
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Procedural safeguards notice

When/Whom to Notify: When disciplinary measures are taken or change in placement
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.530
Board Policy/Administrative Regulation #: See AR 5144.2
Subject: Decision and procedural safeguards notice

When to Notify: Upon requesting a due process hearing
Education or Other Legal Code: 20 USC 1415(k); 34 CFR 300.508
Board Policy/Administrative Regulation #: See AR 6159.1
Subject: Child's name, address, school, description of problem, proposed resolution

When to Notify: Eligibility for services under Section 504
Education or Other Legal Code: 34 CFR 104.32, 104.36
Board Policy/Administrative Regulation #: See AR 6164.6
Subject: District responsibilities, district actions, procedural safeguards

V. Classroom Notices

When to Notify: In each classroom in each school
Education or Other Legal Code: Education Code 35186
Board Policy/Administrative Regulation #: See AR/E 1312.4
Subject: Complaints re: sufficiency of instructional materials, teacher vacancy and misassignment, maintenance of facilities, right of students who did not pass the exit exam to receive intensive instruction after grade 12

Considered: January 22, 2019

Rescue Union ESD

Board Policy

Extracurricular And Cocurricular Activities

BP 6145

Instruction

*****Note: Pursuant to Education Code 35160.5, districts maintaining grades 7-12 are mandated to adopt policy establishing eligibility requirements for student participation in extracurricular activities. See section on "Eligibility Requirements" below. *****

The Governing Board recognizes that extracurricular and cocurricular activities enrich the educational and social development ~~and experiences~~ of students ~~and enhance students' feelings of connectedness with the schools.~~— The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

(cf. 1330 - Use of School Facilities)

(cf. 5137 - Positive School Climate)

(cf. 6145.2 - Athletic Competition)

(cf. 5148.2 - Before/After School Programs)

*****Note: Pursuant to various provisions of state and federal law (e.g., Education Code 220; Government Code 11135; 20 USC 1681-1688; 42 USC 2000d-2000d-7 and 12101-12213; 29 USC 794), discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. See BP 0410 - Nondiscrimination in District Programs and Activities. *****

~~Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall anyand no district student's participation in an extracurricular orand cocurricular activityactivities shall be required or refused on those bases. based on the student's gender, sexual orientation, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.— Requirements for participation in extracurricular and cocurricular activities shall be limited to those that are essential to the success of the activity.— (5 CCR 4925)~~

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

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6145.5 - Student Organizations and Equal Access)

Any complaint alleging unlawful discrimination in~~regarding~~ the district's extracurricular ~~and~~ cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

~~The Superintendent or designee shall ensure that disabled students have access, to the extent possible, to-~~
(cf. 1312.3 - Uniform Complaint Procedures)

***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 by Education Code 49010, "educational activity" includes curricular and extracurricular activities. 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. For further information, see BP/AR 3260 - Fees and Charges. Districts are advised to seek legal counsel before charging fees for any activity which may be construed as related to the educational program. ***

Unless specifically authorized by law, no student shall be charged a fee for his/her participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code 49010, 49011)

(cf. 3260 - Fees and Charges)

(cf. 3452 - Student Activity Funds)

Eligibility Requirements

***Note: If the district maintains any of grades 7-12, Education Code 35160.5 mandates the Governing Board to adopt policy establishing eligibility requirements for student participation in extracurricular and cocurricular activities. Pursuant to Education Code 35160.5, students must demonstrate "satisfactory educational progress," as provided in items #1-2 below, but districts may adopt stricter academic eligibility criteria provided such action is taken at a public meeting in accordance with Education Code 35145. Districts that have adopted stricter criteria should modify the following list accordingly. ***

***Note: For interscholastic athletic programs governed by the California Interscholastic Federation (CIF), student athletes are subject to additional eligibility criteria specified in CIF bylaws, including criteria related to age, grade, attendance, scholastic achievement, residence, transfers, and discipline. See BP 6145.2 - Athletic Competition. ***

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes

2. Maintenance of minimum progress toward meeting high school graduation requirements

(cf. 5121 - Grades/Evaluation-related social events, regardless of Student Achievement)

(cf. 6146.1 - High School Graduation Requirements)

~~the severity~~

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end/nature of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

***Note: Education Code 48850 specifies that a homeless student, or a foster youth whose residence changes pursuant to a court order or decision of a child welfare worker, shall be immediately deemed to meet all residency requirements for participation in extracurricular activities, including, but not limited to, interscholastic sports. See AR 6173 - Education for Homeless Children and AR 6173.1 - Education for Foster Youth. ***

***Note: In addition, Education Code 49700-49701 establish a uniform means of assisting children of active duty military families transferred from one state to another, by reducing or eliminating the barriers to their educational success caused by the frequent moves and deployments of their parents/guardians. Among other things, Education Code 49701 requires flexibility of districts' local rules to facilitate eligibility for extracurricular activities. See BP/AR 6173.2 - Education of Children of Military Families. ***disabilities.

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

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or cocurricular

Extracurricular activities shall be ~~made~~supervised by district employees whenever they are conducted under the name of the district.

(~~cf. Superintendent or designee in accordance with 4127/4227/4327 - Temporary Athletic Team Coaches~~)

Academic Eligible Requirements

~~In order to encourage and promote academic excellence, all students in grades 6, 7 and 8 participating in extracurricular activities shall demonstrate satisfactory minimum progress in meeting the requirements for graduation.~~

~~A program that has as its primary goal the improvement of academic or educational achievements of students is not subject to these eligibility requirements. (Education Code 48850 and 49701.35160.5)~~

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)

The Superintendent or designee ~~may revoke a shall determine in advance when~~
~~extra/co-curricular activities or programs are primarily for student's academic or educational~~
~~achievement and therefore not subject to the eligibility requirements of this policy.~~

~~In order to be eligible for participation in extracurricular and cocurricular activities when the~~
~~student's poor activities, a student in grades 6, 7, and 8 shall have earned a minimum grade point~~
~~average of "C" (2.0) during the preceding grading period with no "F" grade.~~

~~Eligibility shall be determined and enforced each six week grading period (progress report and~~
~~semester grade report).~~

Appeal Process

~~Student may appeal their eligibility if they have been subject to extenuating circumstances~~
~~beyond their control, such as serious personal illness or a death in the family. The appeal may~~
~~be made to the principals for review by a staff appeals committee.~~

Department Eligibility

~~It is the goal of the district to have students respect others and their property and not disrupt the~~
~~learning process.~~

~~Accordingly, as a condition for maintaining eligibility for participation in extracurricular~~
~~activities, each student in grades 6, 7, and 8 shall also maintain a positive record of citizenship is~~
~~serious enough to warrant loss of this privilege.~~

Student Conduct at Extracurricular/Cocurricular Events

***Note: The following paragraph is optional. Pursuant to Education Code 35181, the Board
has authority to set expectations and/or rules for student attendance, academic performance, in-
school behavior, and any other aspect of school life that it deems relevant to maintaining order in
district schools. ***

When attending or participating in extracurricular and cocurricular activities on or off campus,
district students are subject to district policies and regulations relating to student conduct.
Students who violate district policies and regulations may be subject to discipline including, but
not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation
in extracurricular or cocurricular activities in accordance with Board policy and administrative
regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)
(cf. 5144 - Discipline)

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

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

~~Supervision~~

~~Extracurricular activities shall be under the general supervision of school authorities and certificated employees whenever they are conducted under the name of the school district.~~

~~The Superintendent or designee shall develop regulations that provide for:~~

- ~~1. Determining which activities and programs are affected by the eligibility requirements of this policy.~~
- ~~2. Identifying and monitoring ineligible students.~~
- ~~3. Assisting ineligible students to become eligible for participation in such activities, including but not limited to counseling and tutoring.~~
- ~~4. Determining which activities may not be entered into after the onset of the activity.~~

~~Annual Policy Review~~

***Note: Education Code 35160.5 requires annual review of this policy, as it relates to the participation of students in grades 7-12 in extracurricular and cocurricular activities. The following paragraph is optional for districts without any of grades 7-12. ***

The Board shall annually review this policy and implementing regulations.

~~(cf. 3260 - Athletic Fees)~~

~~(cf. 6145.2 - Competition)~~

~~(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Disabilities)~~

~~(cf. 6153 - School Sponsored Trips)~~

~~(cf. (6164.4 - Identification of Individuals for Special Education Code 35160.5)~~

Legal Reference:

EDUCATION CODE

35145 Public meetings

35160.5 District policy rules and regulations; requirements; matters subject to regulation

35179 Interscholastic athletics; associations or consortia

35181 Students' responsibilities

48850 Participation of homeless students and foster youth in extracurricular activities and interscholastic sports

48930-48938 Student organizations

49010-49013 Student fees

49024 Activity Supervisor Clearance Certificate

49700-49703 Education of children of military families

CALIFORNIA CONSTITUTION

Article 9, Section 5 Common school system

CODE OF REGULATIONS, TITLE 5

350 Fees not permitted

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

5531 Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 42

2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Hartzell v. Connell, -(1984) 35 Cal. 3d- 899

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Pupil Fees, Deposits, and Other Charges, Fiscal Management Advisory 12-02, April 24, 2013

CALIFORNIA TASK FORCE REPORT TO THE LEGISLATURE

Compact on Educational Opportunity for Military Children: Preliminary Final Report, March 2009

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

Information on Assembly Bill 346 Concerning the Activity Supervisor Clearance Certificate (ASCC), Coded Correspondence 10-11, July 20, 2010

CDE LEGAL ADVISORIES

~~001.90—Access to School-Related Activities and Events by Disabled Students, LO: 3-0~~

~~409.87—Requirements for Pupil Participation in Extracurricular and Co-curricular activities, AB-2613, CH: 86/87-11~~

WEB SITES

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

California Association of Directors of Activities: <http://www.cada1.org>

Policy RESCUE UNION SCHOOL DISTRICT

adopted: February 2002 Rescue, California

revised: April 2009

Considered: January 22, 2019

Rescue Union ESD

Administrative Regulation

Extracurricular And Cocurricular Activities

AR 6145
Instruction

Definitions

For purposes of applying eligibility criteria for student participation, extracurricular and cocurricular~~Extracurricular~~ activities shall be defined as follows~~are those programs that have all of the following characteristics:~~ (Education Code 35160.5)

~~1. The program is supervised or financed by the school district.~~

~~2. Students participating in the program represent the school district.~~

~~1. 3. Students exercise some degree of freedom in the selection, planning or control of the program.~~

~~4. The program includes both preparation for performance and performance before an audience or spectators.~~

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, ~~and~~ do not take place during classroom time, and have all of the following characteristics:—(Education Code 35160.5)

a. The program is supervised or financed by the school district.

b. Students participating in the program represent the school district.

c. Students exercise some degree of freedom in the selection, planning, or control of the program.

d. The program includes both preparation for performance and performance before an audience or spectators.

2. Cocurricular activities are programs that may be associated with the curriculum in a regular classroom.—(Education Code 35160.5)

An activity is not an extracurricular or cocurricular activity if either of the following conditions applies: (Education Code 35160.5)

1. It is a teacher-graded or required program or activity for a course which satisfies the entrance requirements for admission to the California State University or the University of California.

(cf. 6143 - Courses of Study)

2. It is a program that has as its primary goal the improvement of academic or educational achievement of students.

Eligibility Requirements

The grade point average (GPA) used to determine eligibility for extracurricular and cocurricular activities shall be based on grades of the last previous grading period during which the student attended class at least a majority of the time. If a student was not in attendance for all, or a majority of, the grading period due to absences excused by the school for reasons such as serious illness or injury, approved travel, or work, the GPA used to determine eligibility shall be the grading period immediately prior to the excluded grading period(s). (Education Code 35160.5)(~~Education Code 35160.5~~)

(cf. 5113 - Absences and Excuses)

***Note: The following paragraph is optional. Districts that do not allow a probationary period as authorized by Education Code 35160.5 (see the accompanying Board policy) should revise the following paragraph accordingly. ***

When a student becomes ineligible to participate in extracurricular or cocurricular activities in the upcoming grading period, or when he/she is subject to probation, theSeventh and eighth-grade students are considered to be eligible at the beginning of each year.

Probationary Period

~~Probation of one trimester or less may be authorized by the Superintendent or designee.~~

~~Students are granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation.~~

~~The principal or designee shall provide written notice to both the student and his/her parent/guardian.~~

Supervision

All extracurricular activities conducted under the name or auspices of a district school or any class or organization of the school, regardless of where the activities are held, shall be under the direct supervision of certificated employees. (5 CCR 5531)

***Note: Education Code 49024 requires any noncertificated person who works with students

in a district-sponsored student activity program, whether in a paid or volunteer position, to obtain an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing, unless the district requires the person to clear a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning the duties. "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. Also see BP/AR 1240 - Volunteer Assistance and BP 4127/4227/4327 - Temporary Athletic Team Coaches. ***
~~the student's teachers and suggest a program of remediation to improve the student's academic progress.~~

~~Extracurricular and Co-curricular Program Personnel~~

~~The assignment of responsibilities pursuant to Board policy are as follows:~~

~~1. Principal or designee:~~

~~a. Will intervene with the Athletic Director and Coach as appropriate to resolve eligibility conflicts~~

~~2. Any noncertificated person working with students in a district-sponsored extracurricular student activity program shall possess an Activity Supervisor Clearance Certificate from the Commission on Teacher Credentialing or shall have cleared a Department of Justice and Federal Bureau of Investigation criminal background check prior to beginning his/her duties, in accordance with BP 4127/4227/4327 - Temporary Athletic Team Coaches. (Education Code 49024)~~

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

~~(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)~~

~~(cf. 4127/4227/4327 - Temporary Athletic Team Coaches)~~

~~(12/90 11/01) 3/12~~

~~Athletic Director:~~

~~a. Will be responsible for the determination of athletic eligibility, including which activities may not be entered into after the commencement of the activity~~

~~b. Will notify each coach of ineligibility~~

~~3. G.P.A./Honor Roll Advisor—Counseling Secretary/Clerk:~~

~~a. Will provide the Athletic Director with a listing of any ineligible students within five days of the end of each trimester~~

~~4. Coach:~~

~~a. Will provide any ineligible participant with a grade check sheet two weeks after the progress report is issued~~

~~b. Will not allow ineligible athletes to participate as outlined in the policy~~

~~c. Will discuss ineligibility with the Athletic Director rather than the teacher~~

~~d. Will provide the Athletic Director with a team roster~~

~~5. Teacher:~~

~~a. Will fill out grade checks promptly the progress report period two weeks following for any ineligible athlete~~

~~6. Student:~~

~~a. If ineligible at progress report grading period, a student may submit a grade check two weeks after the progress report period.~~

~~b. Will return completed grade checks within three school days of the time established to the vice principal. Any student who fails to comply will be classified ineligible for the remainder of the trimester.~~

~~The two week grade check is in effect only at the end of two weeks following the progress report period. Students can not request additional grade checks or become eligible at any other time. Teachers will not be permitted to allow eligibility under any other circumstances, nor be requested to report work in progress after the trimester grade is recorded. Grades of "INC" count as an "F" grade until made up.~~

Regulation RESCUE UNION SCHOOL DISTRICT
approved: February 2002 Rescue, California
Considered: January 22, 2019

Rescue Union ESD

Board Policy

Student Assessment

BP 6162.5

Instruction

*****Note: The following optional policy may be revised to reflect district practice. For information about required state assessments administered as part of the California Assessment of Student Performance and Progress (CAASPP), see BP/AR 6162.51 - State Academic Achievement Tests.*****

The Governing Board recognizes that student assessments are an important instructional and accountability tool. To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments.

(cf. 6162.51 - State Academic Achievement Tests)

*****Note: The following paragraph addresses potential uses of student assessment data. Pursuant to Education Code 52060, applicable statewide student assessments must be used as one of the measures of progress toward the district's annual goals for student achievement included in its local control and accountability plan; see AR 0460 - Local Control and Accountability Plan. In addition, pursuant to Education Code 44662, evaluations of certificated staff must include an assessment of students' progress toward meeting district standards of expected student achievement at each grade level in each area of study and, if applicable, toward state standards as measured by state criterion-referenced assessments (i.e., assessments that test students' mastery of the content). However, Education Code 44662 prohibits the use of publishers' norms established by standardized tests (i.e., assessments that compare students' performance to a representative sample of students) for the purpose of evaluating and assessing certificated staff performance. The use of student assessment results in staff evaluations may also be addressed in collective bargaining agreements or employment contracts. See BP/AR 4115 - Evaluation/Supervision and BP 4315 - Evaluation/Supervision.*****

Assessment data shall be used to help determine individual students' progress, mastery of academic standards, appropriate placement in district programs, and/or eligibility for graduation. In addition, summary data on student assessment results shall be used by the district to identify and review student achievement goals in the district's local control and accountability plan, evaluate district educational programs in order to identify needed improvements, and, as appropriate, evaluate staff performance.

(cf. 0460 - Local Control and Accountability Plan)

(cf. 0500 - Accountability)

(cf. 2140 - Evaluation of the Superintendent)

(cf. 4115 - Evaluation/Supervision)

(cf. 4315 - Evaluation/Supervision)
(cf. 5121 - Grades/Evaluation of Student Achievement)
(cf. 5123 - Promotion/Acceleration/Retention)
(cf. 6011 - Academic Standards)
(cf. 6142.7 - Physical Education and Activity)
(cf. ~~6190 - Evaluation of the Instructional Program~~~~6162.51 - State Academic Achievement Tests~~)
(~~cf. 6162.52 - High School Exit Examination~~)
(~~cf. 6190 - Evaluation of the Instructional Program~~)

~~To obtain the most accurate evaluation of student performance, the district shall use a variety of measures, including district, state, and/or national assessments. As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.~~

(~~cf. 3553 - Free and Reduced Price Meals~~)

In selecting or developing any district assessment, the Superintendent or designee shall examine evidence of its reliability, its validity for the intended purpose and for various student populations, and the extent to which it aligns with the material that is being taught.

The Superintendent or designee shall ensure that assessments are administered in accordance with law and ~~the~~ test publisher's directions, and that test administration procedures are fair and equitable for all students.

(cf. 0410 - Nondiscrimination in District Programs and Activities)
(cf. 6162.54 - Test Integrity/Test Preparation)

Note: Education Code 52052 requires that schools and districts demonstrate comparable improvement in academic achievement by all "numerically significant" student subgroups, including ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. A "numerically significant" subgroup is one that consists of at least 30 students, or 15 foster youth or homeless students, each of whom has a valid test score. To evaluate the extent to which the district fulfills this responsibility, it will be important to examine disaggregated student assessment results as provided below.

Note: Pursuant to Education Code 49558, the Governing Board may adopt policy allowing the use of individual applications or records from the free and reduced-price meal program to identify students for the purpose of disaggregating student achievement data. See BP/AR 3553 - Free and Reduced Price Meals for optional language providing such authorization.

As appropriate, assessment results shall be disaggregated by student subgroup, classroom, grade level, and/or school site to allow for critical analysis of student needs.

The Superintendent or designee shall provide professional development as needed to assist administrators and teachers in interpreting and using assessment data to improve student

performance and the instructional program.

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

When districtwide and school-level results of student assessments are published by the state, the Superintendent or designee may provide supplementary information to assist parents/guardians and the community in understanding test results.

(cf. 0510 - School Accountability Report Card)

Interim and Formative Assessments

*****Note: At their discretion, districts may choose to use the Smarter Balanced interim and formative assessments, which are part of the CAASPP. Pursuant to Education Code 60642.6, as amended by AB 1035 (Ch. 752, Statutes of 2017), these tests may be used, in combination with other sources of information, to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning. Education Code 60642.7, as added by AB 1035, specifies that results of such assessments shall not be used for any high-stakes purpose.*****

State interim and formative assessments may be used in combination with other sources of information to gain timely feedback about student progress in an effort to continually adjust instruction to improve learning. Results from interim and formative assessments shall not be used for any high-stakes purpose, including, but not limited to, teacher or other school staff evaluation, accountability, student grade promotion or retention, graduation, course or class placement, identification for gifted or talented education, reclassification of English learners, or identification as an individual with exceptional needs. (Education Code 60642.6, 60642.7)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 6146.1 - High School Graduation Requirements)

(cf. 6152 - Class Assignment)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Learners)

The Superintendent or designee shall ensure that teachers who administer interim and formative assessments have access to all functions and information designed for teacher use related to such assessments and student performance on the assessments. (Education Code 60642.6)

Individual Record of Accomplishment

*****Note: The following section is for use by districts that maintain high schools.*****

The Superintendent or designee shall ensure that each student, by the end of grade 12, has an individual record of accomplishment that includes the following: (Education Code 60607)

1. The results of the state achievement tests required and administered as part of the California Assessment of Student Performance and Progress, or any predecessor assessments, pursuant to Education Code 60640-60649

2. The results of any end-of-course examinations taken

3. The results of any vocational education certification examinations taken

(cf. 6178 - Career Technical Education)

No individual record of accomplishment shall be released to any person, other than the student's parent/guardian or a teacher, counselor, or administrator directly involved with the student, without the written consent of the student's parent/guardian, or the student if he/she is an adult or emancipated minor. The student or his/her parent/guardian may authorize the release of the record of accomplishment to a postsecondary educational institution for the purposes of credit, placement, or admission. (Education Code 60607)

(cf. 5125 - Student Records)

Legal Reference:

EDUCATION CODE

313 Assessment of English language development

10600-10610 California Education Information System

44660-44665 Evaluation and assessment of performance of certificated employees (Stull Act)

49558 Free and reduced-price meals; use of individual applications and records

51041 Evaluation of educational program

51450-51455 Golden State Seal Merit Diploma

52052 ~~Accountability Academic Performance Index~~; numerically significant student subgroups

52060-52077 Local control and accountability plan

60600-60649 Assessment of academic achievement, especially:

60640-60649 California Assessment of Student Performance and Progress

60800 Physical fitness testing

60810-60812 Assessment of English language development

~~60850-60859 High school exit examination~~

60900 California Longitudinal Pupil Achievement Data System

CODE OF REGULATIONS, TITLE 5

850-864 California Assessment of Student Performance and Progress

~~1200-1225 High School Exit Examination~~

UNITED STATES CODE, TITLE 20

9622 National Assessment of Educational Progress

Management Resources:

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Key Elements of Testing, May 2004~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Teachers' Use of Student Data Systems to Improve Instruction, 2007~~

WEB SITES

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

California Department of Education, Testing and Accountability: <http://www.cde.ca.gov/ta>

Smarter Balanced Assessment Consortium: <http://www.smarterbalanced.org>

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

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

revised: October 7, 2014

Considered: January 22, 2019

Rescue Union ESD

Board Policy

Title I Programs

BP 6171

Instruction

Note: The following policy is for use by districts that receive funding through Title I, Part A, of the federal Elementary and Secondary Education Act (20 USC 6311-6322), which supports basic programs designed to improve the academic achievement of economically disadvantaged students. 20 USC 6313 establishes school eligibility criteria and priorities for funding. Title I funds received by the district must be allocated to eligible schools or eligible school attendance areas, in rank order, on the basis of the number of students from low-income families.

The Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the district shall use ~~federal~~ Title I funds to provide ~~supplementary~~ services that ~~strengthen~~~~reinforce~~ the ~~academic programs~~~~core curriculum~~ and ~~provide support to assist~~ students ~~at risk of failing to achieve~~~~in attaining proficiency on state academic standards~~ ~~and assessments~~.

~~(cf. 5149—At Risk Students)~~

~~(cf. 6011 - Academic Standards)~~

~~(cf. 6162.5 - Student Assessment)~~

~~(cf. 6162.51 - State Academic Achievement Tests~~Standardized Testing and Reporting Program~~)~~

~~(cf. Title I funds~~

~~6162.52—High School Exit Examination)~~

~~The Superintendent or designee shall be used provide technical assistance and support to supplement, not supplant, funds available from state and local sources for the education of students any school participating in Title I programs.~~the Title I program, including consultation in the development and implementation of school plans and activities.~~ (20 USC 6314, 6321)~~

Note: 20 USC 6312 requires that districts receiving Title I funds develop a local educational agency (LEA) plan with specified components. In California, districts have the option of addressing each LEA plan provision within the local control and accountability plan (LCAP), the LCAP Federal Addendum, or another document, provided that the location of each provision is referenced within the LCAP Federal Addendum. A template for the LCAP Federal Addendum is available on the California Department of Education's (CDE) web site.

Note: Title I schoolwide programs are required to develop school-level comprehensive plans addressing the components listed in 20 USC 6314; see the accompanying administrative regulation.

Descriptions of how the district will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the district's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the district's plan and be tailored to the specific needs of the students at the school.

(cf. 0420 - School Plans/Site Councils)

~~The~~(cf. 0400 - Comprehensive Plans)
(cf. 0460 - Local Control and Accountability Plan)

*****Note: 20 USC 6318 mandates each district and each school receiving Title I funds to have a written parent/guardian and family engagement policy developed jointly with and agreed upon by parents/guardians of participating students. See BP/AR 6020 - Parent Involvement for language fulfilling this mandate.*****

In addition, the district and each school receiving Title I funds shall develop a written parent/guardian and family engagement ~~involvement~~ policy in accordance with 20 USC 6318.

(cf. 6020 - Parent Involvement)

Local Educational Agency Plan

~~The Superintendent or designee shall consult with teachers, principals, administrators, other appropriate school personnel, and parents/guardians of participating students in the development, periodic review, and, as necessary, the revision of a local educational agency (LEA) plan. The plan and any revisions shall be submitted to the Governing Board for approval. (20 USC 6312)~~

~~The plan shall address the components specified in 20 USC 6312, which describe the assessments, strategies, and services the district will use to help low-achieving students meet challenging academic standards.~~

~~The initial plan shall be submitted to the California Department of Education (CDE) and approved by the State Board of Education. Subsequent revisions of the plan shall be kept on file in the district.~~

Comparability of Services

*****Note: 20 USC 6321 mandates any district receiving Title I funds to develop procedures to ensure compliance with legal requirements regarding comparability of services. Pursuant to 20 USC 6321, requirements regarding comparability do not apply to districts that do not have more than one building for each grade span.*****

In~~State and local funds used in~~ schools receiving Title I funds, state and local funds ~~shall be used to~~ provide services that, taken as a whole, are at least comparable to services in schools that

are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span. (20 USC 6321)

Note: Pursuant to 20 USC 6321, a district will be considered to have met the legal requirement for comparability if it provides the CDE with written assurances that it has established and implemented (1) a districtwide salary schedule; (2) a policy ensuring equivalence among schools in teachers, administrators, and other staff; and (3) a policy ensuring equivalence among schools in the provision of curriculum materials and instructional supplies. The district must keep records documenting that the salary schedule and policies were actually implemented and that they resulted in equivalence among schools in staffing, materials, and supplies. Items #1-4 below reflect methods of determining comparability authorized by the CDE. For further information, see the CDE's guidance Meeting Title I, Part A Comparability Requirements, available on its web site.

To demonstrate comparability of services among district schools, ~~the district~~ ~~The Governing Board~~ shall:

1. Adopt and implement ~~adopt~~ a districtwide salary schedule

Note: Items #2a and b below reflect methods authorized by the CDE to determine comparability of staffing, and may be revised to reflect district practice.

2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:

a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I district schools within that grade span

b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I district schools.

3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the districtwide average

4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools

~~and the~~

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or

personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I. (20 USC 6321)

Note: Although 20 USC 6321 requires records of compliance to be updated biennially, U.S. Department of Education (USDOE) nonregulatory guidance, Title I Fiscal Issues, clarifies that because Title I allocations are made annually, demonstrating comparability is an annual requirement. CDE requires districts to complete and submit their comparability reports each fall. Districts with schools that fail the initial comparability test are given additional time to resolve the issues and resubmit their report with supporting documentation in the winter.

The Superintendent or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the establish procedures which ensure that all district schools are provided with the same level of base funding, per student, for staff services, curriculum materials and instructional supplies. At the beginning of each school year, the ratio of students to teachers and other staff shall vary as little as possible from school to school. The Superintendent or designee shall promptly implement adjustments as needed to ensure comparability maintain records of the quantity and quality of books and equipment at each school.

Participation of Private School Students

The district shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students. (20 USC 6320, 7881)

Program Evaluation

The Board shall use state assessment results and other available measures or indicators to annually determine whether each participating school is making adequate yearly progress toward ensuring that all students meet the state's proficient level of achievement on state assessments. (20 USC 6316)

Note: The following section may be revised to reflect district practice. During the Federal Program Monitoring process, the CDE will review whether the district monitors the effectiveness of district plans to help low-achieving students meet challenging academic achievement standards and revises those plans as necessary.

***Note: 20 USC 6311 requires each state to have an accountability system that incorporates multiple measures, including, but not limited to, statewide assessment results for all students as well as numerically significant student subgroups. California's accountability system (the

California School Dashboard) consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the LCAP. Beginning in the 2018-19 school year, CDE will notify schools identified for comprehensive and/or targeted support and improvement pursuant to 20 USC 6311. See BP 0500 - Accountability.***

The Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the district's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students and shall ensure that strategies are revised as necessary to support continuous improvement.

~~0520.2 – Title I Program Improvement Schools)~~
(cf. ~~0500 - Accountability~~~~0520.3 – Title I Program Improvement Districts)~~
(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

11503 Parent involvement programs in Title I schools

~~52060-52077 Local control and accountability plan~~

~~52055.57 – Districts identified or at risk of identification for program improvement~~

~~54020-54028 Economic Impact Aid~~

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

~~6316 – School improvement~~

6318 Parent ~~and family engagement~~involvement

6320 Participation of private school students

6321 Comparability of services

~~6333-6335 Grants to local educational agencies~~

~~6391-6399 Education for migrant students~~

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.~~7379~~ Improving basic programs for disadvantaged students

Management Resources:

~~CSBA PUBLICATIONS~~

~~Parent Involvement: Development of Effective and Legally Compliant Policies, Governance and Policy Services Policy Briefs, August 2006~~

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

~~Frequently Asked Questions About Title I Schoolwide Programs~~

~~Local Control and Accountability Plan Federal Addendum Template~~

~~Meeting Title I, Part A Comparability Requirements, October 2017~~

~~LEA Plan, rev. May 17, 2006~~

~~Provisions for Private School Students, Teachers, and Other Education Personnel in the No Child Left Behind Act of 2001, rev. November 1, 2005~~

U.S. DEPARTMENT OF EDUCATION ~~PUBLICATIONS GUIDANCE~~

~~Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act, Non-Regulatory Guidance, November 21, 2016~~

~~Title I Fiscal Issues, Non-Regulatory Guidance, February 2008~~ May 26, 2006

~~Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006~~

~~Supplemental Educational Services, June 13, 2005~~

~~The Impact of the New Title I Requirements on Charter Schools, July 2004~~

~~Parental Involvement: Title I, Part A, April 23, 2004~~

~~Serving Preschool Children Under Title I, March 4, 2004~~

~~Title I Services to Eligible Private School Students, October 17, 2003~~

~~Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003~~

WEB SITES

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

California Department of Education: <http://www.cde.ca.gov/sp/sw/iasa/titleone>

~~No Child Left Behind: <http://www.ed.gov/nclb>~~

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

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

revised: January 2009

Considered: January 22, 2019

Rescue Union ESD

Administrative Regulation

Title I Programs

AR 6171
Instruction

Schoolwide Programs

Note: Pursuant to 20 USC 6314, Title I funds may be used and consolidated with other federal, state, and local program funds to upgrade the entire educational program in schools that meet eligibility criteria. Schools participating in schoolwide programs are not required to identify particular students as eligible or identify individual services as supplementary. The following optional section is for use by districts with schoolwide program(s).

A school may operate a Title I schoolwide program in order to upgrade the entire educational program of the school when at least 40 percent of the students in the school attendance area, or at least 40 percent of the students enrolled in the school, are from low-income families. (20 USC 6314; 34 CFR 200.25)

Note: 20 USC 6314 provides that an ineligible school may request a waiver from the California Department of Education (CDE) to operate a schoolwide program, taking into account how a schoolwide program will best serve the needs of the students in the school. For information regarding the criteria and process for seeking a waiver, see the CDE's web site.

A school that does not meet these criteria may operate a Title I schoolwide program if it receives a waiver from the California Department of Education. (20 USC 6314)

Note: 20 USC 6314 requires schools with Title I schoolwide programs to develop a comprehensive plan with specified components. Pursuant to Education Code 64001, this plan must be consolidated with plans required for other federal and state categorical programs into a single plan for student achievement (SPSA). The SPSA must be developed by a school site council or other school advisory group; see BP/AR 0420 - School Plans/Site Councils. However, because 20 USC 6314 requires broader engagement, the district must ensure that plan development provides opportunities for the participation of the individuals listed below. The following paragraph may be revised to reflect district practice.

Any school operating a schoolwide program shall develop a comprehensive plan with the involvement of parents/guardians, other members of the community to be served, and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of other federal education programs), the district, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, secondary school students as applicable, and other individuals determined by the school.

(20 USC 6314)

(cf. 0400 - Comprehensive Plans)

The schoolwide program plan shall be based on a comprehensive needs assessment of the entire school and shall be incorporated into a single plan for student achievement which also incorporates the plans required for other categorical programs included in the state's consolidated application. (Education Code 64001; 20 USC 6314)

(cf. 0420 - School Plans/Site Councils)

The plan shall describe the strategies that the school will implement to address school needs, including a description of how such strategies will: (20 USC 6314)

1. Provide opportunities for all students, including economically disadvantaged students, ethnic subgroups, students with disabilities, and English learners, to meet state academic standards

(cf. 6011 - Academic Standards)

2. Use methods and instructional strategies that strengthen the school's academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education

(cf. 5148.2 - Before/After School Programs)

(cf. 6111 - School Calendar)

(cf. 6112 - School Day)

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6177 - Summer Learning Programs)

Note: Item #3 may be revised to reflect the grade levels and programs offered by the district.

3. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting state academic standards, through activities which may include the following:

a. Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.5 - Student Success Teams)

b. Preparation for and awareness of opportunities for postsecondary education and the

workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

(cf. 6178 - Career Technical Education)

c. Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

d. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments and to recruit and retain effective teachers, particularly in high-need subjects

(cf. 4111/4211/4311 - Recruitment and Selection)

(cf. 4131 - Staff Development)

(cf. 4222 - Teacher Aides/Paraprofessionals)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

e. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs

(cf. 5148.3 - Preschool/Early Childhood Education)

The plan shall also include a description of any applicable federal, state, and local programs that will be consolidated in the schoolwide program. (20 USC 6314; 34 CFR 200.27)

The plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet state academic standards. (20 USC 6314)

Targeted Assistance ~~Programs~~Schools

Note: Pursuant to 20 USC 6315, any school that is selected to receive Title I funds but is ineligible for or chooses not to operate a schoolwide program may only use Title I funds for programs that provide services to eligible students identified as having the greatest need for special assistance.

Note: The following paragraph may be revised to reflect grade levels offered by the district.

Any school that receives Title I funds but does not operate a schoolwide program shall use Title I

funds to provide services to eligible students who are by the school as failing, or most at risk of failing, to meet the state's academic achievement standards. Students shall be identified on the basis of multiple, educationally related, objective criteria, except that students criteria established by the district and supplemented by the school. Students in preschool through grade 2 shall be selected solely on the basis of criteria, including objective criteria, established by the district and supplemented by the school. such criteria as teacher judgment, interviews with parents/guardians and developmentally appropriate measures. (20 USC 6315)

Eligible students include those who are economically disadvantaged; students with disabilities; migrant students, including those who participated in a migrant education program pursuant to 20 USC 6391-6399 in the preceding two years; English learners; students who participated in a Head Start or state preschool program in the preceding two years; students in a local institution for neglected or delinquent children and youth or attending a community day program for such students; and homeless students. (20 USC 6315)

AnyA targeted assistance program shall: (20 USC 6315)

1. Use program resources to help participating students meet state academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education achievement standards expected for all students

2. Ensure that program planning is incorporated into existing school planning

3. ~~Use effective~~ Use ~~scientifically based research that strengthens the core academic program, through activities which may include; and that give primary consideration to providing extended learning time, help provide an accelerated, high quality curriculum, and minimize removing students from the regular classroom during regular school hours~~

a. Expanded learning time, before- and after-school programs, and summer programs and opportunities

b. A schoolwide tiered model to prevent and address behavior problems, and early intervention services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act

34. Coordinate with and support the regular education program, which may include services to assist preschool students in the transition to elementary school programs

4. _____

5. ~~Provide instruction by highly qualified teachers~~

6. ~~Provide opportunities for professional development to for~~ Provide professional development for teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support student services personnel, other staff and other school personnel who work with eligible students in Title I programs or in the regular education program. The professional development shall be

~~provided using funds from Title I and, to the extent practicable, other sources. parents/guardians~~

~~7. Provide~~

~~5. Implement strategies to increase the parent involvement of parents/guardians of participating students~~

~~***Note: Item #6 may be revised to reflect programs offered by the district.***~~

~~6. If appropriate and applicable, coordinate and integrate federal, state, and local services and programs, such as programs supported by the Elementary and Secondary Education Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career technical education programs, and comprehensive or targeted support and improvement activities under 20 USC 6311~~

~~7. Provide assurances to the Superintendent or designee that the program will:~~

~~a. Help provide an accelerated, high-quality curriculum~~

~~b. Minimize the removal of students from the regular classroom during regular school hours for instruction supported by Title I funds~~

~~8. Coordinate and integrate federal, state and local services and programs~~

~~c. On an ongoing basis, review the progress of participating students and revise the targeted assistance program, if necessary, to provide additional assistance to enable such students to meet state academic standards~~

Participation of Private School Students

~~Teachers and families of The Superintendent or designee shall provide or contract to provide special educational services or other Title I benefits to eligible private school students residing in a participating private school students attendance area. Such services and benefits shall have an opportunity to participate, be provided on an equitable basis, in parent/guardian and family engagement activities and professional development pursuant to 20 USC 6318, with participating public school students. (20 USC 6320, 7881)~~

~~***Note: The following optional paragraph reflects U.S. Department of Education non-regulatory guidance, Title I Services to Eligible Private School Students.***~~

~~Each year the Superintendent or designee shall contact officials of private schools with students who reside within district boundaries, regardless of whether the private school they attend is located within the district or whether or not those officials have previously indicated any interest in program participation, and invite them to a meeting to discuss the intent of Title I and the roles of public and private school officials.~~

~~***Note: 20 USC 6320 requires meaningful and timely consultation with private school officials as described below. Pursuant to 20 USC 6320, a private school official has the right to complain~~

to the CDE that the district did not comply with these requirements, and the district must forward the appropriate documentation to the CDE.***

The Superintendent or designee shall consult with appropriate private school officials, in a meaningful and timely manner, ~~with appropriate private school officials~~ during the design and development of the district's Title I programs, with the goal of reaching agreement on how to provide equitable and effective programs for eligible private school students. Such consultation shall occur before the district makes any decision that affects the opportunities of eligible private school students to participate in Title I programs and shall include consultation on issues such as the followinga discussion of: (20 USC 6320, 7881; 34 CFR 200.56)

1. How the ~~students'~~ needs of private school students will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How the services will be academically assessed and how assessment results will be used to improve those services
5. The size and scope of the equitable services to be provided to eligible private school students, ~~and~~ the proportion of funds to be that is allocated for such services, and how that proportion of funds is determined

Note: Pursuant to 20 USC 6320, the district has the final authority to calculate, each year or every two years, the number of private school students, ages 5-17, who are from low-income families. The district may use the same measure of low income as used to determine eligibility for public school students or any other measure listed in 20 USC 6320(c)(1).

6. The method or sources of data that are used to determine the number of students from low-income families in participating school attendance areas who attend private schools
7. How and when the district will make decisions about the delivery of ~~services~~ service to such students, including a thorough consideration and analysis of the views of private school officials on the provision of services through a third-party provider
8. How, if the district disagrees with the views of private school officials on the provision of services through a third-party provider, the district will provide to private school officials a written analysis of the reasons that the district has chosen not to use a contractor
9. Whether the district will provide services directly or through a separate government agency, consortium, entity, or third-party contractor
10. Whether to provide services to eligible private school students by pooling funds or on a school-by-school basis

11. When services will be provided, including the approximate time of day

12. Whether to consolidate and use funds provided under Title I with other funds available for services to private school students

If the district disagrees with the views of private school officials with respect to any of the above issues, the district shall provide the officials, in writing, the reasons that the district disagrees. (20 USC 6320)

Meetings between district and private school officials shall continue throughout implementation and assessment of services. (20 USC 6320)

The ~~district~~ Superintendent or designee shall maintain ~~in the district's records~~, and shall provide to the ~~CDE~~ California Department of Education, a written affirmation signed by officials of each participating private school that consultation has occurred. The affirmation shall provide the option for private school officials to indicate their belief that timely and meaningful consultation has not occurred or that the program design is not equitable with respect to private school students. If private school officials do not provide the affirmation within a reasonable period of time, the district shall send documentation to the CDE demonstrating that the consultation has, or attempts at such consultation have, taken place. (20 USC 6320)-(20 USC 6320)

(cf. 3580 - District Records)

~~Teachers, other educational personnel and families of participating private school students shall participate, on an equitable basis, in parent involvement activities and professional development pursuant to 20 USC 6318 and 6319. (20 USC 6320, 7881)~~

Parent Involvement

~~Each school receiving Title I funds shall develop a written policy on parent involvement. The policy shall be developed jointly with and agreed upon by parents/guardians of participating students and shall describe the means by which the school shall: (20 USC 6318)~~

~~1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved~~

~~2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care and/or home visits may be provided as such services relate to parent involvement~~

~~3. Involve parents/guardians in an organized, ongoing and timely way in the planning, review and improvement of Title I programs, including the planning, review and improvement of the school parent involvement policy and the joint development of the plan for schoolwide programs~~

~~The school may use an existing process for involving parents in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.~~

~~4. Provide the parents/guardians of participating students all of the following:~~

~~a. Timely information about Title I programs~~

~~b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet~~

~~c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians~~

~~5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district~~

~~6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.~~

~~This compact shall address:~~

~~a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards~~

~~b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and positive use of extracurricular time~~

~~(cf. 1240—Volunteer Assistance)~~

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

~~(cf. 6020—Parent Involvement)~~

~~e. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:~~

~~(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement~~

~~(2) — Frequent reports to parents/guardians on their children's progress~~

~~(3) — Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities—~~

~~(cf. 5124—Communication with Parents/Guardians)~~

~~7. — Help parents/guardians understand such topics as the state's academic content standards and state student academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children~~

~~8. — Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology as appropriate to foster parent involvement—~~

~~9. — Educate teachers, student services personnel, principals and other staff, with the assistance of parents/guardians, in the value and utility of contributions of parents/guardians and in how to reach out to, communicate with and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools—~~

~~10. — Insofar as feasible and appropriate, coordinate and integrate parent involvement programs and activities with other programs, including those specified in law, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education—~~

~~11. — Ensure that information related to school and parent/guardian programs, meetings and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand~~

~~(cf. 5145.6—Parental Notifications)~~

~~12. — Insofar as practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities and parents/guardians of migratory children, including providing information and school reports required under 20 USC 6311, in a format and language such parents understand~~

~~13. — Provide other reasonable support for parent involvement activities as requested by parents/guardians—~~

~~In addition, the district and/or participating schools may use Title I funds to:— (20 USC 6318)—~~

~~1. — Involve parents/guardians in the development of training for teachers, principals and other educators to improve the effectiveness of such training~~

- ~~2. Provide necessary literacy training when the district has exhausted all other reasonably available sources of funding for this purpose~~
- ~~3. Pay reasonable and necessary expenses associated with local parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school related meetings and training sessions~~
- ~~4. Train parents/guardians to enhance the involvement of other parents/guardians~~
- ~~5. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences at school, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students~~
- ~~6. Adopt and implement model approaches to improving parent involvement~~
- ~~7. Establish a districtwide parent advisory council to provide advice on all matters related to parent involvement in Title I programs~~
- ~~8. Develop appropriate roles for community based organizations and businesses in parent involvement activities~~

~~(cf. 1020 Youth Services)~~

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

~~Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)~~

*****Note: The following optional paragraph may be revised to reflect district practice.*****

~~The Superintendent or designee shall also maintain copies of program descriptions, notices, funding allocations, and other communications and records pertaining to the provision of services to private school students.~~

~~(8/06 5/16) 3/18 school's policy shall be updated periodically to meet the changing needs of parents/guardians and the school. (20 USC 6318)~~

~~Parents/guardians of participating students shall be involved in deciding how Title I funds reserved for parent involvement activities will be allotted. (20 USC 6318)~~

Regulation RESCUE UNION SCHOOL DISTRICT
approved: September 2004 Rescue, California
Considered: January 22, 2019

Rescue Union ESD

Board Policy

Education For English Learners

BP 6174

Instruction

*****Note:** The following policy may be revised to reflect district practice. State and federal law establish requirements for the identification, placement, and education of English learners.***

*****Note:** Pursuant to Education Code 42238.02 and 42238.03, the local control funding formula provides additional funding based on the number and concentration of unduplicated counts of students who are English learners, foster youth, and/or eligible for free or reduced-price meals. Such funds must be used to increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number or concentration of unduplicated students; see BP 3100 - Budget.***

*****Note:** In addition, 20 USC 6801-7014 (Title III) provide grant funds that may be used to supplement, but not supplant, funding from other sources for the purpose of ensuring that English learners attain English proficiency and meet the same challenging academic standards that are applicable to all students. During the Federal Program Monitoring (FPM) process, California Department of Education (CDE) staff will expect to see evidence that the district has complied with state and federal requirements. See the CDE web site for FPM compliance monitoring instruments.***

*****Note:** For further information regarding English learners, programs, and services, see CDE's publication *The California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners*, available on its web site.***

The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of develop proficiency in English, advance multilingual capabilities, and facilitate while facilitating student achievement in the district's regular course of study.

*****Note:** Education Code 52060 requires the district's local control and accountability plan (LCAP) to include annual goals and specific actions, aligned to state and local priorities, for all students and for each "numerically significant" student subgroup as defined in Education Code 52052, including English learners; see BP/AR 0460 - Local Control and Accountability Plan. The CDE's Roadmap provides an alignment between principles outlined for English learners and the eight state priority areas required in the district's LCAP.***

The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.

(cf. 0460 - Local Control and Accountability Plan)
(cf. 3100 - Budget)

Note: The following paragraph may be revised to reflect district strategies for parent/guardian and community involvement. Education Code 305 requires the district to solicit input on language acquisition programs as part of the parent and community engagement process during the development of the LCAP; see section on "Language Acquisition Programs" below. In addition, if district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, Education Code 52063 requires the establishment of an English learner parent advisory committee to review and comment on the district's LCAP; see the accompanying administrative regulation and BP 0460 - Local Control and Accountability Plan.

The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners.

(cf. 0420 - School Plans/Site Councils)
(cf. 1220 - Citizen Advisory Committees)
(cf. 6020 - Parent Involvement)

Note: Pursuant to Education Code 60811, in November 2012 the State Board of Education (SBE) adopted state academic content standards for English language development (ELD), aligned with the California Common Core State Standards for English language arts, for students whose primary language is a language other than English. In July 2014, the SBE adopted the English Language Arts/English Language Development Framework aligned to those standards. A supplementary resource, Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, specifies the correspondence between the state ELD standards and the California Common Core State Standards for mathematics and the Next Generation Science Standards.

Note: CDE's Roadmap encourages differentiated instruction and curriculum which are integrated across all subject areas and emphasize inquiry-based learning and critical thinking skills.

English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level, integrated across all subject areas, and aligned with the state content standards.~~English learners shall be provided English language development instruction targeted to their English proficiency level and aligned with the state content standards and curriculum framework.~~ The district's program shall be based on sound instructional theory, use standards-aligned instructional materials, emphasize inquiry-based learning and critical thinking skills, and provide~~assist~~ students with access to~~in accessing~~ the full educational program.

(cf. 6011 - Academic Standards)
(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)
(cf. 6161.11 - Supplementary Instructional Materials)
(cf. 6171 - Title I Programs)

Note: Commission on Teacher Credentialing (CTC) leaflet CL-622, Serving English Learners, describes requirements pertaining to the qualifications of teachers of English learners. A teacher who is assigned to provide English language development, specially designed academic instruction in English, and/or primary language instruction to English learners must hold an appropriate authorization from the CTC; see AR 4112.22 - Staff Teaching English Learners.

The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.

(cf. 4112.22 - Staff Teaching English Learners)

Note: The following paragraph reflects a requirement for districts that receive federal Title III funds to improve the education of English learners, and is recommended for use by all districts. 20 USC 6825 lists the required uses of such funds, including the provision of professional development of sufficient intensity and duration to have a positive and lasting impact on teachers' performance in the classroom. Pursuant to 20 USC 6825, such professional development must not include one-day or short-term workshops and conferences.

The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

Note: The following paragraph is optional. The CDE's Roadmap indicates the importance of a supportive and collaborative environment in order for teachers to effectively address the complex needs of English learners.

Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.

To support students' English language development, the Superintendent or designee may provide an adult literacy training program that leads to English fluency for parents/guardians and community members.

Identification and Assessment

Note: The CDE's Roadmap emphasizes the importance of early identification of English learners, as early childhood is a crucial period of time for language development. Education Code 313 requires any district that has one or more students who are English learners to assess the English language proficiency of those students using a state assessment designated by the SBE. The state English Language Proficiency Assessments for California are aligned with the 2012 state standards for ELD. They include an initial test for identifying students who may be English learners and an annual summative assessment for determining English learners' level of English proficiency and progress in acquiring the skills of listening, speaking, reading, and writing in English. CDE also provides a home language survey to be used to identify students who should be tested for English proficiency. See the accompanying administrative regulation for further information about test administration and identification and reclassification criteria.

The Superintendent or designee shall maintain procedures for the ~~early~~ accurate identification of English learners and an assessment of their proficiency and needs in the areas of listening, speaking, reading, and writing in English.

Once identified as an English learner, a student shall be annually assessed for language proficiency until he/she is reclassified based on criteria specified in the accompanying administrative regulation.

Note: In addition to testing the level of English proficiency of English learners, districts are required pursuant to Education Code 60640 to administer the California Assessment of Student Performance and Progress to English learners; see BP/AR 6162.51 - State Academic Achievement Tests. As needed, English learners may be provided with the testing resources (i.e., universal tools, designated supports, and accommodations) specified in 5 CCR 854.1-854.3, as renumbered by Register 2018, No. 4, during test administration.

Note: Education Code 60640 also authorizes districts to administer a primary language assessment to English learners in grades 2-11 for the purpose of assessing students' competency in reading, writing, and listening in their primary language. The Standards-Based Test in Spanish may be used for this purpose until a test is available that is aligned with the most recent state ELD standards. The new California Spanish Assessment is expected to be operational in the 2018-19 school year.

English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR ~~854.1-854.3, 853.5 and 853.7~~. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR ~~854.1-854.3, 853.5, 853.7~~)

(cf. ~~6162~~6152.51 - State Academic Achievement Tests)

Note: The following paragraph is optional. The CDE's Roadmap highlights the importance of formative assessments in order to continually adapt methodologies and instruction to meet the needs of English learners.

Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.

(cf. 6162.5 - Student Assessment)

Language Acquisition Programs

~~In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)~~

Note: Education Code 305-310 authorize parents/guardians to select a language acquisition program that best suits their child. At a minimum, the district must offer a structured English immersion program. It also may offer a dual-language immersion program, transitional and developmental program for English learners, or other language acquisition program as defined in Education Code 306. Pursuant to 20 USC 6312 and 34 CFR 100.3, parents/guardians have a right to decline or opt their child out of a language acquisition program. The following section may be revised to reflect programs offered by the district. Also see the accompanying administrative regulation.

~~The district shall offer research-based language acquisition~~Language acquisition programs are educational programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300~~The language acquisition programs provided to students shall be informed by research and shall lead to grade level proficiency and academic achievement in both English and another language. (Education Code 306)~~

~~At a minimum, the~~The district shall offer ~~English learners~~ a structured English immersion program ~~which includes designated and integrated to ensure that English learners have access to the core academic content standards, including the~~ English language development standards, ~~and become proficient in English.~~ In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)

***Note: The following optional paragraph may be revised to reflect district practice. The Education Code does not define the term "nearly all" for purposes of ensuring that nearly all instruction in the structured English immersion program is provided in English pursuant to Education Code 306. The following paragraph defines "nearly all" as to provide that all

classroom instruction be conducted in English except for clarification, explanation, and support as needed. The district could instead establish a minimum percentage of classroom instructional time to be conducted in English or specify the types of courses to be conducted in English and the courses (e.g., science, algebra) to be taught in the student's primary language.***

For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.

Note: Items #1-2 below are optional and may be revised to reflect district practice.

In addition, language acquisition programs offered by the district may include, but are not limited to, the following: (Education Code 305-306)

1. The district may offer a dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding.

(cf. 6142.2 - World/Foreign Language Instruction)

2. The district may offer a transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards.

Note: The following paragraph is for use by districts that maintain any of grades K-3.

~~Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310)~~

The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)

(cf. 6151 - Class Size)

In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. He/she shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)

At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students

enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310.—(Education Code 310))

(cf. 5145.6 - Parental Notifications)

Note: Pursuant to 5 CCR 11311, as added by Register 2018, No. 20, districts are required to establish a process with specified components for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. See the section "Language Acquisition Programs" in the accompanying administrative regulation.

Parents/guardians of English learners may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)

Reclassification

When an English learner is determined ~~based on~~pursuant to state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.

Program Evaluation

Note: The following section may be revised to reflect indicators agreed upon by the Governing Board and Superintendent or designee for measuring the effectiveness of the district's educational program for English learners. Education Code 52061 requires that the annual update of the LCAP include a review of progress toward the goals included in the LCAP, an assessment of the effectiveness of the specific actions described in the LCAP toward achieving the goals, and a description of changes the district will make as a result of this review and assessment.

Note: Pursuant to Education Code 313.2, the CDE is required to annually determine the number of students in each district and school who are, or are at risk of becoming, long-term English learners and to report that information to districts and schools. Definitions of "long-term English learner" and "English learner at risk of becoming a long-term English learner" are contained in Education Code 313.1.

Note: 20 USC 6311 requires the inclusion of a performance indicator on English language proficiency within the state accountability system under Title I.

To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:

1. Progress of English learners towards proficiency in English
2. The number and percentage of English learners reclassified as fluent English proficient
3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1
4. The achievement of English learners on standards-based tests in core curricular areas
5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309
65. Progress toward any other goals for English learners identified in the district's LCAP
76. A comparison of current data with data from at least the previous year in regard to items #1-6 above
8. A comparison of data between the different language acquisition programs offered by the district

The Superintendent or designee ~~also~~ shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.

Legal Reference:

EDUCATION CODE

300-340 English language education, especially:

305-310 Language acquisition programs

313-313.5 Assessment of English proficiency

430-446 English Learner and Immigrant Pupil Federal Conformity Act

33050 State Board of Education waiver authority

42238.02-42238.03 Local control funding formula

44253.1-44253.11 Qualifications for teaching English learners

48980 Parental notifications

48985 Notices to parents in language other than English

52052 Accountability; numerically~~Numerically~~ significant student subgroups

52060-52077 Local control and accountability plan

~~52130-52135 Impacted Languages Act of 1984~~

52160-52178 Bilingual Bicultural Act

56305 CDE manual on English learners with disabilities

60603 Definition, recently arrived English learner

~~60605.87 Supplemental instructional materials, English language development~~

60640 California Assessment of Student Performance and Progress
60810-60812 Assessment of language development
~~62002~~~~62005~~.5 Continuation of advisory committee after program sunsets
CODE OF REGULATIONS, TITLE 5
~~854.1-854.3 CAASPP and~~~~853.5-853.7 Test administration~~; universal tools, designated supports,
and accommodations
~~854.9 CASSPP and unlisted resources for students with disabilities~~
11300-11316 English learner education
11510-11517.5 California English Language Development Test
~~11517.6-11519.5 English Language Proficiency Assessments for California~~
UNITED STATES CODE, TITLE 20
1412 Individuals with Disabilities Education Act; state eligibility
1701-1705 Equal Educational Opportunities Act
6311 Title I state plan
6312 Title I local education agency plans
6801-7014 Title III, language instruction for English learners and immigrant students
7801 Definitions
CODE OF FEDERAL REGULATIONS, TITLE 34
100.3 Discrimination prohibited
200.16 Assessment of English learners
COURT DECISIONS
Valeria ~~OG~~. v. ~~Davis~~~~Wilson~~, (2002) 307 F.3d 1036
California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d
1141
McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196
Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698
ATTORNEY GENERAL OPINIONS
83 Ops.Cal.Atty.Gen. 40 (2000)

Management Resources:

CSBA PUBLICATIONS

[English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018](#)

[English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017](#)

English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016

English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016

English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

[California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018](#)

[Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017](#)

[Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017](#)

Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015

[Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015](#)

~~[Academic Criterion for Reclassification, CDE Correspondence, August 11, 2014](#)~~

English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014

Common Core State Standards for Mathematics, rev. 2013

~~[Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, 2013](#)~~

English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012

[THE EDUCATION TRUST- WEST PUBLICATIONS](#)

[Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018](#)

[Unlocking Learning: Science as a Lever for English Learner Equity, January 2017](#)

~~[Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments](#)~~

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017

[Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017](#)

English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016

English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016

Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015

~~[Assessment and Accountability for Recently Arrived and Former Limited English Proficient \(LEP\) Students, May 2007](#)~~

WEB SITES

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

California Association for Bilingual Education: <http://www.gocabe.org>

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

National Clearinghouse for English Language Acquisition: <http://www.ncela.us>

[The Education Trust-West: <http://west.edtrust.org>](#)

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

Policy RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

revised: February 26, 2013

revised: October 13, 2015

revised: August 1, 2017

Considered: January 22, 2019

Rescue Union ESD

Administrative Regulation

Education For English ~~Language~~ Learners

AR 6174
Instruction

Definitions

English learner means a student who is age 3-21 years, who is enrolled or is preparing to enroll in an elementary or secondary school, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the student the ability to meet state academic standards, the ability to successfully achieve in classrooms where the language of instruction is English, or the opportunity to participate fully in society. An English learner may include a student who was not born in the United States or whose native language is a language other than English; a student who is Native American or Alaska Native, or a native resident of the outlying areas, who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or a student who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant. (Education Code 306; 20 USC 7801)

Designated English language development means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted English language development standards to assist English learners to develop critical English language skills necessary for academic content learning in English. (5 CCR 11300)

Integrated English language development means instruction in which the state-adopted English language development standards are used in tandem with the state-adopted academic content standards. Integrated English language development includes specially designed academic instruction in English. (5 CCR 11300)

Native speaker of English means a student who has learned and used English in his/her home from early childhood and English has been his/her primary means of concept formation and communication. (Education Code 306)

Identification and Assessments

*****Note: Education Code 52164.1 and 5 CCR 11307 require the district to administer a home language survey to all enrolled students. A sample home language survey form in English and Spanish is available on the California Department of Education's (CDE) web site.*****

Upon enrollment in the district, each student's primary language shall be determined through the use of a home language survey. (Education Code 52164.1; 5 CCR 11307)

*****Note: When the home language survey indicates that a student's proficiency in English should be tested, Education Code 313 requires the district to administer a state assessment of English language proficiency. The English Language Proficiency Assessments for California (ELPAC) are used for initial identification of language proficiency and subsequently for annual assessment of language proficiency.*****

Any student who is identified as having a primary language other than English as determined by the home language survey, and who has not previously been identified as an English learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be initially assessed for English proficiency using the state's designated English Language Proficiency Assessments language proficiency test for California (ELPAC) initial identification. (Education Code 313, 52164.1; 5 CCR 11511)

Each year after a student is identified as an English learner and until he/she is redesignated as English proficient, the summative assessment of the ELPAC state's designated English language proficiency test shall be administered to the student during a four-month period after January 1 as determined by the California Department of Education. (Education Code 313)

*****Note: 5 CCR 11518.30-11518.35, as renumbered by Register 2017, No. 23, specify allowable variations and accommodations in the administration of the state English language proficiency assessment.*****

The ELPAC shall be administered in accordance with test publisher instructions and 5 CCR 11518.5-11518.20+1511-11516.6. Variations and accommodations in test administration may be provided to English learners pursuant to 5 CCR 11518.30-11518.35+1516-11516.6.

*****Note: The Individuals with Disabilities in Education Act (20 USC 1412) requires that students with disabilities be included in all state assessments, including the ELPAC as appropriate. English learners with disabilities must be allowed to take the test with accommodations as specified in their individualized education program or Section 504 plan. Pursuant to 5 CCR 11518.30, students with the most significant cognitive disabilities who cannot participate in the assessment, even with appropriate accommodations, must be given an alternate assessment of English proficiency. 34 CFR 200.16 provides that, if an English learner with a disability is unable to take the assessment with accommodations, the state accountability system must include the student's score on any part(s) of the test for which it is possible to assess the student (i.e., speaking, reading, listening, writing).*****

*****Note: Education Code 56305, as amended by AB 99 (Ch. 15, Statutes of 2017), requires CDE to develop, by January 1, 2019, a manual providing guidance on identifying, assessing, supporting, and reclassifying English learners with disabilities.*****

Any student with a disability who is identified as an English learner shall be allowed to take the assessment with those accommodations for testing that the student has regularly used during instruction and classroom assessment as delineated in the student's individualized education program (IEP) or Section 504 plan. If the student is unable to participate in the assessment or a

portion of the assessment even with such accommodations, an alternate assessment for English language proficiency shall be administered to the student as set forth in his/her IEP. (5 CCR ~~11518.25-11518.35~~~~11516-11516.7~~; 20 USC 1412)

~~(cf.~~

~~6152.51—State Academic Achievement Tests)~~

(cf. 6159 - Individualized Education Program)

(cf. ~~6162.51 - State Academic Achievement Tests)~~

(cf. 6164.6 - Identification and Education Under Section 504)

*****Note: The remainder of this section specifies notifications that must be sent to parents/guardians regarding assessment results and available programs for English learners. CDE has developed sample notification letters, available on its web site in multiple translations, to notify parents/guardians of the initial identification of a student as an English learner or as initially fluent English proficient and to notify them of the results of an annual assessment.*****

*****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 their parents/guardians must be written in English and in the primary language and may be answered by the parent/guardian in either language.*****

The Superintendent or designee shall notify parents/guardians of their child's results on the ~~ELPAC~~~~state's English language proficiency assessment~~ within 30 calendar days following receipt of the results from the test contractor. (Education Code 52164.1; 5 CCR 11511.5)

(cf. 5145.6 - Parental Notifications)

*****Note: The following paragraph is for use by districts that receive federal funds under either Title I or Title III for services to English learners, and may be adapted for use by other districts. Pursuant to Education Code 440 and 20 USC 6312, districts receiving Title I or Title III funds are required to provide parents/guardians with notification of their child's identification as an English learner and placement in a language acquisition program.*****

The parent/guardian of a student participating in, or identified for participation in, a language instruction program supported by federal Title I or Title III funds shall receive notification of the assessment of his/her child's English proficiency. Such notice shall be provided not later than 30 calendar days after the beginning of the school year or, if the student is identified for program participation during the school year, within two weeks of the student's placement in the program. The notice shall include all of the following: (Education Code ~~313.2~~, 440; 20 USC 6312)

1. The reason for the identification of the student as an English learner and the need for placement in a language acquisition program
2. The level of English proficiency, how the level was assessed, and the status of the student's academic achievement

3. A description of the language acquisition program in which the student is, or will be, participating, including a description of all of the following:
 - a. The methods of instruction used in the program and in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction
 - b. The manner in which the program will meet the educational strengths and needs of the student
 - c. The manner in which the program will help the student develop his/her English proficiency and meet age-appropriate academic standards for grade promotion and graduation
 - d. The specific exit requirements for the program, the expected rate of transition from the program into classes not tailored for English learners, and the expected rate of graduation from secondary school if applicable
 - e. Where the student has been identified for special education, the manner in which the program meets the requirements of the student's IEP

*****Note: Education Code 313.2, as amended by AB 81 (Ch. 609, Statutes of 2017), requires that the notice contain information in regard to (1) whether the student is a long-term English learner, or English learner at risk of becoming a long-term English learner, and (2) the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help them develop English proficiency and achieve academic standards. Districts may send an alternate notice if the definitions of long-term English learners and those at risk of becoming long-term English learners used by the district are broader than those defined in Education Code 313.1, the notice states that the definitions utilized by the district are broader, and the notice contains the information specified in item #4 below.*****

4. As applicable, the identification of a student as a long-term English learner or at risk of becoming a long-term English learner, as defined in Education Code 313.1, and the manner in which the program for English language development instruction will meet the educational strengths and needs of such students and help such students develop English proficiency and meet age-appropriate academic standards

54. Information about the parent/guardian's right to have the student immediately removed from a program upon the parent/guardian's request

65. Information regarding a parent/guardian's option to decline to enroll the student in the program or to choose another program or method of instruction, if available

76. Information designed to assist a parent/guardian in selecting among available programs, if more than one program or method is offered

Language Acquisition Programs

Note: Pursuant to 5 CCR 11311, as added by Register 2018, No. 20, districts are required to establish a process for schools to receive and respond to requests from parents/guardians of enrolled students, and those enrolled for attendance in the next school year, to establish a language acquisition program other than, or in addition to, those already available at the school. Each school is required to follow the process even when the district provides the language acquisition program at another school site. The following section includes the components of the process required by 5 CCR 11311 and may be expanded to reflect district practice.

Whenever parents/guardians of enrolled students, and those enrolled for attendance in the next school year, request that the district establish a specific language acquisition program in accordance with Education Code 310, such requests shall be addressed through the following process: (5 CCR 11311)

1. The school shall make a written record of each request, including any request submitted verbally, that includes the date of the request, the names of the parent/guardian and student making the request, a general description of the request, and the student's grade level on the date of the request. As needed, the school shall assist the parent/guardian in clarifying the request. All requests shall be maintained for at least three years from the date of the request.

2. The school shall monitor requests on a regular basis and notify the Superintendent or designee when the parents/guardians of at least 30 students enrolled in the school, or at least 20 students in the same grade level, request the same or a substantially similar type of language acquisition program. If the requests are for a multilingual program model, the district shall consider requests from parents/guardians of students enrolled in the school who are native English speakers in determining whether this threshold is reached.

3. If the number of parents/guardians described in item #2 is attained, the Superintendent or designee shall:

a. Within 10 days of reaching the threshold, notify the parents/guardians of students attending the school, the school's teachers, administrators, and the district's English learner parent advisory committee and parent advisory committee, in writing, of the requests for a language acquisition program

b. Identify costs and resources necessary to implement any new language acquisition program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development for the proposed program, and opportunities for parent/guardian and community engagement to support the proposed program goals

c. Within 60 calendar days of reaching the threshold number of parents/guardians described in item #2 above, determine whether it is possible to implement the requested language acquisition program and provide written notice of the determination to parents/guardians of students attending the school, the school's teachers, and administrators

d. If a determination is made to implement the language acquisition program, create and publish a reasonable timeline of actions necessary to implement the program. If a determination is made that it is not possible to implement the program, provide a written explanation of the reason(s) the program cannot be provided.

Note: Pursuant to 5 CCR 11310, as amended by Register 2018, No. 20, districts are required to notify parents/guardians regarding language acquisition programs at the beginning of each school year or upon a student's enrollment. The following section includes the notice requirements pursuant to 5 CCR 11310.

The district shall notify parents/guardians at the beginning of each school year or upon the student's enrollment regarding the process to request a language acquisition program, including a dual-language immersion program, for their child. The notice shall also include the following: (5 CCR 11309, 11310)

1. A description of the programs provided, including structured English immersion
2. Identification of any language to be taught in addition to English when the program includes instruction in a language other than English
3. The manner in which the program is designed using evidence-based research and includes both designated and integrated English language development
4. The manner in which the district has allocated sufficient resources to effectively implement the program, including, but not limited to, certificated teachers with the appropriate authorizations, necessary instructional materials, pertinent professional development, and opportunities for parent/guardian and community engagement to support the program goals
5. The manner in which the program will, within a reasonable period of time, lead to language proficiency and achievement of the state-adopted content standards in English and, when the program includes instruction in another language, in that other language
6. The process to request establishment of a language acquisition program not offered at the school
7. For any dual-language immersion program offered, the specific languages to be taught. The notice also may include the program goals, methodology used, and evidence of the proposed program's effectiveness.

Reclassification/Redesignation

The district shall continue to provide additional and appropriate educational services to English learners for the purposes of overcoming language barriers until they: (5 CCR 11302)

1. Demonstrate English language proficiency comparable to that of the district's average native English language speakers

2. Recoup any academic deficits which may have been incurred in other areas of the core curriculum as a result of language barriers

English learners shall be reclassified as fluent English proficient when they are able to comprehend, speak, read, and write English well enough to receive instruction in an English language mainstream classroom and make academic progress at a level substantially equivalent to that of students of the same age or grade whose primary language is English and who are in the regular course of study. (Education Code 52164.6)

*****Note: Education Code 313 and 52164.6 and 5 CCR 11303 require that the district's reclassification process include, at a minimum, the criteria specified in items #1-4 below. Additional guidance is available on the CDE's web site. The district may expand the following list to reflect any additional criteria it has established.*****

The measures used to determine whether an English learner shall be reclassified as fluent English proficient shall include, but not be limited to: (Education Code 313, 52164.6; 5 CCR 11303)

1. Assessment of English language proficiency using an objective assessment instrument, including, but not limited to, the ~~ELPAC state's English language proficiency assessment~~
2. Participation of the student's classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions related to the student
3. Parent/guardian opinion and consultation

The Superintendent or designee shall provide the parent/guardian with notice and a description of the reclassification process and of his/her opportunity to participate in the process and shall encourage his/her involvement in the process.

*****Note: Pursuant to Education Code 313, the fourth criterion requires comparison of student performance on an objective assessment of basic skills that provides an empirically established range of performance of English proficient students of the same age. A letter from CDE to district superintendents (Reclassification Guidance for 2017-18) dated April 28, 2017 clarifies that the Smarter Balanced Summative Assessment may be used as a local measure of the fourth criterion, or districts may select another local assessment. The CDE correspondence provides examples of appropriate measures and is available on the CDE web site.*****

4. Student performance on an objective assessment of basic skills in English that shows whether the student is performing at or near grade level

The Superintendent or designee shall monitor the progress of reclassified students to ensure their correct classification and placement. (5 CCR 11304)

*****Note: The following optional paragraph may be revised to reflect district practice.*****

The Superintendent or designee shall monitor students for at least two years following their reclassification to determine whether the student needs any additional academic support ~~to ensure his/her language and academic success.~~

Advisory Committee

*****Note: The following section should be revised to reflect district practice. Pursuant to 5 CCR 11308, a parent/guardian advisory committee is required for any district with over 50 English learners and for each school with over 20 English learners. Duties of the advisory committee are specified in 5 CCR 11308.*****

A parent/guardian advisory committee shall be established at the district level when there are more than 50 English learners in the district and at the school level when there are more than 20~~than 20~~ English learners at the school. Parents/guardians of English learners shall constitute committee membership in at least the same percentage as English learners represent of the total number of students in the school. (Education Code 52176; 5 CCR 11308)

The district's English language advisory committee shall advise the Governing Board on at least the following tasks: (5 CCR 11308)

1. The development of a ~~district master plan~~ for education programs and services for English learners, taking into consideration the school site plans for English learners
2. The districtwide needs assessment on a school-by-school basis
3. Establishment of a district program, goals, and objectives for programs and services for English learners
4. Development of a plan to ensure compliance with applicable teacher or aide requirements
5. Administration of the annual language census
6. Review of and comment on the district's reclassification procedures

(cf. 0420 - School Plans/Site Councils)

(cf. 1220 - Citizen Advisory Committees)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

In order to assist the advisory committee in carrying out its responsibilities, the Superintendent or designee shall ensure that committee members receive appropriate training and materials. This training shall be planned in full consultation with the members. (5 CCR 11308)

LCAP Advisory Committee

*****Note: The following section is applicable if the district's student enrollment includes at least**

15 percent English learners, with at least 50 students who are English learners. Education Code 52063 requires that such districts establish an English learner parent advisory committee to review and comment on the district's local control and accountability plan; see BP 0460 - Local Control and Accountability Plan. 5 CCR 15495 requires this committee to include a majority of parents/guardians of English learners.***

When there are at least 15 percent English learners in the district, with at least 50 students who are English learners, a district-level English learner parent advisory committee shall be established to review and comment on the district's local control and accountability plan (LCAP) in accordance with BP 0460 - Local Control and Accountability Plan. The committee shall be composed of a majority of parents/guardians of English learners. (Education Code 52063; 5 CCR [11301](#), 15495)

(cf. 0460 - Local Control and Accountability Plan)

The advisory committee established pursuant to 5 CCR 11308, as described in the section "Advisory Committee" above, could serve as the LCAP English learner advisory committee if its composition includes a majority of parents/guardians of English learners.

Regulation RESCUE UNION SCHOOL DISTRICT
approved: September 2004 Rescue, California
revised: February 26, 2013
revised: October 13, 2015
revised: August 1, 2017
considered: January 22, 2019

Rescue Union School District

AGENDA ITEM: Rescue Elementary Mural

BACKGROUND:

The Rescue Elementary Parent Teacher Council (PTC) is requesting consent from the Board for murals to be painted at Rescue School as part of their school beautification project.

STATUS/DISCUSSION:

The art proposal selected intends to tell the story of the school's history in honor of the 60th anniversary. The proposal is attached and PTC has already approved the budget for this project.

FISCAL IMPACT:

The cost is anticipated to be \$4,740 for the project.

BOARD GOALS:

Board Focus Goal 1 – 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.

Board Focus Goal V- FACILITY/HOUSING:

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

RECOMMENDATION:

The Board approve the request from the Rescue PTC to begin the project.

Ananda McGee

4580 Dry Creek Rd,

Rescue CA 95672

Cell: (530) 650-7252

Email: ananda.mcgee@yahoo.com

Rescue Elementary School Mural Proposal

Detailed Description of Proposed Mural:

My mural proposal intends to tell the story of the school's history in honor of the 60th anniversary. Throughout the very narrow, extremely long surface, I bring the geography of the school and special school locations into the mural. My mural style is to imagine a balanced layout of a busy collection of images and ideas, collage style, into a digital image. Once appropriate imagery has either been sourced (and 100% modified to not conflict with intellectual property rights) or drawn from scratch, I take my digital image and project it onto the mural surface. Then I trace the entire image extremely carefully. After these steps, the actual mural work is much like a giant paint by numbers.

The sketch I made for this project is a pretty literal interpretation of your request. I included some phrasing for guidance because I felt a direct explanation of the material contained in the actual material matched the project scope of being accessible to the children who view it. If my work is selected for the walls, I am open to writing more educational facts subtly into the wall in small font. Examples: "NASA was also founded in 1958" or: "The Sun's light reaches Earth in 8 minutes." or way less. If the writing is too much for your tastes, I am amenable to edits. My work, in sketch form, is extremely "busy" due to the "photo realistic collage style" but when scaled up to mural size and color constrained, it becomes legible.

Process:

- Wash wall
- Spray wall matte white primer
- Project image (overnight)
- Sketch projection
- Paint
- Matte Sealer coat 1
- Matte Sealer coat 2

Price:

- Must include an all-inclusive project bid:
- Labor @ \$10 for 280 hours = \$2,800
- Surface Prep @ \$2 a sqft. = \$840
- Paint (22 gallons @ \$30 a gallon) \$660
- Matte Sealer (5 gallon drum) \$130
- Materials (trays, tape, misc.) \$200
- Site Insurance rider \$120

Total: \$4,740

Proof of insurance:

2 month rider for Rescue Elementary added to my small business insurance provided by State Farm 60 day rider for \$120 (plus an option for \$2 a day for any additional time.)

Rescue Elementary, K-5 School Beautification Project



MURAL PROJECT

Rescue Elementary School is a vibrant community of 480 student school nestled in the foothills of the Sierra Nevadas. Our school is surrounded by oak studded pastures, vineyards, farmhouses, and a sprawling community of wonderful families who view Rescue Elementary as both a hub and a home.

This project is made possible through the fundraising efforts of the Rescue Elementary Parent Teacher Council, a volunteer parent group dedicated to enhancing and enriching the experience at Rescue Elementary School. New murals are part of a larger school beautification project, which is the stated purpose of the Rescue PTC's annual Fun Run. Rescue Elementary School is also a Title One school with 26% of its students eligible for free or reduced lunch. As such, the cost of the proposed murals will be an important consideration.

PROJECT THEME:

We are looking for a set of murals that will reflect Rescue Elementary School's connection to our beautiful natural surroundings (Skinner Vineyards, Wing Ranch farmhouse, oak trees, big blue sky, and the Sierra Nevada foothills) and to the close knit community that makes up our families. We would like the murals to include images of children and to inspire a sense of playful wonder and imagination. The finished mural should incorporate many colors and should be visually stimulating for the students who will observe it on a daily basis.

LOCATION:

2 Walls: 30' x 7' each. This location will be visible to all students, parents, and those that practice/play sports on adjoining fields, including soccer, track & field, etc



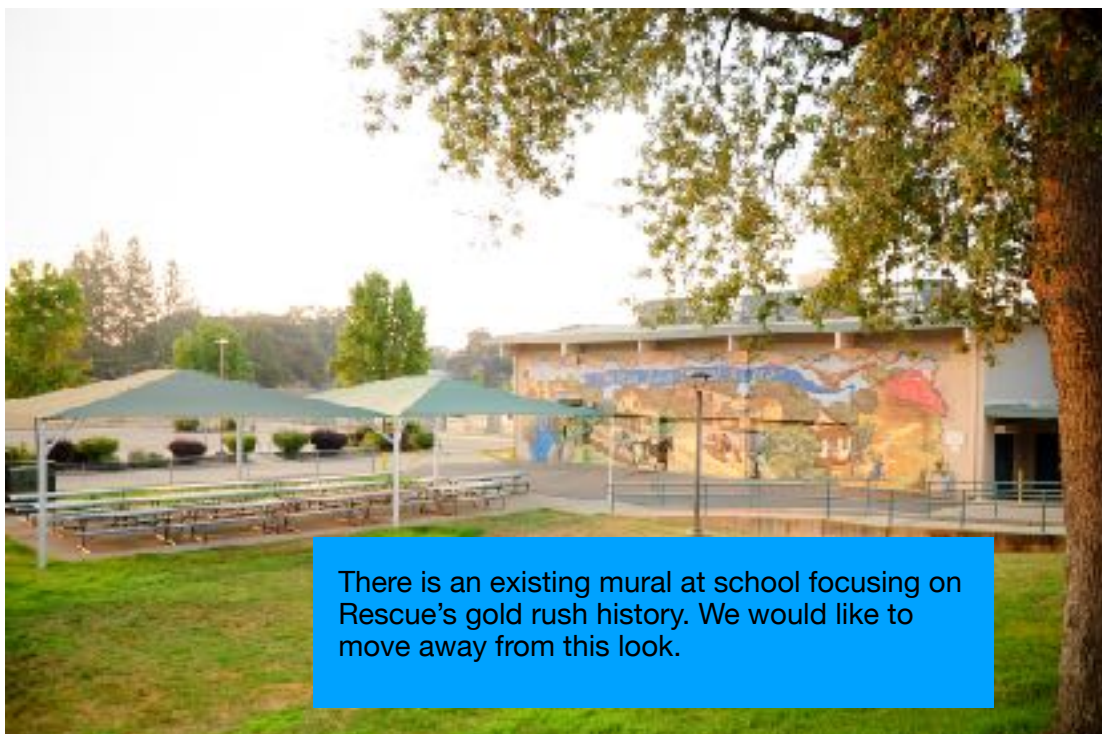
SELECTION CRITERIA

The winning mural bid will be selected by a panel of PTC, school, and district leaders based on how well it fits the school and above-stated theme as well as the following criteria:

- Price. Must include an all-inclusive project bid
- Detailed Sketch and description of proposed mural
- Color palette
- Duration to complete project
- 3 references
- Proof of insurance

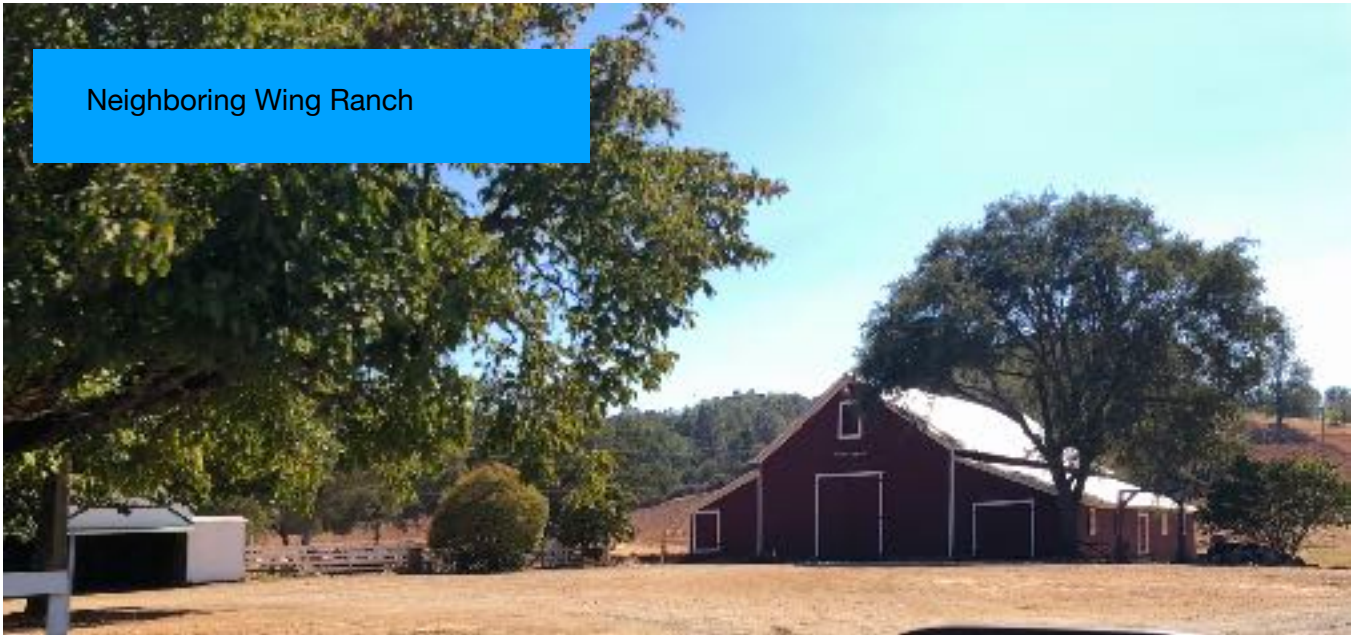
The selected bid will then be submitted to the Rescue Union School Board for final approval. Proposals should be sent to ptc.rescue@gmail.com and must be received by Friday September 28th.

ADDITIONAL SCHOOL PHOTOS





A view towards the playground



Neighboring Wing Ranch

School garden



RESCUE ELEMENTARY

ITEM #: 7

DATE: January 22, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Proposal for temporary Additional Hours for Community Relations to create fliers, brochures, and videos for Job Fairs and Site Promotion

BACKGROUND:

The Board of Trustees recognizes the importance of communication and the promotion of our schools and district. A goal of the Board and for the Superintendent is to improve and increase methods of communication to parents and the wider community to enhance awareness of specific site-based and District information, and to identify and highlight specialized programs in our schools and district to inform community members and draw families into our district schools.

STATUS:

The Board will discuss the proposal to allocate additional hours for our community relations consultant over the next two months. This would improve communication in a modern, more accessible format, assist us in promoting the District and help to create a sense of community by improving engagement. Specifically, additional time is needed to create individual brochures advertising each site to use for both the realtors in our area when families move into our district as well as for the job fairs so we can attract the highest quality teachers to our district. She has been asked to create a trifold promoting the entire district to pass out at the job fairs, as well as two videos to run at the job fairs, one promoting the community as a desirable place to live for potential teachers, and one to promote our schools. Our consultant has also been asked to create an invitation to all area realtors to participate in a bus tour of our district and meet our administrators.

FISCAL IMPACT:

I am requesting that we provide up to 10 additional hours per week, for 7 weeks, in order to complete all the extra items noted above, utilizing remaining money in the superintendent training and professional development account and the money that would normally be spent to send the superintendent to the annual superintendent conference, and not use any money from the general fund.

BOARD GOAL:

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

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

RECOMMENDATION:

Discussion and consideration for action.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Exploration of District tagline

BACKGROUND:

A primary responsibility of the RUSD Board of Education is that of establishing and maintaining 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.

STATUS:

The Board will discuss the exploration and use of a preliminary tagline, Community of Excellence, ideas for which was generated from surveys in the fall. This can eventually lead us into the refinement of our image to the public. We would like to utilize a trial tagline in our information for the Job Fairs, the realtor bus tour, and on Facebook. We will not use it on our Webpage at this point. This is also part of the superintendent's goals from the Board.

FISCAL IMPACT:

NA

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 III – COMMUNICATION/COMMUNITY INVOLVEMENT:

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

Board Focus Goal IV – STAFF NEEDS:

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

Board Focus Goal V – FACILITY/HOUSING:

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

Board Focus Goal V – 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:

Board will discuss and possibly give permission to explore the use of a tag line (Community of Excellence), the idea stemming from words garnered from the surveys this fall and also a Board member's suggestion.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Tentative Agreements

BACKGROUND:

Annual tentative agreements between Rescue Union School District (RUSD) and the California School Employees Association (CSEA) occur as a result of negotiations. The Board must formally approve these tentative agreements.

STATUS:

The Board will consider approval of the Tentative Agreement for 2018-2019 for the following articles:

- | | |
|-------------|---|
| -Article 02 | Employee/Organizational/District Rights |
| -Article 06 | Vacation |
| -Article 08 | Leaves |
| -Article 12 | District Transportation |
| -Article 15 | Health Benefits |

FISCAL IMPACT:

This amount will be incorporated into the Fiscal Year 2018-19 and subsequent years budgets.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

Board approves the Tentative Agreement for 2018-2019 between RUSD and CSEA.

12/18/18

CSEA Sig.

Claudio D. Spiller

RUSD Sig.

[Signature]

December 18, 2018



TENTATIVE AGREEMENT
between the
Rescue Union School District
and the

California School Employee Association (CSEA)

December 18, 2018



The Rescue Union School District and the California School Employee Association jointly agree to the following:

ARTICLE II

EMPLOYEE/ORGANIZATIONAL/DISTRICT RIGHTS

2.1 ~~Employee Rights~~

~~2.1.1—The District and Association recognize the right of public school employees who are in an Association for which an exclusive representative has been selected, shall be required, as a condition of continued employment, to join the Association or to pay the Association a fair share service fee. The amount of the fee shall not exceed the dues that are payable by members of the Association, and shall cover the cost of negotiation, contract administration, and other activities of the Association that are germane to its functions as the exclusive bargaining representative.~~

2.1.2 Personnel Files

2.1.2.1 The personnel file of each employee shall be maintained at the District's central administrative office. Employees can contact Human Resources to set up an appointment if they would like to review their personnel file.

2.1.2.2 The employee is given an opportunity to review and respond within ten days to all information placed in their personnel file. Information of a derogatory nature shall not be entered into an employee's personnel file until the employee is given an opportunity to review and respond to the information. An employee shall have the right to enter within ten days, and have attached to any such derogatory statement or evaluation, his own written response. Such review shall take place during normal business hours, and the employee shall be released, for a reasonable amount of time, from duty for this purpose without salary reduction.

The material will be signed and dated by the originating person. Anonymous documents, anonymous letters or other anonymous materials will not be filed in the personnel file.

If the employee objects to the material, they may request that the superintendent review the document before it is entered into the employee's personnel file.

2.2

Organizational Rights

CSEA shall have the following rights, in addition to the rights contained in any other portion of this Agreement:

2.2.1 The right of access at reasonable times to areas in which employees work to be limited to activities during lunch break, rest periods, before or after normal work hours and, during work hours when approved in advance by the administration or immediate supervisor except when the contact is part of our investigation of a grievance.

2.2.2 The right to use, without charge, designated bulletin boards and mailboxes for the posting or transmission of information or notices concerning CSEA matters.

2.2.3 The right to use, without charge, facilities and buildings at reasonable times with permission from the site administrator with application through normal district application procedures.

2.2.4 The right to use photocopier machine and other equipment at a reasonable reimbursement cost with permission from the superintendent or designee.

2.2.5 The right to receive an annual seniority roster by November 1 of each year of specified class(es) subject to reasonable notification to the District.

2.2.6 The right of CSEA chapter delegates (maximum of two) to attend the CSEA Summer Conference if the employee is in a paid status at the time of the conference and the employee requests vacation or other applicable leave.

2.2.7 Distribution of Contract: Within a sixty-day period after the execution of this contract, the District shall print or duplicate and provide copies of this contract to the Association leadership for all employees. The District and the Association will share costs for the printing. Any new employee who becomes a member of the Association after the execution of this Agreement shall be provided with a copy of the Agreement by the District. Copies of written changes shall also be provided to all employees in the Association in the same manner.

2.3

District Rights

2.3.1 It is understood and agreed that the District retains all of its powers and authority to direct, manage, and control to the full extent of the law. Included in but not limited to those duties and powers are the exclusive rights to: determine its organization; direct the work of its employees; determine the times and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals, and

objectives; insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; determine the curriculum; build, move, or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; contract out work in accordance with statutory provisions, and reserve the Association's right to negotiate the decision and effects of contracting out work and take action on any matter in the event of an emergency. In addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate, and discipline employees.

2.1.3 3-2 The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules, regulations, and practices in furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement, and then only to the extent such specific and express terms are in conformance with law.

2.1.4 3-3 The District retains its right to amend, modify, or rescind policies and practices referred to in this Agreement in cases of emergency.

2.4 Membership and Dues Deduction:

2.4.1 District shall provide a jointly-agreed letter to new hires and anyone asking about *Janus v. American Federation of State, County, and Municipal Employees, Council 31, et al.*, 585 US (2018), expressing District's desire to work cooperatively with CSEA. District shall refer all employee questions about CSEA or dues over to the CSEA Labor Relations Representative. CSEA shall defend and indemnify District for any claims arising from its compliance with this clause. This agreement shall satisfy District's duty to bargain effects of *Janus* decision.

2.4.2 The District shall not interfere with the terms of any agreement between CSEA and the District's employee with regard to that employee's membership in CSEA, including but not limited to automatic renewal yearly unless the worker drops out during a specified window period. The District need not keep track of this period which shall be tracked by CSEA within its membership database.

2.4.3 The District shall deduct, in accordance with the CSEA dues schedule, dues from the wages of all employees who are members of CSEA.

2.4.4 The District shall refer all employee requests to revoke membership to the CSEA Labor Relations Representative. CSEA shall notify the district of any revocation request in accordance with SB 866.

2.4.5 The District shall not be obligated to put into effect any new or changed deductions until the pay period commencing thirty (30) days or more after such submission.

2.4.6 There shall be no charge by the District to CSEA for regular membership dues deductions.

2.5 Membership Information

2.5.1 The District shall take all reasonable steps to safeguard the privacy of CSEA members' personal information, including but not limited to members Social Security Numbers, personal addresses, personal phone number, personal cellular phone number, and status as a union member.

2.5.2 The District shall reject all Public Records Act requests from outsiders for work email addresses for bargaining unit members unless there is a court decision directing public agencies to release this information.

2.5.3 The District shall use its best efforts to filter out outsiders' emails to work email addresses soliciting against union membership. District shall only post on the public portion of its website work email addresses for employees whom the public needs to contact.

2.6 Hold Harmless Provision:

2.6.1 CSEA shall defend and indemnify Rescue Union School District for any claims arising from its compliance with this article for any claims made by the employee for deductions made in reliance on information provided by the employee organization to the employer to cancel or change membership dues authorization. The employer shall be required to promptly notify CSEA of any claims made by employees relating to dues authorization.

2.6.2 CSEA shall have the exclusive right to decide and determine whether any such action shall be compromised, resisted, defended, tried or appealed.

Article VI

6.1 Eligibility

All employees in the Association shall earn paid vacation time. Vacation benefits are earned on a fiscal year basis, July 1 through June 30. Earned vacation shall not become a vested right until completion of the initial six months of employment.

Employee vacation request will be submitted to and approved by their immediate supervisor for approval prior to leave.

Vacation requests shall be made as soon as possible to secure desirable dates. If a supervisor fails to respond within seven (7) working days of when a vacation request is made, the unit member shall make the request at the next administrative level and receive a written response within three (3) working days.

If insufficient information exists to immediately grant the request, a follow up meeting to discuss approval will be agreed upon and scheduled.

Article VIII

8.4 Personal Necessity Discretionary Leave

8.4.1 Association members shall be granted up to a total of nine (9) days of ~~personal necessity leave of which (5) days are Discretionary days~~ Leave, to be deducted from accrued sick leave days, during each year of employment. Such leave will not be cumulative and will be deducted from the Association member's sick leave (effective one month after signed agreement and to commence on the first day of the succeeding month).

~~8.4.2 Personal necessity leave may be used for personal matters which the employee cannot reasonably be expected to disregard and which requires the attention of the employee during their assigned hours of service to the district.~~

~~8.4.2.1 Appropriate uses of personal necessity leave includes dealing with legal matters, home emergencies and responsibilities, family emergencies and responsibilities, the inability to get to assigned work location due to circumstances beyond the employee's control, or other reasons as approved by superintendent or designee.~~

8.4.2.2 Personal Necessity Discretionary Leave will not be used for purposes which are not serious in nature, for matters which can be taken care of outside of assigned hours of service, for purposes of earning money or working elsewhere, recreational purposes, or to extend a holiday or take a vacation.

~~8.4.2.3 Personal Leave (Discretionary Days): Five (5) days of the nine total days may be used by the unit member for personal leave, for personal matters and other than those listed in Article 8.4.2.2. The unit member shall secure prior approval from his/her supervisor of such personal leave no later than the day before the leave. If more than one unit member per work location per day requests personal leave or if consecutive days are requested, it may not be granted if it causes undue hardship for the site or department.~~

8.4.3 The Association member shall inform request the leave from their supervisor of such leave no later than the day before the leave. If more than one Association member per work location per day requests this leave, it may not be granted if it causes undue hardship for the site/department. Leave forms shall be provided at the work site/department. The Association member is required to secure prior approval from their

immediate supervisor before taking a ~~personal necessity day~~ Discretionary Leave except for the following reasons (up to 2 days):

8.4.3.1 Death or serious illness of a member of their immediate family.

8.4.3.2 Accident involving their person or property, or the person or property of a member of their immediate family.

8.4.3.3 Appearance in any court as a litigant or before any administrative tribunal as a litigant, party, or witness under subpoena.

8.4.3.4 Other reasons as approved by the District Superintendent or designee.

8.4.3.5 In the event that the employee is not entitled to enough sick leave to cover the request or they need to be absent longer than the allowed number of personal necessity days, days of absence not covered will be considered as leave without pay. The deduction will be made at their daily rate.

8.4.3.6 Employee's signature on the Absence Request Form for ~~Personal Necessity Leave~~ Discretionary Leave signifies compliance with the above article.

Article XII

12.6.2 Summer:

12.6.2.1 Bidding for summer home-to-school transportation will be held during the last month of school.

12.6.2.2 Drivers who elect to work during summer school must inform their immediate supervisor in writing that they desire summer work. The District shall maintain a list of all eligible summer school drivers. Assignments shall be awarded based on seniority.

12.6.2.3 Special trips that are scheduled during the summer (the Sunday following the last week of traditional school year through the day before the first day of the traditional school year) shall be rotated among employees on the summer driver list based on seniority.

12.6.2.4 If new summer work (overflow, contingency hours, etc) is created that cannot be filled by regular summer school drivers, that work shall be offered to district drivers who have signed up as summer substitutes.

Article XV

15.5 — Work for Benefits for Early Retirees

15.5.1 — General Provisions

~~15.5.1.1 Currently employed classified personnel of the district are eligible for Early Retirement Program at age 55 or over if they have completed a minimum of ten (10) years of service in the District.~~

~~15.5.1.2 An employee will be eligible for the program for a maximum of ten (10) years or to Medicare eligibility, whichever comes first.~~

~~15.5.1.3 An employee must be enrolled in the District's benefit program one (1) year prior to retirement to qualify for this Early Retirement Program.~~

~~15.5.1.4 An employee who was considered less than full time will be eligible for medical benefits on the same pro-rated basis as their level of benefits at the time of retirement.~~

~~15.5.1.5 Employees considering applying for the program must retire and will not be able to continue making contributions to PERS.~~

~~15.5.1.6 All applicants for the Early Retirement Program shall be approved by the Board and no more than five (5) percent of the classified staff will be approved in any one year.~~

~~15.5.1.7 All requests for this Early Retirement Program must be submitted prior to April 15 to be considered for the following year.~~

~~15.5.2—Contract~~

~~15.5.2.1 The retiree will perform service during the fiscal year at activities mutually agreed upon by the retiree and the District. Such services, by definition, shall be in the best interest of the District and within the retiree's classification or that which they are qualified to perform. A schedule of days to be worked will be developed and signed by the retiree and District. Retirees on the Work for Benefit's Program will be offered the work first.~~

~~15.5.2.2 The annual compensation shall be equal to the current annual medical, dental, and/or vision benefit allowance as agreed to in the collective bargaining contract or the cost of the retiree benefit package, whichever is less.~~

~~15.5.2.3 The annual compensation will be distributed equally among the number of days of compensated service.~~

~~15.5.2.4 The employee will be paid at the current level of compensation for the classification and step at the time of retirement. The district will submit the necessary payments to provide insurance coverage.~~

~~15.5.2.5 The District reserves the right to request doctor verification of incapacitating condition. If an incapacitating condition occurs, preventing the retiree from performing the total amount of service owed to the District, the District will pay toward the early retirement health benefit up to the amount earned and the employee will be allowed to continue to receive medical, vision, dental, insurance benefits at his or her own expense.~~

15.5.3 Impact on Retirement Allowance

15.5.3.1 Any classified employee interested in the Early Retirement Work for Benefits Program shall be advised by the District that, in certain cases, early retirement or resignation may have a serious impact on the retirement allowance that is to be paid by PERS. Said employees must seek advice from a representative of PERS prior to submitting an application for Early Retirement Program and verify in writing that a meeting was held.

Rescue Union School District

AGENDA ITEM: Openers for 2019-2020 RUFT Negotiations

BACKGROUND:

The board is required to set a date for public comment on collective bargaining unit re-openers for the upcoming sessions.

STATUS:

The RUFT bargaining unit has presented the District with the following topics to be discussed in the negotiations for 2019-2020:

-All articles of the contract

The Administration has presented the following topics to be discussed in the negotiations for 2018-2019:

-All articles of the contract

The Board is asked to set February 12, 2019 the next regularly scheduled Board meeting, as the date for public comments.

FISCAL IMPACT:

Unknown at this time.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

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:

Set February 12, 2019 Board Meeting for public comment on RUFT negotiations re-openers.



Rescue Union Federation of
Teachers
Local 3581

3371 Brittany Way
El Dorado Hills, CA 95762
Phone: 916-761-7716
Fax: 916-941-3826
Email: lstuart@rescuesd.org

Date: January 11, 2019

To: Cheryl Olson, *Superintendent*,
Dave Scroggins, *Assistant Superintendent of Curriculum and Instruction*,
Candice Harris, *Director of Human Resources*,
Sean Martin, *Assistant Superintendent of Business & Operations*,
Rescue Union School District Board of Trustees, and Members

CC: Negotiation Team

From: Laurisa Stuart, RUFT President

RE: Negotiation Openers 2019-2020

The Rescue Federation of Teachers wishes to sunshine the following items for 2019-2020 contract negotiations to begin in February 2019. Since the full Rescue Union Federation of Teachers' contract is opened, we wish to sunshine all articles of the contract.

Rescue Union School District

AGENDA ITEM: Openers for 2019-2020 CSEA Negotiations

BACKGROUND:

The board is required to set a date for public comment on collective bargaining unit re-openers for the upcoming sessions.

STATUS:

The CSEA bargaining unit has presented the District with the following topics to be discussed in the negotiations for 2019-2020:

- | | |
|-------------|---|
| -Article 2 | Employee/Organizational/District Rights |
| -Article 15 | Health Benefits |
| -Article 16 | Salary |

The Board is asked to set February 12, 2019 the next regularly scheduled Board meeting, as the date for public comments.

FISCAL IMPACT:

Unknown at this time.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

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:

Set February 12, 2019 Board Meeting for public comment on CSEA negotiations re-openers.

Initial Proposal

From
California School Employees Association
Rescue Chapter #737
to the
Rescue Union School District
for the
2019 / 2020 Reopener

The California School Employees Association (CSEA) and its Rescue Chapter 737 intends to negotiate the following articles of the current contract for the 2019 - 2020 agreement.

1. **Article 2 - Employee/Organizational/District Rights**: CSEA intends to negotiate changes to this article to expand on information provided through the seniority list.
2. **Article 15 – Health Benefits**: CSEA intends to negotiate fair and equitable benefit increases and other adjustments to this article.
3. **Article 16 – Salary**: CSEA intends to negotiate a fair and equitable salary increase for all classifications represented by CSEA. Additionally, CSEA and RUSD mutually agree to revise the classified salary schedule to include longevity.

ITEM#: 12
DATE: January 22, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: AB1200 Disclosure-Classified Employees (CSEA)

BACKGROUND:

This public disclosure is required for all negotiations agreements entered into by the district under Government Code Section 3547.5.

STATUS:

This document includes all known changes in costs based on current assignment and staffing for **Classified Employees (CSEA)** for the 2018-19 fiscal year.

FISCAL IMPACT:

This amount will be incorporated into the Fiscal Year 2018-19 and subsequent year's budgets.

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

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:

District staff recommends the Board of Trustees approve the AB1200 Disclosure for **Classified Employees (CSEA)**.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT
In Accordance with AB1200 (Statutes of 1991, Chapter 1213); G.C. 3547.5; CCR, Title V, Section 15449

SELECT DISTRICT HERE:

Rescue School District

The proposed agreement is covers the period beginning July 1, 2018 and ending June 30, 2019, and will be acted upon by the Governing Board at its meeting on January 22, 2019. The General Fund is impacted as follows. Impact on other funds is addressed in the narrative.

Bargaining Unit Group	Check one by marking with "x"	Cost of 1% *
Certificated		
Classified	x	\$ 67,775
Confidential/Management		
Other		

* includes salary and related benefits, e.g. STRS, PERS, Workers Compensation, Unemployment

A. Proposed Change in Compensation

	Compensation	\$ Fiscal Impact of Proposed Agreement			%		
		Year 1 FY 18-19	Year 2 FY 19-20	Year 3 FY 20-21	Year 1 FY 18-19	Year 2 FY 19-20	Year 3 FY 20-21
1	Salary Schedule - Increase(Decrease)	-	-	-	0.00%	0.00%	0.00%
2	Step and Column - Increase (Decrease) due to movement plus any changes due to settlement	-	-	-	0.00%	0.00%	0.00%
3	Other Compensation (complete description below)	-	-	-	0.00%	0.00%	0.00%
4	Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc. (may be included in costs above or shown separately)	-	-	-	0.00%	0.00%	0.00%
5	Health/Welfare Benefits - Increase (Decrease)	-	-	-	0.00%	0.00%	0.00%
6	Total Compensation	-	-	-	N/A	N/A	N/A
7	Total Number of Represented Employees	134	134	134			
8	Total Compensation Average Cost per Employee - Increase (Decrease)	N/A	N/A	N/A			

%		
Year 1 FY 18-19	Year 2 FY 19-20	Year 3 FY 20-21
Cost of 1%: \$67,775		
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
0.00%	0.00%	0.00%
N/A	N/A	N/A

9 Other Compensation - Increase (Decrease)
 (Stipends, Bonuses, etc.) Provide Description Below

None.

10 Were any additional steps, columns, or ranges added to the schedules? YES **NO**

If YES, please explain below

N/A

11 Does this bargaining group have a negotiated cap for Health and Welfare benefits? **YES** NO

If YES, please indicate the cap amount. \$ 7,554.97

- A. **Proposed change in compensation.** Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary

There is no compensation changes in this TA. A 1% increase was included as part of the 2017-18 negotiations and was added to the salary schedule at the beginning of 2018-19.

- B. **Proposed negotiated changes in non-compensation items** (e.g. class size adjustments, staff development days, teacher prep time, etc.)

The only substantial change of note is allowing nine (9) days of discretionary leave days per year.

- C. **What are the specific impacts on instructional and support programs to accommodate the settlement?** Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

None.

- D. **What contingency language is included in the proposed agreement?** Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

None.

- E. **Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

None.

F. Will this agreement create, or increase an operating deficit in the current or subsequent year(s)? An operating deficit is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

No Change.

G. Source of funding for proposed agreement.

Current year:

N/A

How will ongoing cost of the proposed agreement be funded in future years?

N/A

If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations).

N/A

For multi-year agreements, please provide a multi-year financial projection covering the term of the agreement. Include all assumptions used in the projections enrollment growth, COLA, deficits, etc.

H. Describe the financial impact on other funds affected by the proposed settlement - consider Cafeteria, Adult Education, Deferred Maintenance

No other funds will be impacted by this agreement.

G. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard (after impact of Proposed Agreement)

a. Total expenditures, transfers out, and uses (including cost of proposal)	\$ 37,257,323
b. State Standard Minimum EUR Percentage for this district	3.00%
c. State Standard Minimum EUR amount for this district <i>(greater of line 1-c or \$65,000 for districts w/less than 100 ADA)</i>	\$ 1,117,720

2. Budgeted Unrestricted reserve (after impact of Proposed Agreement)

a. General Fund budgeted Unrestricted EUR	\$ 1,117,719.69
b. General Fund budgeted Unrestricted Unappropriated amount	\$ 3,852,831
c. Special Reserve Fund budgeted EUR	\$ -
d. Special Reserve Fund budgeted Unappropriated amount	\$ -
e. Total District budgeted Unrestricted reserves	\$ 4,970,551

3. Do Unrestricted reserves meet the state minimum standard amount?

Yes No

IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET
In accordance with E.C. 42142

Date of governing board approval of budget revisions in Col. 2 - January 22, 2019

If the board approved revisions are different from the proposed revisions in Col. 2, provide an updated report upon approval of the district governing board.

NOTE: Calculation includes TA for all groups and is unrestricted and restricted funds.

Current Year 1: 2018-19

	(Col. 1) Latest Board- approved budget before settlement (as of 1st Interim)	(Col. 2) Revisions Necessary as a result of proposed settlement	(Col. 3) Other Revisions (TA with RUFT)	(Col. 4) Total impact on budget (col. 1+2+3)
REVENUES				
LCFF Sources (8010-8099)	29,656,243	-	-	\$ 29,656,243
Remaining Revenues (8100-8799)	5,616,097	-	-	\$ 5,616,097
TOTAL REVENUES	35,272,340	-	-	\$ 35,272,340
EXPENDITURES				
1000 Certificated Salaries	16,322,566	-	553,501	\$ 16,876,067
2000 Classified Salaries	6,293,505			\$ 6,293,505
3000 Employee Benefits	8,160,550			\$ 8,160,550
4000 Books and Supplies	1,742,788	-		\$ 1,742,788
5000 Services and Operating Expenses	3,272,338	-		\$ 3,272,338
6000 Capital Outlay	1,027,513	-		\$ 1,027,513
7000 Other	438,063	-		\$ 438,063
TOTAL EXPENDITURES	37,257,323	-	553,501	\$ 37,810,824
OPERATING SURPLUS (DEFICIT)	(1,984,983)	-	(553,501)	\$ (2,538,484)
Other Sources and Transfers In	-			\$ -
Other Uses and Transfers Out	-			\$ -
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	(1,984,983)	-	(553,501)	\$ (2,538,484)
BEGINNING BALANCE	\$ 7,188,397			\$ 7,188,397
ENDING BALANCE	\$ 5,203,414			\$ 4,649,913

IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS
In accordance with E.C. 42142

NOTE: Calculation includes TA for all groups and is unrestricted and restricted funds.

Year 2: <u>2019-20</u>				Year 3: <u>2020-21</u>			
(Col. 5) Latest Board- approved MYP before settlement	(Col. 6) Revisions Necessary as a result of proposed settlement	(Col. 7) Other Revisions (TA with RUFT)	(Col. 8) Total impact on budget (col. 5+6+7)	(Col. 9) Latest Board- approved MYP before settlement	(Col. 10) Revisions Necessary as a result of proposed settlement	(Col. 11) Other Revisions (TA with RUFT)	(Col. 12) Total impact on budget (col. 9+10+11)
\$ 30,437,615	\$ -		\$ 30,437,615.00	\$ 31,078,587			\$ 31,078,587.00
\$ 4,750,651	\$ -		\$ 4,750,651.00	\$ 4,750,652			\$ 4,750,652.00
35,188,266	-		\$ 35,188,266.00	35,829,239			\$ 35,829,239.00
\$ 16,648,524		\$ (432,195)	\$ 16,216,329.23	\$ 16,986,495		\$ (392,195)	\$ 16,594,299.71
\$ 6,401,205			\$ 6,401,205.44	\$ 6,532,730			\$ 6,532,729.55
\$ 8,624,608		\$ (82,675)	\$ 8,541,932.62	\$ 9,041,974		\$ (75,023)	\$ 8,966,951.04
\$ 1,237,000		\$ -	\$ 1,236,999.77	\$ 1,237,000			\$ 1,236,999.77
\$ 2,888,300		\$ -	\$ 2,888,299.87	\$ 2,888,300			\$ 2,888,299.87
\$ -		\$ -	\$ -	\$ -			\$ -
\$ 436,431		\$ -	\$ 436,431.00	\$ 436,432			\$ 436,432.00
36,236,067.92	-	(514,870.00)	\$ 35,721,197.92	37,122,929.94	-	(467,218.00)	\$ 36,655,711.94
(1,047,801.92)	-	514,870.00	\$ (532,931.92)	(1,293,690.94)	-	467,218.00	\$ (826,472.94)
			\$ -				\$ -
			\$ -				\$ -
(1,047,802)	-	514,870	\$ (532,931.92)	(1,293,691)	\$ -	467,218	\$ (826,472.94)
			\$ 4,649,913.15				\$ 4,116,981.23
			\$ 4,116,981.23				\$ 3,290,508.29

Certification No. 1

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Officer of _____ Rescue School District _____, hereby certify that the District can meet the costs incurred under the Collective Bargaining Agreement between the District and the _____ Rescue CSEA _____ Bargaining Unit, during the term of the agreement from _____ July 1, 2018 _____ to _____ June 30, 2019 _____.

- The budget revisions necessary to meet the costs of the agreement in year of its term are reflected on pages 5 & 6 of this document.
- N/A - No budget revisions necessary.

District Superintendent (Signature)	Date
Chief Business Official (Signature)	Date

Certification #2

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the *Public Disclosure of Proposed Bargaining Agreement* in accordance with the requirement of AB 1200 and Government Code Section 3547.5.

District Superintendent or Designee (Signature)	Date
Sean Martin	530-672-4803
Contact Person	Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on _____ January 22, 2019 _____, took action to approve the proposed agreement with the Bargaining Unit.

President (or Clerk), Governing Board (Signature)	Date
---	------

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Auditor's Report on Financial Statements for 2017-18

BACKGROUND:

State law requires school districts have an independent audit made of its financial statements on an annual basis. The firm of Crowe Horwath, LLP completed Rescue Union School District's annual audit and has filed the report with the California Department of Education.

STATUS:

The Auditor's Report on the Rescue Union School District financial statements for 2017-18 includes reports on compliance with state and federal regulations, as well as on internal controls and supplementary information required by the State.

The Auditor's Report finds that the financial statements present fairly, in all material respects, the financial position of the district and the results of operations for the year ended June 30, 2018.

The auditors found no compliance or internal control findings for the 2017-18 audit.

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

District staff recommends the Board of Trustees accept the Auditor's Report on Financial Statements for the year ended June 30, 2018.

RESCUE UNION SCHOOL DISTRICT

SUMMARY 2017-18 FISCAL YEAR AUDIT

Page 1	Page 47	Page 65	Page 68		Page 72	Page 75
REPORT ON FINANCIAL STATEMENTS	REPORT ON SUPPLEMENTARY INFORMATION	REPORT ON STATE COMPLIANCE (STATE AUDIT GUIDE)	REPORT ON COMPLIANCE AND INTERNAL CONTROLS (GOVERNMENT AUDITING STANDARDS)		SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS	SCHEDULE OF PRIOR YEAR FINDINGS
ARE FINANCIAL STATEMENTS PRESENTED FAIRLY?	IS SUPPLEMENTARY FINANCIAL AND STATISTICAL INFORMATION, INCLUDING SCHEDULE OF STATE AND FEDERAL FINANCIAL ASSISTANCE, PRESENTED FAIRLY?	DID THE DISTRICT COMPLY WITH APPLICABLE STATE LAWS AND REGULATIONS TESTED IN ACCORDANCE WITH THE AUDIT GUIDE?	WERE INSTANCES OF NONCOMPLIANCE FOUND?	ARE THERE MATERIAL WEAKNESSES OR REPORTABLE CONDITIONS IN THE SYSTEM OF INTERNAL CONTROLS	NO MATTERS WERE REPORTED.	2017-001 / 30000 <u>Criteria</u> Sound accounting policies require an internal control system be in place to ensure each transaction is complete, accurate and reviewed by a knowledgeable person prior to processing. <u>Recommendation</u> Crowe recommends the District run a payroll status change report with each payroll register and tie all changes to employee master files. Furthermore, Crowe recommends that the District agree the check run report from the County Office of Education back to the payroll prelist to ensure payroll is accurately disbursed as originally reviewed and intended.
YES	YES	YES	NO	NO	N/A	IMPLEMENTED

RESCUE UNION SCHOOL DISTRICT

FINANCIAL STATEMENTS

June 30, 2018

RESCUE UNION SCHOOL DISTRICT
FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2018
(Continued)

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RESCUE UNION SCHOOL DISTRICT
FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2018

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Rescue Union School District
Rescue, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Rescue Union School District, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Rescue Union School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Rescue Union School District, as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

(Continued)

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the *Management's Discussion and Analysis* on pages 4 to 12 and other Required Supplementary Information, such as the General Fund Budgetary Comparison Schedule, Schedule of the District's Proportionate Share of the Net Pension Liability, and Schedule of the District's Contributions on pages 47 to 51 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Rescue Union School District's basic financial statements. The accompanying Schedule of Expenditure of Federal Awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Schedule of Expenditure of Federal Awards and supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information, except for the Schedule of Financial Trends and Analysis, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditure of Federal Awards and other supplementary information as listed in the table of contents, except for the Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The Schedule of Financial Trends and Analysis has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

(Continued)

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2018 on our consideration of Rescue Union School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rescue Union School District's internal control over financial reporting and compliance.

Crowe LLP
Crowe LLP

Sacramento, California
December 13, 2018

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

The discussion and analysis of Rescue Union School District's financial performance provides an overall review of the District's financial activities for the fiscal year ended June 30, 2018. The intent of this discussion and analysis is to look at the District's financial performance as a whole. To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report on page 1, notes to the basic financial statements and the District's financial statements, as listed in the table of contents.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments issued June 1999.

FINANCIAL HIGHLIGHTS

- On the Statement of Activities, current year expenses exceeded current year revenues by \$781 thousand.
- The District's P-2 Average Daily Attendance (ADA) decreased from 3,615 during fiscal year 2016-2017, to 3,522 during fiscal year 2017-2018.
- On the Statement of Revenues, Expenditures, and Changes in Fund Balances, current year expenditures and other uses exceeded current year revenues and other sources by \$1.63 million.
- The District maintains sufficient reserves for a District its size. It meets the state required minimum reserve for economic uncertainty of 3% of General Fund expenditures, transfers out, and other uses (total outgo). During fiscal year 2017-2018, General Fund expenditures totaled \$35.3 million. At June 30, 2018, the District has available reserves of \$6.2 million in the General Fund, which represents a reserve of 17.5%.
- In complying with GASB 68, the District recognized its portion of the unfunded STRS and PERS pension liabilities for the first time in 2014-2015. These liabilities are based on the most recent actuarial valuations. The District's portion of the unfunded STRS and PERS pension liability increased \$3.5 million in 2017-2018 and is reported in the Statement of Net Position.

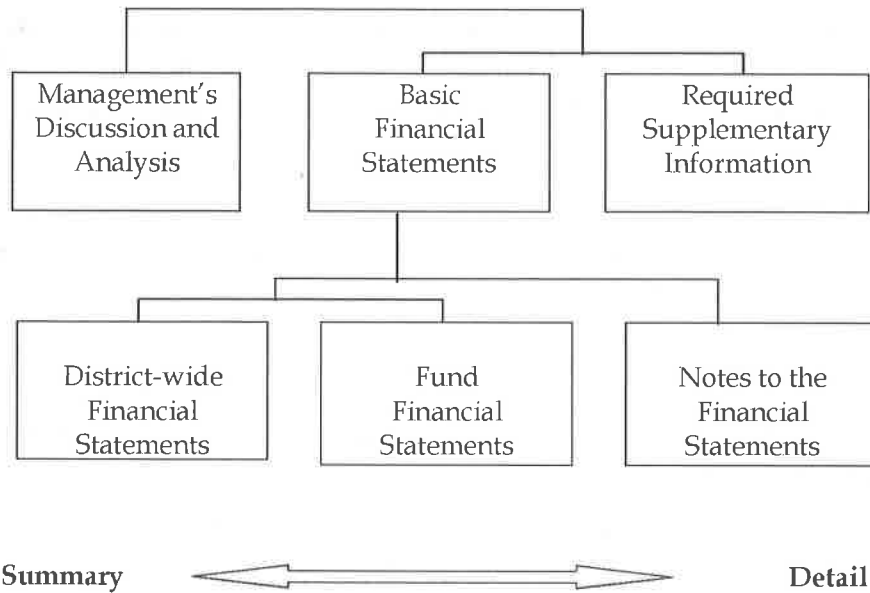
OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts - management's discussion and analysis (this section), the basic financial statements, and required supplementary information. These statements are organized so the reader can understand the Rescue Union School District as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

RESCUE UNION SCHOOL DISTRICT
 MANAGEMENT'S DISCUSSION AND ANALYSIS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2018

OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)

Components of the Financial Section



The first two statements are *district-wide financial statements*, the Statement of Net Position and Statement of Activities. These statements provide information about the activities of the whole District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's more significant funds with all other non-major funds presented in total in one column. A comparison of the District's general fund budget is included.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements.

Reporting the School District as a Whole

Statement of Net Position and the Statement of Activities

These two statements provide information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the District's assets and liabilities using the accrual basis of accounting. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid. These statements report information on the district as a whole and its activities in a way that helps answer the question, "How did we do financially during 2017-2018?"

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

OVERVIEW OF THE FINANCIAL STATEMENTS (CONCLUDED)

Reporting the School District as a Whole (Concluded)

Statement of Net Position and the Statement of Activities (Concluded)

These two statements report the District's net position and changes in that position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the District's net position, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the District's operating results. However, the District's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many other non-financial factors, such as the quality of education provided and the safety of the schools to assess the overall health of the District.

- ◆ Increases or decreases in the net position of the District over time are indications of whether its financial position is improving or deteriorating, respectively.
- ◆ Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the District need to be considered in assessing the overall health of the District.

Reporting the District's Most Significant Funds

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds - not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the District establishes other funds to control and manage money for specific purposes.

- ◆ **Governmental Funds**

All of the District's activities are reported in governmental funds. The major governmental funds of the District are the General Fund and the Community Facilities District No. 1 Fund. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS

The District as a Whole

The District's net position was \$6.0 million at June 30, 2018. This amount includes an unrestricted deficit of \$28.6 million. Net investment in capital assets, account for \$26.8 million of the total net position. A comparative analysis of government-wide data is presented in Table 1.

**Table 1
Comparative Statement of Net Position**

	2017	2018
ASSETS		
Cash	\$ 15,876,559	\$ 14,276,792
Receivables	775,418	555,234
Prepaid Expenses	3,223	91,686
Stores inventory	8,278	30,368
Capital assets	55,617,971	48,215,546
Total assets	72,281,449	76,744,438
DEFERRED OUTFLOWS OF RESOURCES		
Deferred outflows on pensions	8,114,119	12,411,593
Deferred payments on debt refunding	108,062	92,625
Total deferred outflows of resources	8,222,181	12,504,218
LIABILITIES		
Accounts payable and other current liabilities	864,330	752,409
Unearned revenue	4,799	23,198
Long-term liabilities (Due within one year)	1,700,815	1,973,898
Long-term liabilities	68,195,358	75,746,526
Total liabilities	70,765,302	78,496,031
DEFERRED INFLOWS OF RESOURCES		
Deferred inflows on pensions	2,980,000	4,775,000
NET POSITION		
Net investment in capital assets	25,878,540	26,787,605
Restricted	9,183,001	7,800,389
Unrestricted (deficit)	(28,303,213)	(28,610,369)
Total Net Position	\$ 6,758,328	\$ 5,977,625

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONTINUED)

The District's net position decreased \$781 thousand this fiscal year (See Table 2). The District's expenses for instructional and pupil services represented 76% of total expenses. The administrative activities of the District accounted for 6% of total costs. The remaining 18% was spent in the areas of plant services and other expenses, interest on long-term debt, other outgo and unallocated depreciation expense. (See Figure 2).

**Table 2
Comparative Statement of Change in Net Position**

	Governmental Activities	
	2017	2018
REVENUES		
Program revenues	\$ 5,887,870	\$ 6,201,008
General revenues		
Taxes levied for general purposes	11,028,453	11,735,265
Taxes levied for debt service	1,799,200	1,832,225
Taxes levied for other specific purposes	751,830	769,188
Federal and State aid not restricted to specific purposes	18,135,746	17,984,445
Interest and investment earnings	67,773	155,756
Miscellaneous	280,448	1,016,865
Total revenues	<u>37,951,320</u>	<u>39,694,752</u>
EXPENSES		
Instruction	22,815,095	22,658,302
Instruction related services	3,825,832	4,140,498
Pupil support services	3,665,657	4,078,265
General administration	1,871,532	2,429,362
Plant services	3,096,371	3,501,551
Other	3,431,832	3,667,477
Total expenses	<u>38,706,319</u>	<u>40,475,455</u>
Increase (decrease) in net position	<u>\$ (754,999)</u>	<u>\$ (780,703)</u>

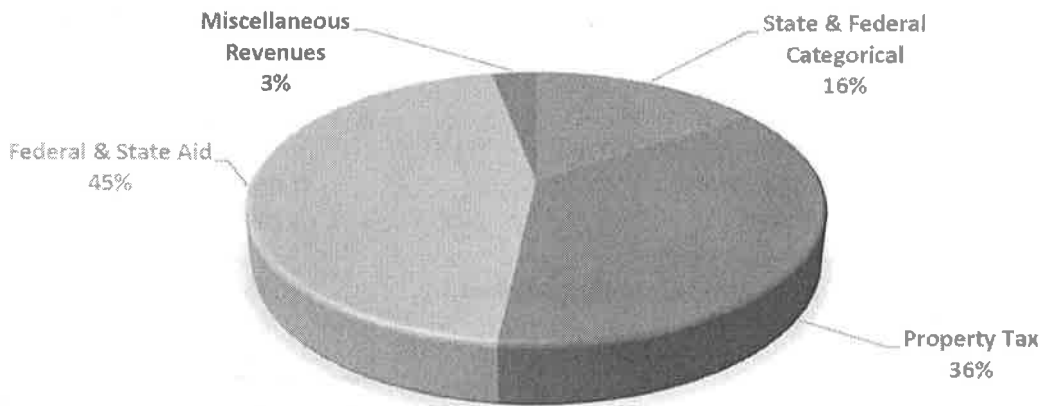
RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONCLUDED)

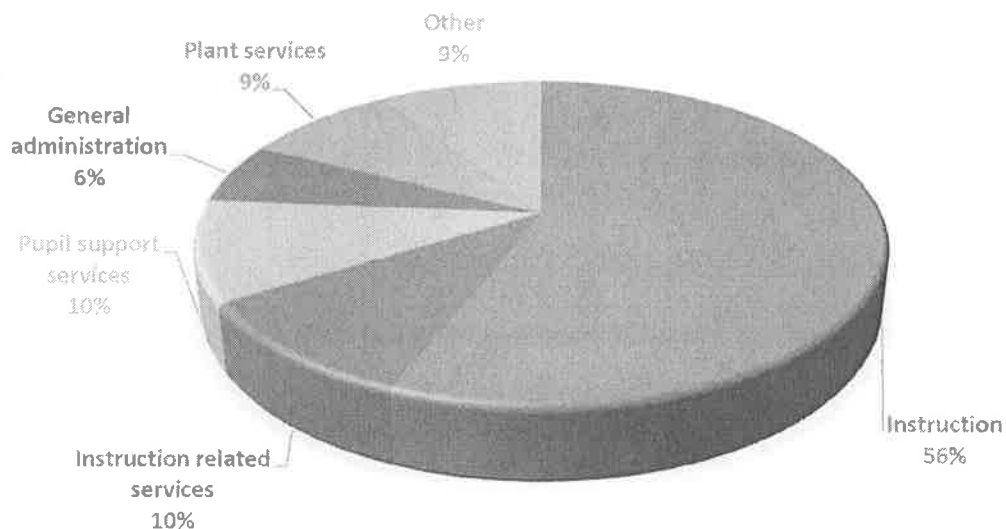
Governmental Activities

As reported in the Statement of Activities, the revenues of all of the District's governmental activities this year was \$39.7 million. The amount that our local taxpayers financed for these activities through property taxes was \$14.3 million. Federal and State aid not restricted to specific purposes totaled \$18 million. State and Federal Categorical revenue totaled \$6.2 million. Other miscellaneous revenues and interest totaled \$1.2 million. (See Figure 1).

**Sources of Revenue for the 2017-2018 Fiscal Year
Figure 1**



**Expenses for the 2017-2018 Fiscal Year
Figure 2**



RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the District's operations in more detail than the government-wide statements. The District's individual fund statements provide information on inflows and outflows and balances of spendable resources. The District's Governmental Funds reported a combined fund balance of \$14.5 million, a decrease of \$1.6 million from the previous fiscal year.

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget monthly. The significant budget adjustments fell into the following categories:

- ◆ Budget revisions to the adopted budget required after approval of the State budget.
- ◆ Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- ◆ Budget revisions approved throughout the year resulted in increases to Capital Outlay primarily for new construction and modernization projects.
- ◆ Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the General Fund reflected a net decrease to the ending balance of \$233 thousand.

The District ended the year with \$7 million in the General Fund ending balance, of which \$1.1 million is unassigned. The remaining balance is made up of restricted, assigned and nonspendable fund balances. The State recommends an ending reserve for economic uncertainties of 3 percent. The District's ending reserve was 3 percent.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of the 2017-2018 fiscal year, the District had invested \$91.6 million in a broad range of capital assets, including school buildings, athletic facilities, administrative buildings, site improvements, vehicles, and equipment. The capital assets net of depreciation were \$61.8 million at June 30, 2018, which is an increase of \$6.2 million from the previous year.

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

CAPITAL ASSET AND DEBT ADMINISTRATION (CONTINUED)

Capital Assets (Concluded)

Table 3
Comparative Schedule of Capital Assets
(net of depreciation)
June 30, 2018 and 2017

	2017	2018	Difference Increase (Decrease)
Land	\$ 5,035,967	\$ 5,035,967	\$ -
Site Improvements	3,735,819	4,191,342	455,523
Buildings	43,555,373	42,549,830	(1,005,543)
Machinery and Equipment	1,224,258	1,474,374	250,116
Work in Process	2,066,554	8,538,845	6,472,291
Totals	\$ 55,617,971	\$ 61,790,358	\$ 6,172,387

The most significant increase for 2017-2018 was Work in Process of Marina Village 2-Story Building for \$6 million.

Long-Term Debt

At June 30, 2018, the District had \$77.7 million in long-term debt outstanding.

Table 4
Comparative Schedule of Outstanding Debt
June 30, 2018 and 2017

	2017	2018
General Obligation Bonds	\$ 22,328,226	\$ 21,745,934
Accreted Interest	5,856,772	5,858,920
Certificates of Participation	7,105,000	12,290,000
Early Retirement Incentives	179,640	80,013
Unamortized Premiums	812,840	659,951
Compensated Absences	39,695	45,606
Net Pension Liability	33,574,000	37,040,000
Totals	\$ 69,896,173	\$ 77,720,424

The District's share of the unfunded STRS and PERS liability increased \$3.5 million.

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2018

CAPITAL ASSET AND DEBT ADMINISTRATION (CONCLUDED)

Long-Term Debt (Concluded)

The District continues to maintain excellent credit ratings on all of its debt issues.

The District issued \$5.35 million in new COP debt related to the Marina Village 2-story building.

The long-term debt paid by the District was approximately \$1.6 million in 2017-2018.

FACTORS BEARING ON THE DISTRICT'S FUTURE

The Local Control Funding Formula (LCFF) is aimed at correcting historical inequities while decreasing previous constraints on restricted program expenses. The formula is intended to make funding more transparent and simple. With the new flexibility also come new requirements for accountability. The Local Control Accountability Plan (LCAP) is mandated and must be aligned and adopted with the District's budget. The LCAP is expected to describe how the District intends to meet annual goals for all pupils, with specific activities to address state and local priorities identified during the LCAP development process.

The LCFF is the largest unknown for the District. The new funding structure has no statutory cost of living allowance built into it and relies solely on the annual budget process at the legislative level. Planning for the "out years" will be much more difficult and volatile under the LCFF funding formula.

Future predictions and uncertainties with the changes to the State funding formula require management to plan carefully and prudently to provide the necessary resources to meet student's needs and continue to keep pace with inflation increases over the next several years.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the District Office of the Rescue Union School District at 530-677-4461.

BASIC FINANCIAL STATEMENTS

RESCUE UNION SCHOOL DISTRICT
STATEMENT OF NET POSITION
June 30, 2018

	<u>Governmental Activities</u>
ASSETS	
Cash and investments (Note 2)	\$ 14,276,792
Receivables	555,234
Prepaid expenses	91,686
Stores inventory	30,368
Non-depreciable capital assets (Note 4)	13,574,812
Depreciable capital assets, net of accumulated depreciation (Note 4)	<u>48,215,546</u>
Total assets	<u>76,744,438</u>
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows of resources - pensions (Notes 7 and 8)	12,411,593
Deferred outflow from advance refunding of debt	<u>92,625</u>
Total deferred outflows of resources	<u>12,504,218</u>
LIABILITIES	
Accounts payable	752,409
Unearned revenue	23,198
Long-term liabilities (Note 5):	
Due within one year	1,973,898
Due after one year	<u>75,746,526</u>
Total liabilities	<u>78,496,031</u>
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows of resources - pensions (Notes 7 and 8)	<u>4,775,000</u>
NET POSITION	
Net investment in capital assets	26,787,605
Restricted:	
Legally restricted programs	1,019,796
Capital projects	4,783,629
Debt service	1,996,964
Unrestricted	<u>(28,610,369)</u>
Total net position	<u>\$ 5,977,625</u>

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2018

		Program Revenues				Net (Expense) Revenue and Changes in Net Position
Expenses	Charges For Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities		
Governmental activities:						
Instruction	\$ 22,658,302	\$ 314,627	\$ 3,214,334	\$ -	\$	(19,129,341)
Instruction-related services:						
Supervision of instruction	1,202,992	7,092	156,909	-		(1,038,991)
Instructional library, media and technology	541,693	20,650	36,992	-		(484,051)
School site administration	2,395,813	348	109,427	-		(2,286,038)
Pupil services:						
Home-to-school transportation	1,061,255	-	9,677	-		(1,051,578)
Food services	1,128,044	637,497	531,802	-		41,255
All other pupil services	1,888,966	36	455,970	-		(1,432,960)
General administration:						
Data processing	13,608	-	-	-		(13,608)
All other general administration	2,415,754	27,579	320,281	-		(2,067,894)
Plant services	3,501,551	6,636	5,885	-		(3,489,030)
Ancillary services	116,758	6,260	17,306	-		(93,192)
Depreciation (unallocated)	1,793,571	-	-	-		(1,793,571)
Other outgo	401,927	73,770	247,930	-		(80,227)
Interest on long-term liabilities	1,355,221	-	-	-		(1,355,221)
	<u>\$ 40,475,455</u>	<u>\$ 1,094,495</u>	<u>\$ 5,106,513</u>	<u>\$ -</u>		<u>(34,274,447)</u>
General revenues:						
Taxes and subventions:						
Taxes levied for general purposes						11,735,265
Taxes levied for debt service						1,832,225
Taxes levied for other specific purposes						769,188
Federal and state aid not restricted to specific purposes						17,984,445
Interest and investment earnings						155,756
Miscellaneous						1,016,865
						33,493,744
						(780,703)
						6,758,328
						\$ 5,977,625

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2018

	General Fund	Capital Facilities Fund	County School Facilities Fund	Bond Interest Redemption Fund	All Non-Major Funds	Total Govern- mental Funds
ASSETS						
Cash and investments:						
Cash in County Treasury	\$ 6,874,556	\$ 1,804,085	\$ 2,245,208	\$ 1,597,472	\$ 1,346,479	\$ 13,867,800
Cash in revolving fund	5,500	-	-	-	4,000	9,500
Cash with Fiscal Agent	-	-	-	399,492	-	399,492
Receivables	427,083	-	-	-	128,151	555,234
Prepaid expenditures	91,686	-	-	-	-	91,686
Due from other funds	20,402	-	-	-	14,501	34,903
Stores inventory	-	-	-	-	30,368	30,368
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total assets	<u>\$ 7,419,227</u>	<u>\$ 1,804,085</u>	<u>\$ 2,245,208</u>	<u>\$ 1,996,964</u>	<u>\$ 1,523,499</u>	<u>\$ 14,988,983</u>
LIABILITIES AND FUND BALANCES						
Liabilities:						
Accounts payable	\$ 440,495	\$ -	\$ 8,268	\$ -	\$ 10,112	\$ 458,875
Due to other funds	-	14,501	20,402	-	-	34,903
Unearned revenue	23,198	-	-	-	-	23,198
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total liabilities	<u>463,693</u>	<u>14,501</u>	<u>28,670</u>	<u>-</u>	<u>10,112</u>	<u>516,976</u>
Fund balances:						
Nonspendable	97,186	-	-	-	34,368	131,554
Restricted	683,408	1,789,584	2,216,538	1,996,964	1,479,019	8,165,513
Assigned	5,116,151	-	-	-	-	5,116,151
Unassigned	1,058,789	-	-	-	-	1,058,789
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total fund balances	<u>6,955,534</u>	<u>1,789,584</u>	<u>2,216,538</u>	<u>1,996,964</u>	<u>1,513,387</u>	<u>14,472,007</u>
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Total liabilities and fund balances	<u>\$ 7,419,227</u>	<u>\$ 1,804,085</u>	<u>\$ 2,245,208</u>	<u>\$ 1,996,964</u>	<u>\$ 1,523,499</u>	<u>\$ 14,988,983</u>

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET -
TO THE STATEMENT OF NET POSITION
June 30, 2018

Total fund balances - Governmental Funds \$ 14,472,007

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$91,609,362 and the accumulated depreciation is \$29,819,004 (Note 4). 61,790,358

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statements, it is recognized in the period that it is incurred. (293,534)

Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at June 30, 2018 consisted of (Note 5):

General Obligation Bonds	\$	(21,745,934)	
Accreted interest		(5,858,920)	
Unamortized premiums		(659,951)	
Certificates of Participation		(12,290,000)	
Early retirement incentives		(80,013)	
Net pension liability (Notes 7 and 8)		(37,040,000)	
Compensated absences		<u>(45,606)</u>	
			(77,720,424)

In governmental funds, deferred inflows and deferred outflows of resources resulting from defeasance of debt are not recorded. In governmental activities, for advance refundings resulting in defeasance of debt reported in governmental activities, the difference between reacquisition price and the net carrying amount of the retired debt are reported as deferred inflows or deferred outflows of resources: 92,625

In government funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported (Notes 7 and 8).

Deferred outflows of resources relating to pensions	\$	12,411,593	
Deferred inflows of resources relating to pensions		<u>(4,775,000)</u>	
			<u>7,636,593</u>

Total net position - governmental activities \$ 5,977,625

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2018

	General Fund	Capital Facilities Fund	County School Facilities Fund	Bond Interest Redemption Fund	All Non-Major Funds	Total Govern- mental Funds
Revenues:						
Local Control Funding Formula (LCFF):						
State apportionment	\$ 16,724,663	\$ -	\$ -	-	\$ -	\$ 16,724,663
Local sources	11,664,502	-	-	-	-	11,664,502
Total LCFF	<u>28,389,165</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>28,389,165</u>
Federal sources 730,838	-	-	-	465,599	1,196,437	-
Other state sources	3,127,703	-	-	-	24,410	3,152,113
Other local sources	2,814,353	441,381	3,534	1,843,989	1,560,783	6,664,040
Total revenues	<u>35,062,059</u>	<u>441,381</u>	<u>3,534</u>	<u>1,843,989</u>	<u>2,050,792</u>	<u>39,401,755</u>
Expenditures:						
Current:						
Certificated salaries	16,309,206	-	-	-	-	16,309,206
Classified salaries	6,145,919	26,050	-	-	428,971	6,600,940
Employee benefits	7,618,280	8,906	-	-	118,877	7,746,063
Books and supplies	1,085,968	-	-	-	505,472	1,591,440
Contract services and operating expenditures	3,006,188	24,913	-	-	343,024	3,374,125
Other outgo	399,837	-	-	-	-	399,837
Capital outlay	774,088	54,666	7,088,178	-	15,050	7,931,982
Debt service:						
Principal retirement	-	53,125	-	582,292	116,875	752,292
Interest	-	109,586	-	1,248,976	317,682	1,676,244
Total expenditures	<u>35,339,486</u>	<u>277,246</u>	<u>7,088,178</u>	<u>1,831,268</u>	<u>1,845,951</u>	<u>46,382,129</u>
(Deficiency) excess of revenues (under) over expenditures	<u>(277,427)</u>	<u>164,135</u>	<u>(7,084,644)</u>	<u>12,721</u>	<u>204,841</u>	<u>(6,980,374)</u>
Other financing sources (uses):						
Transfers in	46,566	-	4,000,000	428,116	359,782	4,834,464
Transfers out	(2,002)	-	-	-	(4,832,462)	(4,834,464)
Proceeds from Certificates of Participation	-	-	5,000,000	-	355,000	5,355,000
Total other financing sources (uses)	<u>44,564</u>	<u>-</u>	<u>9,000,000</u>	<u>428,116</u>	<u>(4,117,680)</u>	<u>5,355,000</u>
Change in fund balances	<u>(232,863)</u>	<u>164,135</u>	<u>1,915,356</u>	<u>440,837</u>	<u>(3,912,839)</u>	<u>(1,625,374)</u>
Fund balances, July 1, 2017	<u>7,188,397</u>	<u>1,625,449</u>	<u>301,182</u>	<u>1,556,127</u>	<u>5,426,226</u>	<u>16,097,381</u>
Fund balances, June 30, 2018	<u>\$ 6,955,534</u>	<u>\$ 1,789,584</u>	<u>\$ 2,216,538</u>	<u>\$ 1,996,964</u>	<u>\$ 1,513,387</u>	<u>\$ 14,472,007</u>

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS -
TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2018

Net change in fund balances - Total Governmental Funds	\$ (1,625,374)
Amounts reported for governmental activities in the statement of activities are different because:	
Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4).	\$ 7,965,958
Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4).	(1,793,571)
Proceeds from debt are recognized as Other Financing Sources in the government funds. In the government-wide statements, proceeds from debt are reported as increases to liabilities. (Note 5).	(5,355,000)
Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5).	752,292
Accreted interest is not accrued in the governmental funds, but is recognized over the life of the debt in the government-wide financial statements (Note 5).	(2,148)
Unmatured interest on long-term liabilities is not recorded in the governmental funds until it becomes due, but increases the liabilities in the statement of net position.	9,498
In governmental funds, early retirement incentives are recognized when employers contributions are made. In the governmental-wide statements, early retirement incentives are measured on the accrual basis. (Note 5).	99,627
In governmental funds, debt issued at a premium is recognized as an other financing source. In the government-wide statements debt issued at a premium is amortized as interest over the life of the debt (Note 5).	152,889
In government-wide statements, any deferred gain or loss from debt refunding, is amortized as interest over the life of the debt. Deferred gain or loss from debt refunding, for the period is:	(15,437)
In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was:	(963,526)

(Continued)

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS -
TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2018

In the statement of activities, expenses related to compensated absences are measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount of financial resources used (Note 5).

\$ (5,911) \$ 844,671

Change in net position of governmental activities

 \$ (780,703)

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Rescue Union School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity: The Board of Trustees is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board (GASB) since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

The Rescue Union School District (the "District") has financial and operational relationships with the El Dorado School Financing Community Facilities District No. 2007-1 (the "Agency") and the Rescue District Facilities Corporation (the "Corporation"), which meet the reporting entity definition criteria of the GASB Codification of Governmental Accounting and Financial Reporting Standards, Section 2100, for inclusion of the Agency and the Corporation as component units of the District. Accordingly, the financial activities of the Agency and the Corporation are required to be included in the financial statements of the District.

A reporting entity is comprised of the primary government, component units and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards and agencies that are not legally separate from the District. For Rescue Union School District, this includes general operations, food service and student related activities of the District.

El Dorado School Financing Community Facilities District: The El Dorado School Financing Community Facilities District No. 1 (Agency) was formed by a Joint Powers Agreement among the Rescue Union School District, Buckeye Union School District and El Dorado Union High School District pursuant to the Mello-Roos Community Facilities Act of 1982. The Agency was formed for the purpose of administering and collecting special taxes for its member districts. The Agency has no employees or property and equipment, and its powers are limited to the implementation of the Mello-Roos financing plan contemplated in the Joint Powers Agreement.

The following are those aspects of the relationship between the District and the Agency, which satisfy GASB Codification Section 2100 criteria.

Manifestations of Oversight

The Agency is governed by an elected board consisting of one representative from each member district. Board members are elected by the participating districts' governing boards and have decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

Oversight responsibility; the ability to conduct independent financial affairs, issue debt instruments, approve budgets, sign contracts, levy taxes, and otherwise influence operations and account for fiscal matters, is exercised by the Agency's Governing Board. Accordingly, the Agency is considered to be a separate legal entity from the school district, but the District's financial statements must include the Mello-Roos activity as a component unit. This information is presented in these financial statements as the Community Facilities District Fund.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Rescue District Facilities Corporation: The Rescue District Facilities Corporation (Corporation) is a nonprofit, public benefits corporation, incorporated under the laws of the State of California and recorded by the Secretary of State in March, 2001. The Corporation was formed for the sole purpose of providing financial assistance to the district by financing the design, development, acquisition, construction, improvement and remodeling of facilities and equipment, together with site acquisition, development, landscaping, utilities, furnishings, improvements, parking and all appurtenant and related facilities. When the Corporation's Certificates of Participation have been paid with State reimbursements and the District's developer fees, title to all Corporation property will pass to the District for no additional consideration.

The following are those aspects of the relationship between the District and the Corporation, which satisfy GASB Codification Section 2100 criteria.

Manifestations of Oversight

The Corporation is governed by the elected Board of Trustees of the Rescue Union School District ex officio. Board members have decision-making authority, the power to designate management, the ability to significantly influence operations, and primary accountability for fiscal matters. The Corporation has no employees. The District's Superintendent and Chief Business and Operations Official function as agents of the Corporation. Neither individual receives additional compensation for work performed in this capacity. The District exercises significant influence over operations of the Corporation as it is anticipated that the District will always be the sole lessee of all facilities owned by the Corporation. All major financing arrangements, contracts and financial transactions of the Corporation must have the consent of the District.

Accountability for Fiscal Matters

It is anticipated that the District's lease payments will be the sole revenue source of the Corporation. Any deficit incurred by the Corporation will be reflected in the lease payments of the District. Any surpluses of the Corporation revert to the District at the end of the lease period. The District has assumed a "moral obligation," and potentially a legal obligation, for any debt incurred by the Corporation.

Scope of Public Service

The Corporation was created for the sole purpose of financially assisting the District. The District has entered into a long-term agreement with the Corporation whereby the Corporation leases land from the District; and, the District occupies the facilities (a portion of the Rescue Union School District) under a lease-purchase agreement with the Corporation. The District's annual lease payments are factored to meet the Corporation's operating expenses and bond retirement costs.

Accordingly, the Corporation is considered to be a separate legal entity from the school district, but the District's financial statements must include the related financing activities as a component unit. This information is presented in these financial statements as the Rescue District Facilities Corporation.

Basis of Presentation - Financial Statements: The basic financial statements include a Management's Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation - Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities displays information about the reporting government as a whole.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

Program revenues: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

Allocation of indirect expenses: The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Interest on general long-term liabilities and depreciation are considered an indirect expense and is reported separately on the Statement of Activities.

Basis of Presentation - Fund Accounting: The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

A - Major Funds

General Fund:

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

Capital Facilities Fund:

The Capital Facilities Fund is a capital projects fund used to account for financial resources used for the acquisition or construction of capital facilities by the District.

County School Facilities Fund:

The County School Facilities Fund is a capital projects fund used to account for financial resources used for the acquisition or construction of capital facilities by the District.

Bond Interest and Redemption Fund:

The Bond Interest and Redemption Fund is a debt service fund used to account for the accumulation of resources for, and the payment of, general long-term liabilities principal, interest and related costs.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

B - Other Funds

Special Revenue Fund:

The Cafeteria Fund is a special revenue fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

Capital Projects Funds:

The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the Building, Rescue District Facilities Corporation, and Community Facilities District Funds.

Debt Service Fund:

The Rescue District Facilities Corporation Debt Service Fund is a debt service fund used to account for the accumulation of resources for, and the payment of, COP debt principal, interest, and related costs.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the basic financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual: The governmental activities in the government-wide financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual: The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting: By state law, the Board of Trustees must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Trustees complied with these requirements.

Receivables: Receivables are made up principally of amounts due from the State of California and Categorical programs. The District has determined that no allowance for doubtful accounts was needed as of June 30, 2018.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at acquisition value for the contributed asset. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 5 - 50 years depending on asset types.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows/Inflows of Resources: In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. A deferred loss on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter life of the refunded or refunding debt. Additionally, the District has recognized a deferred outflow of resources related to the recognition of the net pension liability reported in the Statement of Net Position.

Deferred Outflows/Inflows of Resources: In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the net pension liability reported which is in the Statement of Net Position.

Pensions: For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF B's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Certain investments are reported at fair value. The following is a summary of pension amounts in the aggregate:

	<u>STRP</u>	<u>PERF B</u>	<u>Total</u>
Deferred outflows of resources	<u>\$ 9,338,097</u>	<u>\$ 3,073,496</u>	<u>\$ 12,411,593</u>
Deferred inflows of resources	<u>\$ 4,607,000</u>	<u>\$ 168,000</u>	<u>\$ 4,775,000</u>
Net pension liability	<u>\$ 27,395,000</u>	<u>\$ 9,645,000</u>	<u>\$ 37,040,000</u>
Pension expense	<u>\$ 3,970,930</u>	<u>\$ 1,767,133</u>	<u>\$ 5,738,063</u>

Compensated Absences: Compensated absences totaling \$45,606 are recorded as a liability of the District. The liability is for the earned but unused benefits.

Accumulated Sick Leave: Sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as a operating expenditure or expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits for certain STRP and PERF B employees, when the employee retires.

Unearned Revenue: Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Position: Net position is displayed in three components:

1. Net Investment in Capital Assets – Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.
2. Restricted Net Position - Restrictions of the ending net position indicate the portions of net position not appropriate for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for debt service represents the portion of net position available for the retirement of debt. It is the District's policy to use restricted net position first when allowable expenditures are incurred.
3. Unrestricted Net Position – All other net position that do not meet the definitions of "restricted" or "net investment in capital assets".

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

A - Nonspendable Fund Balance:

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, prepaid expenditures and stores inventory.

B - Restricted Fund Balance:

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide statements.

C - Committed Fund Balance:

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Trustees. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Trustees is required to remove any commitment from any fund balance. At June 30, 2018, the District had no committed fund balances.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Classifications: (Continued)

D - Assigned Fund Balance:

The assigned fund balance classification reflects amounts that the District's Board of Trustees has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Trustees can designate personnel with the authority to assign fund balances, however, as of June 30, 2018, no such designation has occurred.

E - Unassigned Fund Balance:

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Trustees. At June 30, 2018, the District has established a minimum General Fund fund balance policy of 10% of General Fund total outgo. As of June 30, 2018, the District has an unassigned balance of \$1,058,789 or 4.38%. The District is out of compliance with their fund balance policy.

Property Taxes: Secured property taxes are attached as an enforceable lien on property as of March 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of El Dorado bills and collects taxes for the District. Tax revenues are recognized by the District when received.

Encumbrances: Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. All encumbrances are liquidated as of June 30.

Eliminations and Reclassifications: In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates: The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 2 - CASH AND INVESTMENTS

Cash and investments at June 30, 2018 are reported at fair value and consisted of the following:

	<u>Governmental Activities</u>
Pooled Fund:	
Cash in County Treasury	\$ 13,867,800
Deposits:	
Cash in revolving fund	9,500
Investments:	
Cash with Fiscal Agent	<u>399,492</u>
Total cash and investments	<u>\$ 14,276,792</u>

Pooled Funds: In accordance with Education Code Section 41001, the Office of Education maintains substantially all of its cash in the interest bearing El Dorado County Treasurer's Pooled Investment Fund. The Office of Education is considered to be an involuntary participant in an external investment pool. The fair value of the Office of Education's investment in the pool is reported in the financial statements at amounts based upon the Office of Education's prorata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Deposits - Custodial Credit Risk: The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2018, the carrying amount of the District's accounts was \$9,500 and the bank balance was \$102,921, all of which was insured.

Investments: The Cash with Fiscal Agent of \$399,492 in the Bond Interest and Redemption Fund represents debt proceeds that have been set aside for capital projects and the repayment of long-term liabilities. These amounts are held by a third party custodian in the District's name.

Interest Rate Risk: The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2018, the District had no significant interest rate risk related to cash and investments held.

Credit Risk: The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk: The District does not place limits on the amount it may invest in any one issuer. At June 30, 2018, the District had no concentration of credit risk.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 3 - INTERFUND TRANSACTIONS

Interfund Activity: Transactions between funds of the District are recorded as transfers. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables: Individual interfund receivable and payable balances represent amounts due from funds receiving revenues to funds where the revenues will be expended. At June 30, 2018 interfund receivable and payable balances were as follows:

<u>Fund</u>	<u>Interfund Receivables</u>	<u>Interfund Payables</u>
Major Funds:		
General Fund	\$ 20,402	\$ -
Capital Facilities Fund	-	14,501
County School Facilities Fund	-	20,402
Non-Major Fund:		
Rescue District Facilities Corporation Fund	<u>14,501</u>	<u>-</u>
Totals	<u>\$ 34,903</u>	<u>\$ 34,903</u>

Transfers: Transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Transfers for the 2017-2018 fiscal year were as follows:

Transfer from the Community Facilities District Fund to the County Schools Facilities Fund for capital projects.	\$ 3,700,000
Transfer from the Building Fund to the Bond Interest and Redemption Fund for debt service.	428,116
Transfer from Rescue District Facilities Corporation Fund to the Rescue District Facilities Corporation Debt Service Fund for debt service payments.	357,780
Transfer from Rescue District Facilities Corporation Fund to the County School Facilities Fund for capital projects.	300,000
Transfer from Cafeteria Fund to the General Fund for indirect costs.	46,566
Transfer from General Fund to the Cafeteria Fund for to supplement program costs in excess of program revenues.	<u>2,002</u>
	<u>\$ 4,834,464</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 4 - CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2018 is shown below:

	Balance July 1, <u>2017</u>	Transfers and <u>Additions</u>	Transfers and <u>Deductions</u>	Balance June 30, <u>2018</u>
<u>Governmental Activities</u>				
Non-depreciable:				
Land	\$ 5,035,967	\$ -	\$ -	\$ 5,035,967
Work-in-process	2,066,554	6,876,319	404,028	8,538,845
Depreciable:				
Buildings	64,149,710	236,675	-	64,386,385
Equipment	5,373,056	548,191	-	5,921,247
Site improvements	<u>7,018,117</u>	<u>708,801</u>	<u>-</u>	<u>7,726,918</u>
Totals, at cost	<u>83,643,404</u>	<u>8,369,986</u>	<u>404,028</u>	<u>91,609,362</u>
Less accumulated depreciation:				
Buildings	(20,594,337)	(1,242,218)	-	(21,836,555)
Equipment	(4,148,798)	(298,075)	-	(4,446,873)
Site improvements	<u>(3,282,298)</u>	<u>(253,278)</u>	<u>-</u>	<u>(3,535,576)</u>
Total accumulated depreciation	<u>(28,025,433)</u>	<u>(1,793,571)</u>	<u>-</u>	<u>(29,819,004)</u>
Capital assets, net	<u>\$ 55,617,971</u>	<u>\$ 6,576,415</u>	<u>\$ 404,028</u>	<u>\$ 61,790,358</u>

Depreciation expense was charged to governmental activities as follows:

Unallocated	<u>\$ 1,793,571</u>
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(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES

General Obligation Bonds: On June 26, 1998, the District issued General Obligation Capital Appreciation Bonds in the amount of \$3,947,612, to construct, repair and expand local schools. Repayment of the bonds will be made from property taxes levied. The bonds bear interest rates ranging from 5.00% to 11.25% and are scheduled to mature in September 2020. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest accrued is included as long-term debt in the basic financial statements of the District.

Scheduled payments on Series 1998A General Obligation Bonds are as follows:

Year Ended June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 389,789	\$ 715,211	\$ 1,105,000
2020	399,464	795,535	1,194,999
2021	<u>237,021</u>	<u>512,978</u>	<u>749,999</u>
	<u>\$ 1,026,274</u>	<u>\$ 2,023,724</u>	<u>\$ 3,049,998</u>

On September 9, 2005, the District issued General Obligation Bonds, Election of 1998, Series 2005, in the aggregate principal amount of \$14,234,889. The bonds bear interest rates from 3.50% to 5.59% and are scheduled to mature through September 1, 2030. The bonds were comprised of Current Interest Bonds in the aggregate principal amount of \$12,525,000 and Capital Appreciation Bonds in the principal amount of \$1,709,889. The capital appreciation bonds were issued with maturity dates of September 1, 2020 through September 1, 2027. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest accrued is included as long-term debt in the basic financial statements of the District. The Current Interest Bonds were partially refunded by the 2013 General Obligation Refunding Bond. The remaining principal is scheduled to mature through September 1, 2023.

Scheduled payments on Series 2005 General Obligation Bonds are as follows:

Year Ended June 30,	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ -	\$ 607,400	\$ 607,400
2020	-	607,400	607,400
2021	510,000	607,400	1,117,400
2022	1,400,000	587,000	1,987,000
2023	1,575,000	517,000	2,092,000
2024	<u>1,750,000</u>	<u>423,667</u>	<u>2,173,667</u>
	<u>\$ 5,235,000</u>	<u>\$ 3,349,867</u>	<u>\$ 8,584,867</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES (Continued)

Scheduled payments on Series 2005 GO Capital Appreciation Bonds are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2021	\$ 50,096	\$ 49,904	\$ 100,000
2022	68,711	76,289	145,000
2023	67,268	82,732	150,000
2024-2028	<u>1,523,815</u>	<u>3,251,185</u>	<u>4,775,000</u>
	<u>\$ 1,709,890</u>	<u>\$ 3,460,110</u>	<u>\$ 5,170,000</u>

On October 3rd, 2007, the District issued General Obligation Bonds, Election of 1998, Series. 2007, in the aggregate principal amount of \$6,852,070. The bonds bear interest rates from 3.50% to 4.63% and are scheduled to mature through September 1, 2032. The bonds were comprised of Current Interest Bonds in the aggregate principal amount of \$3,050,000 and Capital Appreciation Bonds in the principal amount of \$3,802,070. The capital appreciation bonds were issued with maturity dates of September 1, 2025 through September 1, 2032. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest accrued is included as long-term debt in the basic financial statements of the District.

Scheduled payments on Series 2007 GO Capital Appreciation Bonds are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ -	\$ -	\$ -
2020	-	-	-
2021	-	-	-
2022	-	-	-
2023	-	-	-
2024-2028	1,078,380	-	1,078,380
2029-2033	<u>2,723,690</u>	<u>-</u>	<u>2,723,690</u>
	<u>\$ 3,802,070</u>	<u>\$ -</u>	<u>\$ 3,802,070</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES (Continued)

On May 8th, 2013, the District issued General Obligation Refunding Bonds of 2013 to advance refund a portion of the General Obligation Bonds, Election of 1998, Series 2005 and to pay costs of issuance of the Refunding Bonds. The 2013 General Obligation Refunding Bonds were comprised of Current Interest Bonds for the aggregate principal amount of \$7,610,000. The bonds bear interest rates from 2.0% to 4.0% and are scheduled to mature through September 1, 2030.

Scheduled payments on General Obligation Refunding Bonds of 2013 are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 50,000	\$ 275,500	\$ 325,500
2020	50,000	274,500	324,500
2021	50,000	273,000	323,000
2022	50,000	271,500	321,500
2023	60,000	270,000	330,000
2024-2028	660,000	1,318,000	1,978,000
2029-2031	<u>6,390,000</u>	<u>428,000</u>	<u>6,818,000</u>
	<u>\$ 7,310,000</u>	<u>\$ 3,110,500</u>	<u>\$ 10,420,500</u>

On May 11, 2016, the District issued General Obligation Refunding Bonds of 2016 to advance refund a portion of the General Obligation Bonds, Election of 1998, Series 2007 and to pay costs of issuance of the Refunding Bonds. The 2016 General Obligation Refunding Bonds were comprised of Current Interest Bonds for the aggregate principal amount of \$2,719,000. The bonds bear interest rates of 2.480% and are scheduled to mature through September 1, 2024.

Scheduled payments on General Obligation Refunding Bonds of 2016 are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 150,700	\$ 64,166	\$ 214,866
2020	149,700	60,441	210,141
2021	123,500	57,054	180,554
2022	72,500	54,623	127,123
2023	72,300	52,828	125,128
2024-2025	<u>2,094,000</u>	<u>76,109</u>	<u>2,170,109</u>
	<u>\$ 2,662,700</u>	<u>\$ 365,221</u>	<u>\$ 3,027,921</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES (Continued)

Certificates of Participation (COP): On May 13, 2010, the District issued 2010 Certificate of Participation, in the aggregate amount of \$8,000,000 with interest rates ranging from 3.00% to 4.25%. The proceeds from the sale of 2010 Certificates of Participations were used to finance the acquisition of an additional school site and to refinance the construction of a middle school by refunding the District's outstanding 2008 Certificate of Participation in addition to paying the cost of issuance. The 2008 Certificates of Participation were paid in full as of October 1, 2010.

Scheduled payments on the Certificates of Participation of 2010 are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 175,000	\$ 347,331	\$ 522,331
2020	185,000	339,894	524,894
2021	190,000	332,031	522,031
2022	200,000	324,431	524,431
2023	200,000	316,431	516,431
2024-2028	1,170,000	1,445,419	2,615,419
2029-2033	1,495,000	1,121,813	2,616,813
2034-2038	1,910,000	702,000	2,612,000
2039-2043	<u>1,410,000</u>	<u>157,850</u>	<u>1,567,850</u>
	<u>\$ 6,935,000</u>	<u>\$ 5,087,200</u>	<u>\$ 12,022,200</u>

On August 22, 2017, the District issued 2017 Certificate of Participation, in the aggregate amount of \$5,355,000 with interest rates ranging from 2.00% to 3.25%. The proceeds from the sale of 2017 Certificates of Participations were used to finance the acquisition and improvement of real property to be used by the District for educational facilities.

Scheduled payments on the Certificates of Participation of 2017 are as follows:

Year Ended <u>June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2019	\$ 210,000	\$ 137,163	\$ 347,163
2020	220,000	132,863	352,863
2021	225,000	128,413	353,413
2022	230,000	123,863	353,863
2023	235,000	119,213	354,213
2024-2028	1,225,000	522,647	1,747,647
2029-2033	1,395,000	359,856	1,754,856
2034-2038	<u>1,615,000</u>	<u>132,334</u>	<u>1,747,334</u>
	<u>\$ 5,355,000</u>	<u>\$ 1,656,352</u>	<u>\$ 7,011,352</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 5 - LONG-TERM LIABILITIES (Continued)

Early Retirement Incentive Plan: The District has provided several retirement incentive programs over the past fiscal years. The benefits offered were established each year to meet the District's staffing needs and financial constraints. The following is a schedule of the future payments for the fourteen former employees as determined by the prior agreements:

Year Ending <u>June 30,</u>	Annual Payments
2019	<u>\$ 80,013</u>

Schedule of Changes in Long-Term Liabilities: A schedule of changes in long-term liabilities for the year ended June 30, 2018 is shown below:

	Balance <u>July 1, 2017</u>	<u>Additions</u>	<u>Deletions</u>	Balance June 30, <u>2018</u>	Amounts Due Within <u>One Year</u>
Governmental activities:					
General Obligation Bonds	\$ 22,328,226	\$ -	\$ 582,292	\$ 21,745,934	\$ 590,489
Accreted interest	5,856,772	644,956	642,808	5,858,920	715,211
Unamortized Premiums	812,840	-	152,889	659,951	157,579
Certificates of Participation	7,105,000	5,355,000	170,000	12,290,000	385,000
Early retirement incentives	179,640	-	99,627	80,013	80,013
Net pension liability (Notes 7 and 8)	33,574,000	3,466,000	-	37,040,000	-
Compensated absences	<u>39,695</u>	<u>5,911</u>	<u>-</u>	<u>45,606</u>	<u>45,606</u>
Total	<u>\$ 69,896,173</u>	<u>\$ 9,471,867</u>	<u>\$ 1,647,616</u>	<u>\$ 77,720,424</u>	<u>\$ 1,973,898</u>

Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments on the Certificates of Participation are made from the Rescue District Facilities Corporation Debt Service and Capital Facilities Funds. Payments for the early retirement incentives, net pension liability and the compensated absences are made from the fund for which the related employee worked.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 6 - FUND BALANCES

Fund balances, by category, at June 30, 2018 consisted of the following:

	General <u>Fund</u>	Capital Facilities <u>Fund</u>	County School Facilities <u>Fund</u>	Bond Interest and Redemption <u>Fund</u>	All Non-Major <u>Funds</u>	<u>Total</u>
Nonspendable:						
Revolving cash fund	\$ 5,500	\$ -	\$ -	\$ -	\$ 4,000	\$ 9,500
Prepaid expenditures	91,686	-	-	-	-	91,686
Stores inventory	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>30,368</u>	<u>30,368</u>
Subtotal nonspendable	<u>97,186</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>34,368</u>	<u>131,554</u>
Restricted:						
Legally restricted programs	683,408	-	-	-	302,020	985,428
Capital projects	-	1,789,584	2,216,538	-	1,176,999	5,183,121
Debt service	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,996,964</u>	<u>-</u>	<u>1,996,964</u>
Subtotal restricted	<u>683,408</u>	<u>1,789,584</u>	<u>2,216,538</u>	<u>1,996,964</u>	<u>1,479,019</u>	<u>8,165,513</u>
Assigned:						
7% Board Desired reserve	2,470,504	-	-	-	-	2,470,504
Retirement incentive reserve	78,870	-	-	-	-	78,870
Compensated Abscences	45,606	-	-	-	-	45,606
Schools Facilities & Modernization	870,764	-	-	-	-	870,764
Two Additional Electric Buses	100,000	-	-	-	-	100,000
Furniture - Marina Village	250,000	-	-	-	-	250,000
Reserve for Textbook Adoptions	<u>1,300,407</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,300,407</u>
Subtotal assigned	<u>5,116,151</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>5,116,151</u>
Unassigned:						
Reserve for economic uncertainty	<u>1,058,789</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,058,789</u>
Subtotal unassigned	<u>1,058,789</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,058,789</u>
Total fund balances	<u>\$ 6,955,534</u>	<u>\$ 1,789,584</u>	<u>\$ 2,216,538</u>	<u>\$ 1,996,964</u>	<u>\$ 1,513,387</u>	<u>\$ 14,472,007</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN

General Information about the State Teachers' Retirement Plan

Plan Description: Teaching-certified employees of the District are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). The Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan and CalSTRS as the administrator. The benefit terms of the plans may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at <http://www.calstrs.com/comprehensive-annual-financial-report>.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit (DB) Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

CalSTRS 2% at 60

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

CalSTRS calculates retirement benefits based on a one-year final compensation for members who retired on or after January 1, 2001, with 25 or more years of credited service, or for classroom teachers with less than 25 years of credited service if the employer elected to pay the additional benefit cost prior to January 1, 2014. One-year final compensation means a member's highest average annual compensation earnable for 12 consecutive months calculated by taking the creditable compensation that a member could earn in a school year while employed on a full-time basis, for a position in which the person worked. For members with less than 25 years of credited service, final compensation is the highest average annual compensation earnable for any three consecutive years of credited service.

CalSTRS 2% at 62

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

All CalSTRS 2% at 62 members have their final compensation based on their highest average annual compensation earnable for three consecutive years of credited service.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

Contributions: Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

A summary of statutory contribution rates and other sources of contributions to the Defined Benefit Program are as follows:

Members - Under CalSTRS 2% at 60, the member contribution rate was 10.25 percent of applicable member earnings for fiscal year 2017-18. Under CalSTRS 2% at 62, members contribute 50 percent of the normal cost of their retirement plan, which resulted in a contribution rate of 9.205 percent of applicable member earnings for fiscal year 2017-18.

In general, member contributions cannot increase unless members are provided with some type of "comparable advantage" in exchange for such increases. Under previous law, the Legislature could reduce or eliminate the 2 percent annual increase to retirement benefits. As a result of AB 1469, effective July 1, 2014, the Legislature cannot reduce the 2 percent annual benefit adjustment for members who retire on or after January 1, 2014, and in exchange for this "comparable advantage," the member contribution rates have been increased by an amount that covers a portion of the cost of the 2 percent annual benefit adjustment.

According to current law, the contribution rate for CalSTRS 2% at 62 members is adjusted if the normal cost increases or decreases by more than 1 percent since the last time the member contribution rate was set. Based on the June 30, 2017, valuation adopted by the board in May 2018, the increase in normal cost was greater than 1 percent. Therefore, contribution rates for CalSTRS 2% at 62 members will increase by 1 percent effective July 1, 2018.

Employers – 14.43 percent of applicable member earnings.

In accordance to AB 1469, employer contributions will increase from a prior rate of 8.25 percent to a total of 19.1 percent of applicable member earnings phased in over seven years starting in 2014. The legislation also gives the CalSTRS board limited authority to adjust employer contribution rates from July 1, 2021 through June 2046 in order to eliminate the remaining unfunded actuarial obligation related to service credited to members prior to July 1, 2014. The CalSTRS board cannot adjust the rate by more than 1 percent in a fiscal year, and the total contribution rate in addition to the 8.25 percent cannot exceed 12 percent.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

The CalSTRS employer contribution rate increases effective for fiscal year 2017-18 through fiscal year 2045-46 are summarized in the table below:

<u>Effective Date</u>	<u>Prior Rate</u>	<u>Increase</u>	<u>Total</u>
July 01, 2017	8.25%	6.18%	14.43%
July 01, 2018	8.25%	8.03%	16.28%
July 01, 2019	8.25%	9.88%	18.13%
July 01, 2020	8.25%	10.85%	19.10%
July 01, 2021 to June 30, 2046	8.25%	*	*
July 01, 2046	8.25%	Increase from prior rate ceases in 2046-47	

* The Teachers' Retirement Board (the "board") cannot adjust the employer rate by more than 1 percent in a fiscal year, and the increase to the contribution rate above the 8.25 percent base contribution rate cannot exceed 12 percent for a maximum of 20.25 percent.

The District contributed \$2,292,097 to the plan for the fiscal year ended June 30, 2018.

State - 9.328 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year.

Also as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2045-2046. The CalSTRS state contribution rates effective for fiscal year 2017-18 and beyond are summarized in the table below.

As shown in the subsequent table, the state rate will increase to 5.311 percent on July 1, 2018, to continue paying down the unfunded liabilities associated with the benefits structure that was in place in 1990 prior to certain enhancements in benefits and reductions in contributions.

<u>Effective Date</u>	<u>Base Rate</u>	<u>AB 1469 Increase For 1990 Benefit Structure</u>	<u>SBMA Funding(1)</u>	<u>Total State Appropriation to DB Program</u>
July 01, 2018	2.017%	5.311%(2)	2.50%	9.828%
July 01, 2019 to June 30, 2046	2.017%	(3)	2.50%	(3)
July 01, 2046 and thereafter	2.017%	(4)	2.50%	4.517%(3)

- (1) This rate does not include the \$72 million reduction in accordance with Education Code Section 22954.
- (2) In May 2018, the board of CalSTRS exercised its limited authority to increase the state contribution rate by 0.5 percent of the payroll effective July 1, 2018.
- (3) The CalSTRS board has limited authority to adjust state contribution rates annually through June 30, 2046 in order to eliminate the remaining unfunded actuarial obligation associated with the 1990 benefit structure. The board cannot increase the rate by more than 0.50 percent in a fiscal year, and if there is no unfunded actuarial obligation, the contribution rate imposed to pay for the 1990 benefit structure would be reduced to 0 percent.
- (4) From July 1, 2046, and thereafter, the rates in effect prior to July 1, 2014, are reinstated, if necessary, to address any remaining 1990 unfunded actuarial obligation.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2018, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District's proportionate share of the net pension liability	\$ 27,395,000
State's proportionate share of the net pension liability associated with the District	<u>16,207,000</u>
Total	<u>\$ 43,602,000</u>

The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school Districts and the State. At June 30, 2017, the District's proportion was 0.030 percent, which was a decrease of 0.002 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the District recognized pension expense of \$3,970,930 and revenue of \$1,610,943 for support provided by the State. At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Difference between expected and actual experience	\$ 101,000	\$ 478,000
Changes of assumptions	5,075,000	-
Net differences between projected and actual earnings on investments	-	730,000
Changes in proportion and differences between District contributions and proportionate share of contributions	1,870,000	3,399,000
Contributions made subsequent to measurement date	<u>2,292,097</u>	<u>-</u>
Total	<u>\$ 9,338,097</u>	<u>\$ 4,607,000</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

\$2,292,097 reported as deferred outflows of resources related to pensions resulting from contributions made subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ended <u>June 30,</u>				
2019		\$	(164,700)	
2020		\$	900,300	
2021		\$	507,800	
2022		\$	(206,866)	
2023		\$	862,633	
2024		\$	539,833	

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2017 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2016, and rolling forward the total pension liability to June 30, 2017. The financial reporting actuarial valuation as of June 30, 2016, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2016
Experience Study	July 1, 2010, through June 30, 2015
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.10%
Consumer Price Inflation	2.75%
Wage Growth	3.50%
Post-retirement Benefit Increases	2.00% simple for DB Not applicable for DBS/CBB

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

During the 2016-17 measurement period, CalSTRS completed an experience study for the period starting July 1, 2010, and ending June 30, 2015. The experience study was adopted by the board in February 2017. As a result of the study, certain assumptions used in determining the NPL of the STRP changed, including the price inflation, wage growth, discount rate and the mortality tables used in the actuarial valuation of the NPL. The changes to the assumptions as a result of the experience study follow:

<u>Assumption</u>	<u>Measurement Period</u>	
	<u>As of June 30, 2017</u>	<u>As of June 30, 2016</u>
Consumer price inflation	2.75%	3.00%
Investment rate of return	7.10%	7.60%
Wage growth	3.50%	3.75%

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the CalSTRS board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term* Expected Real Rate of Return</u>
Global Equity	47%	6.30%
Fixed Income	12	0.30
Real Estate	13	5.20
Private Equity	13	9.30
Absolute Return/Risk Mitigating Strategies	9	2.90
Inflation Sensitive	4	3.80
Cash / Liquidity	2	(1.00)

*20-year geometric average

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

Discount Rate: The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

	1% Decrease <u>(6.10%)</u>	Current Discount Rate <u>(7.10%)</u>	1% Increase <u>(8.10%)</u>
District's proportionate share of the net pension liability	<u>\$ 40,224,000</u>	<u>\$ 27,395,000</u>	<u>\$ 16,983,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER'S RETIREMENT FUND B

General Information about the Public Employer's Retirement Fund B

Plan Description: The schools cost-sharing multiple-employer defined benefit pension plan Public Employer's Retirement Fund B (PERF B) is administered by the California Public Employees' Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and noncertified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at:

<https://www.calpers.ca.gov/docs/forms-publications/cafr-2017.pdf>

Benefits Provided: The benefits for the defined benefit plans are based on members' years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)

Contributions: The benefits for the defined benefit pension plans are funded by contributions from members and employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer’s benefit formulas. Employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Employer contributions, including lump sum contributions made when districts first join PERF B, are credited with a market value adjustment in determining contribution rates.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2018 were as follows:

Members - The member contribution rate was 6.50 or 7.50 percent of applicable member earnings for fiscal year 2017-18.

Employers - The employer contribution rate was 15.531 percent of applicable member earnings.

The District contributed \$871,496 to the plan for the fiscal year ended June 30, 2018.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2018, the District reported a liability of \$9,645,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2016. The District’s proportion of the net pension liability was based on the District’s share of contributions to the pension plan relative to the contributions of all participating school Districts. At June 30, 2017, the District’s proportion was 0.040 percent, which was a decrease of 0.001 percent from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the District recognized pension expense of \$1,767,133. At June 30, 2018, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between expected and actual experience	\$ 346,000	\$ -
Changes of assumptions	1,409,000	114,000
Net differences between projected and actual earnings on investments	333,000	-
Changes in proportion and differences between District contributions and proportionate share of contributions	114,000	54,000
Contributions made subsequent to measurement date	<u>871,496</u>	<u>-</u>
Total	<u>\$ 3,073,496</u>	<u>\$ 168,000</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)

\$871,496 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Years Ended <u>June 30,</u>			
2019		\$	566,167
2020		\$	995,167
2021		\$	655,166
2022		\$	(182,500)

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 4 years as of the June 30, 2017 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the Plan was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2016, and rolling forward the total pension liability to June 30, 2017. The financial reporting actuarial valuation as of June 30, 2016, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

Valuation Date	June 30, 2016
Experience Study	June 30, 1997 through June 30, 2011
Actuarial Cost Method	Entry age normal
Investment Rate of Return	7.15%
Consumer Price Inflation	2.75%
Wage Growth	Varies by entry age and service
Post-retirement Benefit Increases	2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power applies 2.75% thereafter

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table, please refer to the 2014 experience study report.

All other actuarial assumptions used in the June 30, 2016 valuation were based on the results of an actuarial experience study for the period from 1997 to 2011, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS' website.

During the 2016-17 measurement period, the financial reporting discount rate for the Plan was lowered from 7.65 percent to 7.15 percent.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2018

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation.

<u>Asset Class</u>	<u>Long -Term* Assumed Asset Allocation</u>	<u>Expected Real Rate of Return Years of 1 - 10 (1)</u>	<u>Expected Real Rate of Return Years of 11+ (2)</u>
Global Equity	47%	4.90%	5.38%
Fixed Income	19	0.80	2.27
Inflation of Assets	6	0.60	1.39
Private Equity	12	6.60	6.63
Real Estate	11	2.80	5.21
Infrastructure & Forestland	3	3.90	5.36
Liquidity	2	(0.40)	(0.90)

* 10-year geometric average

(1) An expected inflation rate of 2.50% used for this period

(2) An expected inflation rate of 3.00% used for this period.

Discount Rate: The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS' website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected cash flows of the Plan. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan's asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2018

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)

Sensitivity of the District’s Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

	1% Decrease <u>(6.15%)</u>	Current Discount Rate <u>(7.15%)</u>	1% Increase <u>(8.15%)</u>
District’s proportionate share of the net pension liability	<u>\$ 14,190,000</u>	<u>\$ 9,645,000</u>	<u>\$ 5,874,000</u>

Pension Plan Fiduciary Net Position: Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalPERS financial report.

NOTE 9 - JOINT POWERS AGREEMENT

Schools Insurance Authority: The District is a member with other school districts of a Joint Powers Authority, Schools Insurance Authority (SIA), for the operation of a common risk management and insurance program for property and liability coverage. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage in the prior year.

The following is a summary of financial information for SIA at June 30, 2018:

Total assets	\$ 158,282,524
Total liabilities	\$ 78,833,657
Total net position	\$ 79,448,867
Total revenues	\$ 64,932,531
Total expenses	\$ 59,366,494
Change in net position	\$ 5,566,037

The relationship between the District and the Joint Powers Authority is such that the Joint Powers Authority is not component unit of the District for financial reporting purposes.

NOTE 10 - CONTINGENCIES

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could result in expenditure disallowances under terms of the grants, it is management’s opinion that any required reimbursements of future revenue offsets subsequently determined will not have a material effect on the District’s financial position or results of operations.

REQUIRED SUPPLEMENTARY INFORMATION

RESCUE UNION SCHOOL DISTRICT
GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
For the Year Ended June 30, 2018

	Budget		Actual	Variance Favorable (Unfavorable)
	Original	Final		
Revenues:				
Local Control Funding Formula:				
State apportionment	\$ 17,582,855	\$ 16,932,557	\$ 16,724,663	\$ (207,894)
Local sources	<u>10,735,476</u>	<u>10,733,899</u>	<u>11,664,502</u>	<u>930,603</u>
Total LCFF	<u>28,318,331</u>	<u>27,666,456</u>	<u>28,389,165</u>	<u>722,709</u>
Federal sources	600,780	600,680	730,838	130,158
Other state sources	2,430,375	3,166,994	3,127,703	(39,291)
Other local sources	<u>1,233,188</u>	<u>2,068,678</u>	<u>2,814,353</u>	<u>745,675</u>
Total revenues	<u>32,582,674</u>	<u>33,502,808</u>	<u>35,062,059</u>	<u>1,559,251</u>
Expenditures:				
Current:				
Certificated salaries	15,660,306	16,030,060	16,309,206	(279,146)
Classified salaries	5,894,281	5,785,886	6,145,919	(360,033)
Employee benefits	7,913,612	7,040,171	7,618,280	(578,109)
Books and supplies	1,344,548	2,450,422	1,085,968	1,364,454
Contract services and operating expenditures	2,465,081	2,764,791	3,006,188	(241,397)
Other outgo	340,511	310,571	399,837	(89,266)
Capital outlay	<u>93,024</u>	<u>93,401</u>	<u>774,088</u>	<u>(680,687)</u>
Total expenditures	<u>33,711,363</u>	<u>34,475,302</u>	<u>35,339,486</u>	<u>(864,184)</u>
Deficiency of revenues under expenditures	<u>(1,128,689)</u>	<u>(972,494)</u>	<u>(277,427)</u>	<u>695,067</u>
Other financing sources (uses):				
Transfers in	49,875	49,875	46,566	(3,309)
Transfers out	<u>-</u>	<u>-</u>	<u>(2,002)</u>	<u>(2,002)</u>
Total other financing sources (uses)	<u>49,875</u>	<u>49,875</u>	<u>44,564</u>	<u>(5,311)</u>
Change in fund balance	(1,078,814)	(922,619)	(232,863)	689,756
Fund balance, July 1, 2017	<u>7,188,397</u>	<u>7,188,397</u>	<u>7,188,397</u>	<u>-</u>
Fund balance, June 30, 2018	<u>\$ 6,109,583</u>	<u>\$ 6,265,778</u>	<u>\$ 6,955,534</u>	<u>\$ 689,756</u>

See accompanying note to required supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE
 SHARE OF THE NET PENSION LIABILITY
 For the Year Ended June 30, 2018

	State Teachers' Retirement Plan Last 10 Fiscal Years			
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
District's proportion of the net pension liability	0.033%	0.029%	0.032%	0.030%
District's proportionate share of the net pension liability	\$ 19,284,210	\$ 19,550,490	\$ 25,564,000	\$ 27,395,000
State's proportionate share of the net pension liability associated with the District	<u>11,486,000</u>	<u>10,340,000</u>	<u>14,555,000</u>	<u>16,207,000</u>
Total net pension liability	<u>\$ 30,770,210</u>	<u>\$ 29,890,490</u>	<u>\$ 40,119,000</u>	<u>\$ 43,602,000</u>
District's covered payroll	\$ 15,167,952	\$ 14,730,169	\$ 15,752,000	\$ 15,700,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	127.00%	145.04%	162.29%	174.49%
Plan fiduciary net position as a percentage of the total pension liability	77.00%	74.02%	70.04%	69.46%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE
 SHARE OF THE NET PENSION LIABILITY
 For the Year Ended June 30, 2018

Public Employer's Retirement Fund B
 Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
District's proportion of the net pension liability	0.040%	0.039%	0.041%	0.040%
District's proportionate share of the net pension liability	\$ 4,529,622	\$ 5,766,792	\$ 8,010,000	\$ 9,645,000
District's covered payroll	\$ 4,205,000	\$ 4,332,000	\$ 4,866,000	\$ 5,151,000
District's proportionate share of the net pension liability as a percentage of its covered payroll	108.00%	133.12%	164.61%	187.25%
Plan fiduciary net position as a percentage of the total pension liability	83.00%	79.43%	73.89%	71.87%

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

See accompanying note to required supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
 For the Year Ended June 30, 2018

State Teachers' Retirement Plan
 Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Contractually required contribution	\$ 1,251,356	\$ 1,690,196	\$ 1,975,060	\$ 2,292,097
Contributions in relation to the contractually required contribution	<u>(1,251,356)</u>	<u>(1,690,196)</u>	<u>(1,975,060)</u>	<u>(2,292,097)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 14,730,169	\$ 15,752,000	\$ 15,700,000	\$ 15,884,000
Contributions as a percentage of covered payroll	8.25%	10.73%	12.58%	14.43%

All years prior to 2015 are not available.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
 For the Year Ended June 30, 2018

Public Employer's Retirement Fund B
 Last 10 Fiscal Years

	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>
Contractually required contribution	\$ 481,183	\$ 576,424	\$ 715,474	\$ 871,496
Contributions in relation to the contractually required contribution	<u>(481,183)</u>	<u>(576,424)</u>	<u>(715,474)</u>	<u>(871,496)</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
District's covered payroll	\$ 4,332,000	\$ 4,866,000	\$ 5,151,000	\$ 5,611,000
Contributions as a percentage of covered payroll	11.11%	11.85%	13.89%	15.53%

All years prior to 2015 are not available.

See accompanying note to required supplementary information.

RESCUE UNION SCHOOL DISTRICT
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION
June 30, 2018

NOTE 1 - PURPOSE OF SCHEDULES

A - Budgetary Comparison Schedule

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

B - Schedule of the District's Proportionate Share of the Net Pension Liability

The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's Net Pension Liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

C - Schedule of the District's Contributions

The Schedule of the District's Contributions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

D - Changes of Benefit Terms

There are no changes in benefit terms reported in the Required Supplementary Information.

E - Changes of Assumptions

The discount rate for Public Employer's Retirement Fund B was 7.50, 7.65, 7.65 and 7.15 percent in the June 30, 2013, 2014, 2015, and 2016 actuarial reports, respectively.

The following are the assumptions for State Teachers' Retirement Plan:

<u>Assumptions</u>	<u>Measurement period</u>		
	As of June 30, <u>2017</u>	As of June 30, <u>2016</u>	As of June 30, <u>2015</u>
Consumer price inflation	2.75%	3.00%	3.00%
Investment rate of return	7.10%	7.60%	7.60%
Wage growth	3.50%	3.75%	3.75%

SUPPLEMENTARY INFORMATION

RESCUE UNION SCHOOL DISTRICT
 COMBINING BALANCE SHEET
 ALL NON-MAJOR FUNDS
 June 30, 2018

	<u>Cafeteria Fund</u>	<u>Building Fund</u>	<u>Community Facilities District Fund</u>	<u>Rescue District Facilities Corporation Fund</u>	<u>Resue District Facilities Corporation Debt Service Fund</u>	<u>Total</u>
ASSETS						
Cash in County Treasury	\$ 190,204	\$ -	\$ 783,715	\$ 372,560	\$ -	\$ 1,346,479
Cash in Revolving Fund	4,000	-	-	-	-	4,000
Receivables	118,080	-	10,071	-	-	128,151
Due from other funds	-	-	-	14,501	-	14,501
Stores inventory	<u>30,368</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>30,368</u>
Total assets	<u>\$ 342,652</u>	<u>\$ -</u>	<u>\$ 793,786</u>	<u>\$ 387,061</u>	<u>\$ -</u>	<u>\$ 1,523,499</u>
LIABILITIES AND FUND BALANCES						
Liabilities:						
Accounts payable	<u>\$ 6,264</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,848</u>	<u>\$ -</u>	<u>\$ 10,112</u>
Fund balances:						
Nonspendable	34,368	-	-	-	-	34,368
Restricted	<u>302,020</u>	<u>-</u>	<u>793,786</u>	<u>383,213</u>	<u>-</u>	<u>1,479,019</u>
Total fund balances	<u>336,388</u>	<u>-</u>	<u>793,786</u>	<u>383,213</u>	<u>-</u>	<u>1,513,387</u>
Total liabilities and fund balances	<u>\$ 342,652</u>	<u>\$ -</u>	<u>\$ 793,786</u>	<u>\$ 387,061</u>	<u>\$ -</u>	<u>\$ 1,523,499</u>

RESCUE UNION SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES
 ALL NON-MAJOR FUNDS
 For the Year Ended June 30, 2018

	Cafeteria Fund	Building Fund	Community Facilities District Fund	Rescue District Facilities Corporation Fund	Rescue District Facilities Corporation Debt Service Fund	Total
Revenues:						
Federal sources	\$ 465,599	\$ -	\$ -	\$ -	\$ -	\$ 465,599
Other state sources	24,410	-	-	-	-	24,410
Other local sources	<u>741,376</u>	<u>-</u>	<u>810,112</u>	<u>9,112</u>	<u>183</u>	<u>1,560,783</u>
Total revenues	<u>1,231,385</u>	<u>-</u>	<u>810,112</u>	<u>9,112</u>	<u>183</u>	<u>2,050,792</u>
Expenditures:						
Current:						
Classified salaries	428,971	-	-	-	-	428,971
Employee benefits	118,877	-	-	-	-	118,877
Books and supplies	505,472	-	-	-	-	505,472
Contract services and operating expenditures	33,633	-	3,334	306,057	-	343,024
Capital outlay	-	-	-	15,050	-	15,050
Debt service:						
Principal retirement	-	-	-	-	116,875	116,875
Interest	<u>-</u>	<u>-</u>	<u>-</u>	<u>76,594</u>	<u>241,088</u>	<u>317,682</u>
Total expenditures	<u>1,086,953</u>	<u>-</u>	<u>3,334</u>	<u>397,701</u>	<u>357,963</u>	<u>1,845,951</u>
Excess (deficiency) of revenues over (under) expenditures	<u>144,432</u>	<u>-</u>	<u>806,778</u>	<u>(388,589)</u>	<u>(357,780)</u>	<u>204,841</u>
Other financing sources (uses):						
Transfers in	2,002	-	-	-	357,780	359,782
Transfers out	(46,566)	(428,116)	(3,700,000)	(657,780)	-	(4,832,462)
Proceeds from Certificates of Participation	<u>-</u>	<u>-</u>	<u>-</u>	<u>355,000</u>	<u>-</u>	<u>355,000</u>
Total other financing sources (uses)	<u>(44,564)</u>	<u>(428,116)</u>	<u>(3,700,000)</u>	<u>(302,780)</u>	<u>357,780</u>	<u>(4,117,680)</u>
Net change in fund balances	99,868	(428,116)	(2,893,222)	(691,369)	-	(3,912,839)
Fund balances, July 1, 2017	<u>236,520</u>	<u>428,116</u>	<u>3,687,008</u>	<u>1,074,582</u>	<u>-</u>	<u>5,426,226</u>
Fund balances, June 30, 2018	<u>\$ 336,388</u>	<u>\$ -</u>	<u>\$ 793,786</u>	<u>\$ 383,213</u>	<u>\$ -</u>	<u>\$ 1,513,387</u>

RESCUE UNION SCHOOL DISTRICT
ORGANIZATION
June 30, 2018

Rescue Union School District, is located in Rescue, California. As of June 30, 2018, the District was operating five elementary schools and two middle schools.

BOARD OF EDUCATION

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Nancy Brownell	President	December 2018
Kim White	Vice President	December 2018
Suzanna George	Clerk	December 2018
Stephanie Kent	Member	December 2020
Tagg Neal	Member	December 2020

ADMINISTRATION

Cheryl Olson
Superintendent

Sean Martin
Assistant Superintendent of Business Services

Dave Scroggins
Assistant Superintendent of Curriculum and Instruction

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 For the Year Ended June 30, 2018

	<u>Second Period Report</u>	<u>Annual Report</u>
Certificate Number:	0AD7CCD0	56A4308A
Elementary:		
Transitional Kindergarten through Third	1,453	1,461
Fourth through Sixth	1,214	1,216
Seventh and Eighth	851	849
Special Education	<u>4</u>	<u>6</u>
ADA Totals	<u><u>3,522</u></u>	<u><u>3,532</u></u>

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2018

<u>Grade Level</u>	<u>Statutory Minutes Require- ment</u>	<u>2017-18 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	48,970	180	In Compliance
Grade 1	50,400	51,500	180	In Compliance
Grade 2	50,400	51,500	180	In Compliance
Grade 3	50,400	51,500	180	In Compliance
Grade 4	54,000	54,600	180	In Compliance
Grade 5	54,000	54,600	180	In Compliance
Grade 6	54,000	54,000	180	In Compliance
Grade 7	54,000	54,000	180	In Compliance
Grade 8	54,000	54,000	180	In Compliance

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
 For the Year Ended June 30, 2018

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Federal Expenditures</u>
<u>U.S. Department of Education - Passed through California Department of Education</u>			
	English Language Acquisition Cluster:		
84.365	ESEA: Title III, Limited English Proficiency Student Program	14346	\$ 14,961
84.365	ESEA: Title III, Immigrant Education Program	15146	<u>2,529</u>
	Subtotal English Language Acquisition Cluster		<u>17,490</u>
<u>U.S. Department of Education - Passed Through El Dorado County Office of Education</u>			
84.027	IDEA: Basic and Local Assistance Entitlement, Part B, Sec 611	13379	253,053
84.010	ESEA: Title I, Part A, Basic Grants Low-Income and Neglected	14329	248,515
84.367	ESEA: Title II, Part A, Improving Teacher Quality	14341	61,063
84.196	ESEA: Title X, McKinney-Vento Homeless Assistance	14332	<u>400</u>
	Total U.S. Department of Education		<u>580,521</u>
<u>U.S. Department of Agriculture - Passed through El Dorado County Office of Education</u>			
10.665	Forest Reserve Funds	10044	<u>77,544</u>
<u>U.S. Department of Agriculture - Passed through The California Department of Education</u>			
	Child Nutrition Cluster:		
10.555	National School Lunch (Sec 4 and Sec 11)	13523/13524	398,326
10.553	School Breakfast Basic	13525	17,743
10.553	Especially Needy School Breakfast	13526	<u>49,530</u>
	Subtotal Child Nutrition Cluster		<u>465,599</u>
	Total U.S. Department of Agriculture		<u>543,143</u>

(Continued)

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
 For the Year Ended June 30, 2018

<u>Federal Catalog Number</u>	<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>Pass- Through Entity Identifying Number</u>	<u>Federal Expend- itures</u>
<u>U.S. Department of Health and Human Services - Passed through California</u>			
<u>Department of Health Care Services</u>			
	Title XIX Medicaid Cluster:		
93.778	Medi-Cal Billing Option	10013	\$ 69,392
93.778	Medi-Cal Assistance Program (MAA)	10060	<u>12,436</u>
	Total U.S. Department of Health and Human Services		<u>81,828</u>
	Total Federal Awards		<u>\$ 1,205,492</u>

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2018

There were no audit adjustments proposed to any funds of the District.

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
 For the Year Ended June 30, 2018
 (UNAUDITED)

<u>General Fund</u>	(Budget) <u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Revenues and other financing sources	\$ <u>35,208,529</u>	\$ <u>35,108,625</u>	\$ <u>33,428,482</u>	\$ <u>33,609,474</u>
Expenditures	36,100,457	35,339,486	33,725,093	31,852,869
Other uses and transfers out	<u>-</u>	<u>2,002</u>	<u>-</u>	<u>-</u>
Total outgo	<u>36,100,457</u>	<u>35,341,488</u>	<u>33,725,093</u>	<u>31,852,869</u>
Change in fund balance	\$ <u>(891,928)</u>	\$ <u>(232,863)</u>	\$ <u>(296,611)</u>	\$ <u>1,756,605</u>
Ending fund balance	\$ <u>6,063,606</u>	\$ <u>6,955,534</u>	\$ <u>7,188,397</u>	\$ <u>7,485,008</u>
Available reserves	\$ <u>1,081,795</u>	\$ <u>1,058,789</u>	\$ <u>1,478,063</u>	\$ <u>955,586</u>
Designated for economic uncertainties	\$ <u>1,081,795</u>	\$ <u>1,058,789</u>	\$ <u>1,010,399</u>	\$ <u>955,586</u>
Undesignated fund balance	\$ <u>-</u>	\$ <u>-</u>	\$ <u>467,664</u>	\$ <u>-</u>
Available reserves as percentages of total outgo	<u>3.0%</u>	<u>3.0%</u>	<u>4.38%</u>	<u>3.0%</u>
<u>All Funds</u>				
Total long-term liabilities	\$ <u>75,746,526</u>	\$ <u>77,720,424</u>	\$ <u>69,896,173</u>	\$ <u>61,612,682</u>
Average daily attendance at P-2	<u>3,389</u>	<u>3,522</u>	<u>3,615</u>	<u>3,580</u>

The General Fund fund balance has increased by \$1,227,131 over the past three years. The fiscal year 2018-2019 budget projects a decrease of \$891,928. For a district this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses. For the year ended June 30, 2018, the District met this requirement.

Total long-term liabilities has increased by \$16,107,742 over the past two years.

Average daily attendance has decreased by 58 over the past two years. A decrease of 133 ADA is projected for the 2018-2019 fiscal year.

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
For the Year Ended June 30, 2018

Charter Schools Chartered by District

Included in District
Financial Statements, or
Separate Report

There are currently no Charter Schools in the District.

RESCUE UNION SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
June 30, 2018

NOTE 1 - PURPOSE OF SCHEDULES

A - Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District neither met nor exceeded its target funding. This schedule presents information on the amount of instructional time offered by the District, and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

C - Schedule of Expenditure of Federal Awards

The Schedule of Expenditure of Federal Awards includes the federal award activity of the District and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Change in Fund Balances and the related expenditures reported on the Schedule of Expenditure of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2018.

<u>Description</u>	<u>CFDA Number</u>	<u>Amount</u>
Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances		\$ 1,196,437
Add: Medi-Cal Billing Option funds spent from prior year awards	93.778	19,244
Less: Medi-Cal Administrative Activities funds unspent awards	93.778	<u>(10,189)</u>
Total Schedule of Expenditure of Federal Awards		<u>\$ 1,205,492</u>

D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
June 30, 2018

NOTE 1 - PURPOSE OF SCHEDULES (Continued)

E - Schedule of Financial Trends and Analysis - Unaudited

This schedule provides information on the District's financial condition over the past three years and its anticipated condition for the 2018-2019 fiscal year, as required by the State Controller's Office.

F - Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2018, the District did not adopt this program.



INDEPENDENT AUDITOR'S REPORT
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Trustees
Rescue Union School District
Rescue, California

Report on Compliance with State Laws and Regulations

We have audited Rescue Union School District's compliance with the types of compliance requirements described in the State of California's *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (the "Audit Guide") applicable to the state laws and regulations listed below for the year ended June 30, 2018.

<u>Description</u>	<u>Procedures Performed</u>
Attendance	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	Yes
Independent Study	No, see below
Continuation Education	No, see below
Instructional Time	Yes
Instructional Materials	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	No, see below
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	No, see below
Middle or Early College High Schools	No, see below
K-3 Grade Span Adjustment	Yes
Transportation Maintenance of Effort	Yes
Apprenticeship	
Related and supplemental instruction	No, see below
Educator Effectiveness	Yes
California Clean Energy Jobs Act	No, see below
After/Before School Education and Safety Program:	
General requirements	No, see below
After school	No, see below
Before school	No, see below
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study - Course Based	No, see below
Attendance, for charter schools	No, see below
Mode of Instruction, for charter schools	No, see below
Nonclassroom-Based Instruction/Independent Study, for charter schools	No, see below
Determination of Funding for Nonclassroom-Based Instruction, for charter schools	No, see below
Annual Instructional Minutes - Classroom-Based, for charter schools	No, see below
Charter School Facility Grant Program	No, see below

(Continued)

We did not perform testing for Independent Study because the ADA was under the level which required testing.

We did not perform testing for Continuation Education because the District does not operate the program.

We did not perform any procedures related to the Early Retirement Incentive Program because the District did not offer this program in the current year.

We did not perform procedures related to Juvenile Court Schools because the District does not offer Juvenile Court Schools.

We did not perform procedures related to Middle or Early College High Schools because the District does not offer Middle or Early College High Schools.

The District did not report any attendance hours for Apprenticeship: Related and Supplemental Instruction; therefore, we did not perform any procedures related to the program.

We did not perform procedures related to California Clean Energy Jobs Act because the District did not expend funds related to the California Clean Energy Jobs Act.

We did not perform procedures related to the After School Education and Safety Program, as the District does not operate an After School Education and Safety Program.

We did not perform procedures related to the Independent Study-Course Based Program, as the District does not operate an Independent Study-Course Based Program.

The District does not have any Charter Schools; therefore, we did not perform any of the testing required for charter schools.

Management's Responsibility

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

Auditor's Responsibility

Our responsibility is to express an opinion on Rescue Union School District's compliance with state laws and regulations, as listed above of based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State of California's *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Rescue Union School District's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Rescue Union School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Rescue Union School District's compliance.

(Continued)

Opinion with Compliance with State Laws and Regulations

In our opinion, Rescue Union School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the state laws and regulations referred to above for the year ended June 30, 2018.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California's *2017-18 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Crowe LLP

Crowe LLP

Sacramento, California
December 13, 2018



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

Board of Trustees
Rescue Union School District
Rescue, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Rescue Union School District as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise Rescue Union School District's basic financial statements, and have issued our report thereon dated December 13, 2018.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rescue Union School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rescue Union School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Rescue Union School District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rescue Union School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe LLP

Crowe LLP

Sacramento, California
December 13, 2018

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT
ON INTERNAL CONTROL OVER COMPLIANCE

Board of Trustees
Rescue Union School District
Rescue, California

Report on Compliance for the Major Federal Program

We have audited Rescue Union School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on Rescue Union School District's major federal program for the year ended June 30, 2018. Rescue Union School District's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for Rescue Union School District's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Rescue Union School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Rescue Union School District's compliance.

Opinion on the Major Federal Program

In our opinion, Rescue Union School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2018.

(Continued)

Report on Internal Control Over Compliance

Management of Rescue Union School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Rescue Union School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Rescue Union School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Crowe LLP
Crowe LLP

Sacramento, California
December 13, 2018

FINDINGS AND RECOMMENDATIONS

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
 Year Ended June 30, 2018

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes None reported

Noncompliance material to financial statements noted? Yes No

FEDERAL AWARDS

Internal control over major programs:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.027	Special Education: IDEA Basic Local Assistance Entitlement, Part B, Sec 611

Dollar threshold used to distinguish between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee? Yes No

STATE AWARDS

Type of auditor's report issued on compliance for state programs: Unmodified

(Continued)

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2018

SECTION II - FINANCIAL STATEMENT FINDINGS

No matters were reported.

(Continued)

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2018

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

(Continued)

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2018

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

**STATUS OF PRIOR YEAR
FINDINGS AND RECOMMENDATIONS**

RESCUE UNION SCHOOL DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
Year Ended June 30, 2018

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>District Explanation If Not Implemented</u>
2017-001 DEFICIENCY - INTERNAL CONTROLS - PAYROLL (30000)	Implemented.	
<u>Criteria</u>		
Sound accounting policies require an internal control system be in place to ensure each transaction is complete, accurate and reviewed by a knowledgeable person prior to processing.		
<u>Recommendation</u>		
Crowe recommends the District run a payroll status change report with each payroll register and tie all changes to employee master files. Furthermore, Crowe recommends that the District agree the check run report from the County Office of Education back to the payroll prelist to ensure payroll is accurately disbursed as originally reviewed and intended.		

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Resolution # 19-01 – Electric School Bus Incentive Program

BACKGROUND:

San Joaquin Valley Air Pollution Control District (SJVAPCD) is offering an Electric School Bus Incentive Program that provides monetary incentives for the replacement of existing diesel yellow school buses that transport public school children to and from school with all electric school buses. Eligible applicants are public school districts, Joint Power Authorities (JPA), and privately owned yellow school buses that are contracted with a public school to transport public school children. Applicants must obtain an executed contract from the SJVAPCD prior to the order or purchase of new all electric school bus.

The applicant must be the school bus owner that is a public school district, Joint Power Authorities (JPA), or private company that is contracted with a public school to transport public school children to and from school.

The applicant must be in compliance with the applicable California Air Resources Board (CARB) Statewide Truck and Bus Regulation. The replaced school bus must be diesel powered and have a current CHP safety certificate.

STATUS:

Rescue Union School District does qualify for the Electric School Bus Incentive and the Board must pass this resolution as part of the process to apply for this program.

FISCAL IMPACT:

The value of the grant is \$400,000.00. The District will additionally have a contribution of approximately \$50,000 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 Electric School Bus Incentive Program Resolution.

RESOLUTION NO. 19-01
AUTHORIZING THE RESCUE UNION SCHOOL DISTRICT
TO MAKE APPLICATION FOR AND TO SIGN CERTAIN ASSURANCES
WITH RESPECT TO APPLICATIONS FOR LOCAL, STATE, AND FEDERAL
PROGRAMS, PROJECTS FOR GRANTS

WHEREAS, Several Local, State and Federal programs allow public and non-profit transportation providers to apply for administration, capital, and operation assistance programs or grants; and

WHEREAS, Rescue Union School District Governing Board must authorize someone by resolution, as the "Authorized Individual" to make application and administer the Electric School Bus Incentive Program;

NOW, THEREFORE, BE IT RESOLVED that the Rescue Union School District Governing Board hereby authorizes Patrick Cahill, Director of Transportation to make application for, to sign required assurances, and to administer the Lower-Emission School Bus Program with respect to applications for Local, State and Federal programs, projects or grants, on behalf of the school district.

The foregoing Resolution NO.19-01 was passed and adopted by the Rescue Union School District Governing Board at a regular meeting thereof, held on the 22nd day of January, 2019.

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

President of the Governing Board

ATTESTED TO:

Clerk of the Governing Board

Rescue Union School District

AGENDA ITEM: School Plans for Student Achievement

BACKGROUND:

Under California Education Code (EC) Section 64001(a), each school is required to prepare a school plan, which describes programs and expenditures in alignment with the Local Control Accountability Plan. The School Plan for Student Achievement (SPSA) shall be developed based on analysis of verifiable state data upon which school goals are formed. Furthermore, the plans shall address, at a minimum, how funds provided to the school will be used to improve the academic performance of all students.

STATUS:

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

FISCAL IMPACT:

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

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS

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

RECOMMENDATION:

School Plans for Student Achievement from Marina Village, Pleasant Grove and Rescue are presented to the Board of Trustees for first reading and possible consideration for action.

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Marina Village Middle School
Address	1901 Francisco Dr El Dorado Hills, CA 95762
County-District-School (CDS) Code	09619786103527
Principal	Levi Cambridge
District Name	Rescue Union Elementary School District
SPSA Revision Date	10/15/2018
Schoolsite Council (SSC) Approval Date	December 3,2018
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

RUSD VISION:

Rescue Union School District is known and respected for quality educational programs that prepare students for the ever-changing challenges of society. Rescue Union School District students succeed with the active support of families, staff and community members. Students are literate, self-reliant, respectful citizens who are prepared for the future.

MISSION STATEMENT:

Marina Village Middle School will provide a comprehensive and academically challenging education for all students. We will maintain a safe and positive environment that promotes respect and responsibility. Marina Village Middle School is committed to partnership, support, and involvement among school, families, and community.

School Profile

Marina Village Middle School is located in the foothills of the Sierra Nevada Mountains, approximately 20 miles east of Sacramento on Highway 50. Marina Village Middle School currently has 810 sixth, seventh, and eighth grade students attending on a traditional schedule from mid-August until the end of May. Seventy one percent of the students are Caucasian, eleven percent are Hispanic or Latino, and nine percent are Asian. The other approximately nine percent are African-American, Native American, Filipino-American, and Pacific Islander. Nine English Language Learner (ELL) students currently attend Marina Village Middle School, but that population fluctuates yearly. Marina Village Middle School students learn in a safe, positive environment. Marina Village Middle School recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate. Intellectual growth and academic achievement are critical in early adolescent development. The school day is structured into seven 50 minute periods of math, science, physical education, English, history, an elective, and a lunch period. Elective options include Band, Computer Science Coding, Film Study, Spanish, Art, Leadership, Googlature, Speech & Debate, Robotics, Energy and the Environment, Psychology, and Flight & Space. For the sixth graders, English/history and math/science are each combined in a two-period core class. Passing time between classes is four minutes.

The facilities include a library/media center, a multi-purpose room, a gym, a band room, a computer lab, an administration building, a counseling office, a school psychologist office, a speech and language office, and 31 classrooms. Each classroom has at least one computer. All computers in classrooms, the computer lab, and the library/media center, are connected to the Internet. 30 wireless Chromebook computer carts with 32 computers are available for use in classrooms along with four aging Dell computer carts.

Marina Village Middle School participates in the School Based Coordinated Program (SBCP), which receives supplemental funding from the State Department of Education based on average daily attendance (ADA). The Marina Village Middle School Site Council (SSC) governs the use of these funds to enhance areas of education so that students will achieve adequate yearly progress in all subgroups in accordance with the single plan for student achievement. The SSC is composed of parents, school staff, and students. Council members are elected for a two-year term and meet monthly. All SSC meetings are open to the public.

Marina Village Middle School provides a positive learning environment where students are challenged in all academic areas. Positive behavior and achievement are recognized through honor roll, student recognition assemblies, compliment calls to parents/guardians, merit assemblies, Mustang Pride tickets, Student of the week awards, Prize Patrol, motivational speakers, and grade level assemblies. Staff members nominate students for recognition based on positive character traits and academic success and improvement. Students nominate other students for setting a good example monthly. The honor roll, presidential awards, and the National Junior Honor Society recognize academic achievement. Students who consistently demonstrate commitment to school success and involvement in school activities and programs can earn the Mustang Pride Award, which is a culminating honor that is presented during 8th-grade promotion activities.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The staff collaborated on the Single Plan on a staff meeting on November 26, 2018. The school site council reviewed and provided feedback on the plan on December 3, 2018. The site council team included teachers, parents, students, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.3%	0.4%	0.39%	2	3	3
African American	1.0%	0.5%	0.65%	8	4	5
Asian	8.4%	8.1%	8.28%	67	63	64
Filipino	1.4%	1.4%	1.42%	11	11	11
Hispanic/Latino	12.0%	12.3%	11.51%	95	96	89
Pacific Islander	0.0%	0.1%	0.13%	0	1	1
White	71.0%	71.2%	72.19%	564	557	558
Multiple/No Response	5.8%	0.0%	0%	46	0	0
Total Enrollment				794	782	773

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6		235	253
Grade 7		267	245
Grade 8		280	275
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		782	773

Conclusions based on this data:

1. It can be concluded from this data that Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the high 700's

2. It can also be concluded that we have students who fall in seven of the focus group populations.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	2	6	9	0.3%	0.8%	0.1%
Fluent English Proficient	44	40	21	5.5%	5.1%	2.6%
Reclassified Fluent English Proficient	22 (2)	21 (1)	16 (2)	50.0%	50.0%	22%

Conclusions based on this data:

1. Marina Village has a small percentage of EL students who continue to progress in their language acquisition.
2. The Fluent English Proficient numbers have declined as students have promoted out of middle school and on to high school.
3. While there were a total of 16 English Learners in 17/18 who had been reclassified previously, 2 students were reclassified during the 17/18 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	264	238	253	260	234	250	260	234	249	98.5	98.3	98.8
Grade 7	276	269	240	271	262	234	271	262	234	98.2	97.4	97.5
Grade 8	274	282	276	269	278	273	269	278	273	98.2	98.6	98.9
All Grades	814	789	769	800	774	757	800	774	756	98.3	98.1	98.4

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2570.	2580.	2577.	22	30.34	27.31	50	43.16	49.80	22	22.65	17.67	5	3.85	5.22
Grade 7	2602.	2605.	2617.	31	27.48	32.48	47	50.38	49.57	14	15.65	14.10	8	6.49	3.85
Grade 8	2624.	2623.	2614.	31	32.01	28.94	46	41.73	45.05	16	19.06	17.95	7	7.19	8.06
All Grades	N/A	N/A	N/A	28	29.97	29.50	48	45.09	48.02	17	18.99	16.67	7	5.94	5.82

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	28	40.34	41.37	60	52.79	49.00	12	6.87	9.64	
Grade 7	39	43.68	50.43	49	47.89	44.02	12	8.43	5.56	
Grade 8	46	48.92	42.86	45	40.65	46.52	9	10.43	10.62	
All Grades	38	44.56	44.71	51	46.76	46.56	11	8.68	8.73	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	37	42.31	40.16	53	47.44	51.41	10	10.26	8.43
Grade 7	55	48.66	53.42	38	45.59	39.32	7	5.75	7.26
Grade 8	46	47.84	40.66	44	42.09	49.45	10	10.07	9.89
All Grades	46	46.44	44.44	45	44.89	46.96	9	8.67	8.60

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	26	26.07	26.51	69	68.80	67.87	5	5.13	5.62
Grade 7	26	29.89	25.64	67	63.22	68.80	7	6.90	5.56
Grade 8	29	30.22	28.94	67	64.75	64.47	4	5.04	6.59
All Grades	27	28.85	27.12	68	65.46	66.93	5	5.69	5.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	45.92	44.98	61	50.64	51.00	3	3.43	4.02
Grade 7	37	39.85	48.72	52	53.26	47.44	11	6.90	3.85
Grade 8	42	42.09	40.29	50	48.56	51.65	9	9.35	8.06
All Grades	38	42.49	44.44	54	50.78	50.13	8	6.74	5.42

Conclusions based on this data:

1. Marina Village has established one of the highest scores in ELA for all middle schools in El Dorado County with an overall percentage of 77.52% (+2.45% from 16-17) of students exceeding or meeting standard. The 7th grade students had the highest performance and increase among the three grades tested with 82.05% (+ 4% from 16-17) of students exceeding or meeting standard. 7th grade students also performed better in 3 of 4 claims in the area of ELA (Reading, Writing, Research/Inquiry) when compared to all grade levels. 8th grade performed better than the other grade levels in the Listening area of the ELA exam.
2. The 8th grade students were the lowest performing group when compared against all grades in the area of ELA 73.99% (+0.2% from 16-17). The 8th grade students also performed the best on the listening claim when compared against all grade levels.
3. All three grade levels (6th, 7th, and 8th grade) performed higher when compared to the prior year's (2016-2017) same grade level percentage of students who exceeded or met standard. However, the percentage of students in the "Above Standard" category in the four claims was mixed compared to the previous year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	264	238	253	260	232	251	260	231	250	98.5	97.5	99.2
Grade 7	276	269	240	271	263	234	271	263	234	98.2	97.8	97.5
Grade 8	274	282	276	269	278	273	269	278	273	98.2	98.6	98.9
All Grades	814	789	769	800	773	758	800	772	757	98.3	98	98.6

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2585.	2592.	2588.	40	44.59	42.00	27	26.84	28.80	22	19.91	23.20	10	8.66	6.00
Grade 7	2612.	2595.	2617.	44	35.36	44.02	26	25.48	31.20	21	28.52	16.24	8	10.65	8.55
Grade 8	2643.	2645.	2631.	54	50.36	45.05	22	24.10	23.81	14	17.27	20.88	10	8.27	10.26
All Grades	N/A	N/A	N/A	46	43.52	43.73	25	25.39	27.74	19	21.89	20.21	10	9.20	8.32

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	51	54.55	54.80	32	32.47	32.40	17	12.99	12.80	
Grade 7	53	45.21	57.69	31	35.25	29.49	16	19.54	12.82	
Grade 8	64	61.51	57.51	23	28.42	28.57	13	10.07	13.92	
All Grades	56	53.90	56.67	29	31.95	30.12	15	14.16	13.21	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	36.36	40.80	53	54.55	48.80	11	9.09	10.40
Grade 7	49	38.78	46.15	44	49.05	43.16	7	12.17	10.68
Grade 8	50	45.68	42.49	42	41.73	44.69	8	12.59	12.82
All Grades	45	40.54	43.06	46	48.06	45.57	9	11.40	11.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	37	48.48	38.80	49	41.56	48.40	13	9.96	12.80
Grade 7	46	40.46	43.59	45	50.38	47.44	8	9.16	8.97
Grade 8	43	44.96	39.93	50	45.32	50.92	7	9.71	9.16
All Grades	42	44.49	40.69	48	45.91	49.01	10	9.60	10.30

Conclusions based on this data:

1. Marina Village has established one of the highest scores in Math for all middle schools in El Dorado County with an overall percentage of 71.47% (+2.56% from 16-17) of students exceeding or meeting standard. The 7th grade students had the highest performance and increase among the three grades tested with 75.22% (+ 14.38% from 16-17) of students exceeding or meeting standard. 7th grade students also performed better in all 3 claims in the area of Math (1. Concepts & Procedures, 2. Problem Solving & Modeling/Data Analysis, 3. Communication and Reasoning) when compared to all grade levels.
2. The 8th grade students had the greatest decline in overall performance when compared to all grades reaching a 68.86 % (-5.6% from 16-17) of students exceeding or meeting standard. However, when viewed as a cohort of students moving from one grade to the next the 8th grade group had a 8.02% improvement from the previous year.
3. Both 6th and 7th grade levels performed higher when compared to the prior year's (2016-2017) same grade level percentage of students who exceeded or met standard. While 8th grade did decline, the cohort showed growth from one grade to another.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				*

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*					*
Grade 7	*	*							*
Grade 8	*	*							*
All Grades	*	*	*	*					*

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*							*
Grade 7	*	*							*
Grade 8	*	*							*
All Grades	*	*							*

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6			*	*	*	*			*
Grade 7	*	*	*	*					*
Grade 8	*	*							*
All Grades	*	*	*	*	*	*			*

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*					*
Grade 8	*	*					*
All Grades	*	*	*	*			*

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*					*
Grade 7	*	*					*
Grade 8	*	*					*
All Grades	*	*					*

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6					*	*	*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	*	*	*	*	*	*	*

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	*	*	*	*			*

Conclusions based on this data:

1. Marina Village has less than 11 students in so change data for this groups was not provided by the State. Marina Village is aware of the 9 students that are English Learners and these students are being supported in their language acquisition through the utilization of the adopted integrated curriculum.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
773	7.0%	1.2%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	1.2%
Socioeconomically Disadvantaged	54	7.0%
Students with Disabilities	50	6.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.6%
American Indian	3	0.4%
Asian	64	8.3%
Filipino	11	1.4%
Hispanic	89	11.5%
Two or More Races	42	5.4%
Pacific Islander	1	0.1%
White	558	72.2%






Conclusions based on this data:

1. Marina Village has a relatively small population of English Learners, Socioeconomically Disadvantaged students, and students with disabilities.
2. It can also be concluded that we have students who fall in seven of the focus group populations.
3. Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the high 700's

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Marina Village has improved its suspension rate and is reported to have be in the green range. Six student groups had enough students in that group to be deemed as significant and two of the student groups fell within the red or orange range. These groups are students with disabilities and students of two or more races. The rate of suspension for each of these groups will be analyzed on the status change report.
2. Based on the state's calculations of reported data, Marina village is performing in the desired ranges of blue and green.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 52.4 points above standard Maintained -2.1 points 744 students	<p>English Learners</p>  No Performance Color 15.5 points above standard Declined -13.1 points 19 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Blue 24.5 points above standard Increased 33.1 points 59 students	<p>Students with Disabilities</p>  Yellow 22.6 points below standard Increased 7.4 points 70 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 80.9 points above standard Declined -12.4 points 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 32.4 points above standard Declined -11.1 points 85 students	 Green 58.2 points above standard Declined -24.1 points 43 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 51.7 points above standard Maintained 2.6 points 537 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	66.2 points above standard Maintained -2.1 points 13 students	52.4 points above standard Maintained -1.2 points 701 students

Conclusions based on this data:

1. Based on the state's calculations of reported data, all students in each category with more than 11 students are performing in the desired ranges in English Language Arts with the exception of students with disabilities. It should be noted that while students with disabilities are in the yellow category, the performance data showed an increase in performance from the previous year. It should also be noted that while Hispanic and Students of Two or More races are performing at an acceptable green level, they both showed declines in performance from the previous years. It should also be noted that Socioeconomically Disadvantaged students showed an increase in performance and were rated at above standard.
2. Regarding English learners and English only students, data shows that both categories maintained their performance levels.
3. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

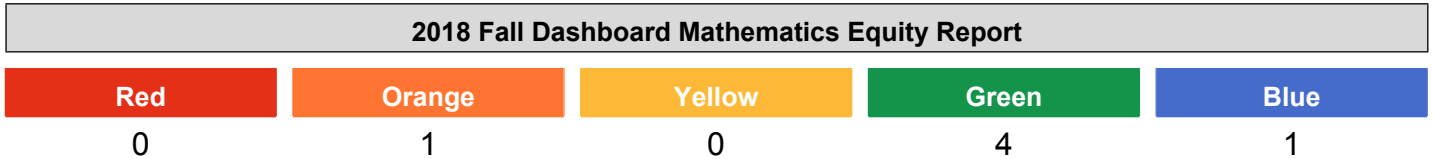
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 44.6 points above standard Maintained 0.4 points 745 students	<p>English Learners</p>  No Performance Color 33.7 points above standard Declined -16.7 points 19 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 4 points above standard Increased 11.6 points 59 students	<p>Students with Disabilities</p>  Orange 42.6 points below standard Maintained -1.4 points 71 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 Green 94.7 points above standard Declined -6.3 points 62 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 26.6 points above standard Maintained 0.2 points 85 students	 Green 58.1 points above standard Declined -6.6 points 43 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 40.9 points above standard Maintained 1.9 points 538 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	58.5 points above standard Declined -12.9 points 13 students	43.6 points above standard Maintained 1.4 points 702 students

Conclusions based on this data:

- Based on the state's calculations of reported data, all students in each category with more than 11 students are performing in the desired ranges in Mathematics with the exception of students with disabilities. It should be noted that while students with disabilities maintained, the performance data showed that they are 42 points below standard which prompted the orange rating. It should also be noted that while Asian and Students of Two or More races are performing at an acceptable green level, they both showed slight declines in performance from the previous years. It should also be noted that Socioeconomically Disadvantaged students showed an increase in performance and were rated at above standard.
- Regarding English learners and English Only students, data shows that Reclassified English Learners had a slight decline in performance while English Only students maintained their performance levels.
- In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
	%	%		

Conclusions based on this data:

1. Marina Village has less than 11 students in so change data for this groups was not provided by the State. Marina Village is aware of the 9 students that are English Learners and these students are being supported in their language acquisition and their academic progress continues to be monitored and supported though data is not being reported.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- This page is not applicable for middle schools.

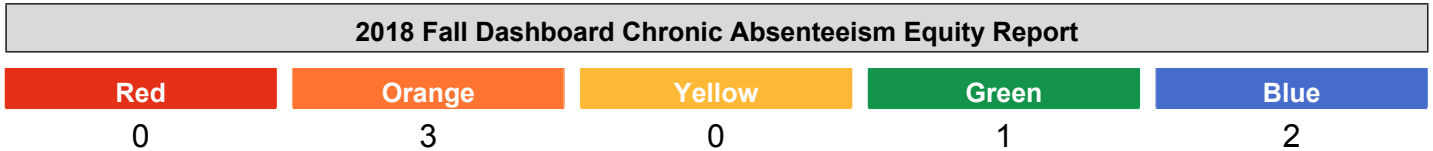
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.8% chronically absent</p> <p>Declined 0.6%</p> <p>789 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>9.4% chronically absent</p> <p>Increased 5.7%</p> <p>64 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>12.1% chronically absent</p> <p>Increased 2.4%</p> <p>58 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 0% chronically absent Maintained 0% 65 students	 No Performance Color 0% chronically absent Maintained 0% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 6.5% chronically absent Increased 1.5% 92 students	 Blue 0% chronically absent Maintained 0% 44 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Green 4% chronically absent Declined 1.2% 568 students

Conclusions based on this data:

- Overall, the data shows that Marina Village students improved their attendance by a small amount (0.6%). This is, most likely, due to the large percentage of white students that showed improvement in attendance during the 2017-2018 school year.
- There are a number of groups where performance declined. Those groups include Socioeconomically Disadvantaged students and Students with Disabilities. There was also an increase in chronic absenteeism in the Hispanic population.
- All other categories of students either maintained or improved their attendance rates.

School and Student Performance Data

Academic Engagement Graduation Rate

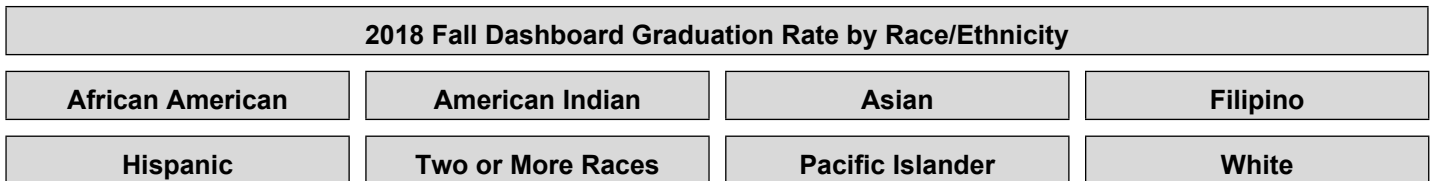
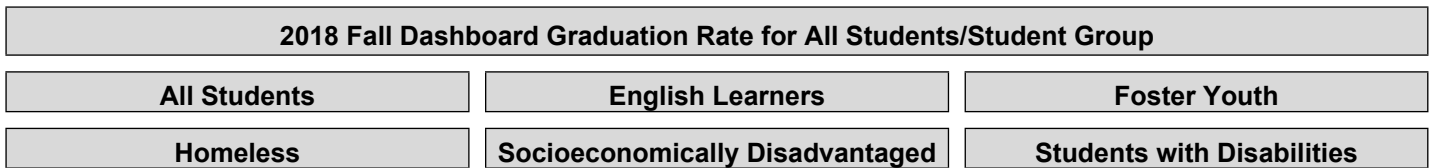
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

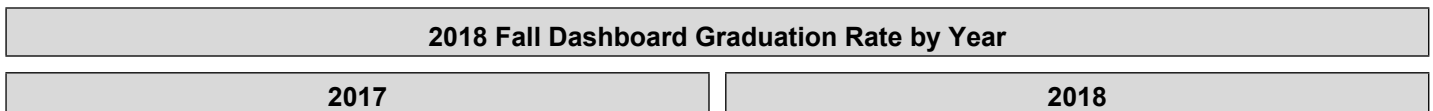
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This page is not applicable for middle schools.

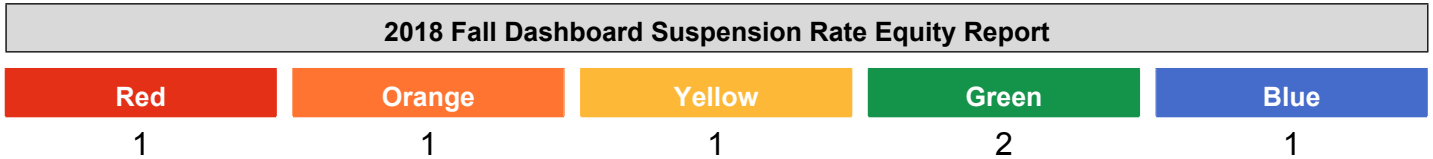
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3% suspended at least once</p> <p>Declined -2.2%</p> <p>791 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>9 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3.1% suspended at least once</p> <p>Declined -3.4%</p> <p>64 students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>13.8% suspended at least once</p> <p>Increased 2.9%</p> <p>58 students</p>

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 3 students	 Yellow 4.6% suspended at least once Maintained -0.1% 65 students	 No Performance Color 0% suspended at least once Maintained 0% 11 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -4% 92 students	 Orange 11.4% suspended at least once Increased 5.4% 44 students	 No Performance Color Less than 11 Students - Data 1 students	 Green 2.5% suspended at least once Declined -3.1% 570 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.8% suspended at least once	5.2% suspended at least once	3% suspended at least once

Conclusions based on this data:

- Marina Village has improved its suspension rate and is reported to have been in the green range as the rate declined 2.2% (18 students). This decline is due, in part, to a particularly challenging event that took place in the 16/17 school year where multiple students were suspended for their participation in that event. Six student groups had enough students in that group to be deemed as significant and two of the student groups fell within the red or orange range. Four groups either improved or maintained their rates of suspension.
- The suspension rates in the groups that increased are students with disabilities and students of two or more races. The lowest performing group was the students with disabilities where there was a 13.8% (8 students) suspension rate. That suspension rate climbed 2.9% because one additional student in this group was suspended than the number from the previous year. The next lowest performing group was the students with two or more races where there was a 11.4% (5 students) suspension rate. That suspension rate climbed 5.4% because two additional students in this group were suspended than the number from the previous year.
- While it is important to address ways to support student behavior in all groups to provide alternate disciplinary actions to suspensions where possible, Marina Village will focus on those groups that have high suspension rates to mitigate the need for suspensions within those groups.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

The District will provide quality educational services to maximize academic achievement for all individual students and student groups.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBA Results	71.4% of Marina Village students met or exceeded standard on the math portion of the SBA. 77.5% of Marina Village students met or exceeded standard on the language portion of the SBA.	Our goal is to maintain or increase student performance by 1% in the math and language portions of the SBA.
SRI (Student Reading Inventory)	73% of Marina Village Students are reading at a proficient or advanced level, 23% are at a basic level, and 4% are reading below basic.	The goal is a 4% increase in our proficient or advanced reader.
Interim Comprehensive Assessment for Math	This test will be administered in February in 2019 to establish a baseline data.	This test will be administered in February in 2019 to establish a baseline data.

Planned Strategies/Activities

Strategy/Activity 1

1.) Alignment of Instruction and Content Standards

Marina Village Middle School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through

this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Departmental & Grade Level Teacher Teams, and District office

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	District teacher training, and STEM lab improvements. Marina offers PLTW Space and Flight courses in both 6th grade elective wheels, PLTW Design and Modeling in one 7th grade PLTW elective wheel and one full year PLTW 8th grade robotics and automation. An additional full year PLTW 8th grade computer science class is offered. As a result, approximately 300 Marina Village students are receiving STEM related instruction.
Amount	1,000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Extra Copies of the Lightning Thief to complete the class set.

Strategy/Activity 2

2.) Improvement of Instructional Strategies and Materials

Marina Village Middle School will utilize proven instructional methods, including but not limited to, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB), Student Reading Inventory (SRI) for Lexile measurement, and Benchmark Assessments. When a need is realized, supports will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curriculums to monitor student progress.

Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. Part of these enrichment opportunities include access to materials that will enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks and iPads, and various computer programs that will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Marina Village Middle School will supplement that curriculum with tools and content that is in addition to the adopted materials. These include grade level articulation meetings, differentiation planning meetings during our collaboration time, and vertical teaming meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Library Technician, Department & Grade Level Teams.

Proposed Expenditures for this Strategy/Activity

Amount	3,500
Source	LCFF
Budget Reference	None Specified
Description	PLTW: Provide teachers with materials, and training to develop elective classes and Project Lead the Way Classes
Amount	8,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier program Vocabulary, which includes reading comprehension material's and an increase in reading Lexile scores exists as evidenced by the following data: 6th grade 61% advanced or proficient, 7th grade 74% advanced or proficient, and 8th grade 86% advanced or proficient.
Amount	7,500
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Supplies: Purchase of materials for science labs, computer programs, music percussion equipment, paper, and classroom supplies.
Amount	2,300
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Planners: Purchase student planners for all students.
Amount	400
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Million Word Prizes
Amount	2,000

Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	PE Uniforms Shirts
Amount	6,000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Dodgeballs, Ball Cart, Playground Balls, Hula Hoops, Basketball Nets, Ultimate Frisbees, Shuttles, Softballs, Hockey Sticks, Gym Mat
Amount	730
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Library: Provide purchase of additional books for the library.
Amount	4,000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Drums for World Music
Amount	3,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	3D Printers

Strategy/Activity 3

3.) Extended Learning Time, Opportunities, and Support Services

Marina Village will extend learning time, educational opportunities and support services for students. Some of the support services include a co-teaching model between our 7th and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners along with collaboration opportunities to support teachers in modifying curriculum for EL students. In addition, teachers integrate language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning such as PBL (Project Based Learning), DBQ (Document Based Question), and DOK (Depth of Knowledge) questioning strategies.

Marina Village continues to expand our educational opportunities through our elective programs such as Project Lead the Way, Music, World Language, Film, and technology classes. Students have access to a wide variety of entry-level and advanced level options in each of these areas and will be able to participate in performances and productions. Students will also broaden their multicultural perspective by participating in the Chinese sister-school exchange program. Supporting these programs by providing professional development and substitutes allow greater depth and richness to the instruction. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Club. Guest speakers and field trips for our Spanish and music classes are also among the tools Marina Village uses to expand our educational opportunities.

Students at Marina Village also have access to various athletics and clubs. Students may participate in after-school athletics which are comprised of our cross country team, volleyball, basketball, and track, and field teams. Students may also participate in our lunchtime intramural sports activities. Students also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Department & grade Level Teams, Athletic Department, and PTC.

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	For the past 8 years, Ancient Artifacts presenter Lonnie Johnson has provided 4 historical presentations per school year.
Amount	12,500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide hourly stipend for teachers participating in after school ZAP tutorial.
Amount	4,000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Costs for officiating, equipment and league membership
Amount	15,689
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	ZAP Services
Amount	17,450
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for Athletic Coaches

Amount	7,000
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Pay for the hourly extra duty rate for music teachers.

Strategy/Activity 4

4.) Staff Development and Professional Collaboration (Specific to Instruction)

Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. Additionally, site and Title II funds will provide staff opportunities to attend professional development trainings including in Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), Stanford Design Workshop (computer science), SASP (Sacramento Area Science Project), CUE conference, and others.

“Early Release Wednesdays” will enable professional collaboration among grade levels and academic departments to ensure that staff has the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students’ needs. Additional collaboration meetings will be held to specifically look at addressing instruction in the area of listening which is a weakness in SBAC performance both at Marina and across California.

Marina Village will also provide staff opportunities to collaborate with other educational professionals outside of our site. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunities to collaborate with other area middle schools during our collaboration Wednesdays.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	This is will send teachers to Positive Prevention Plus training, Stanford Design Workshop, and the Cue Conference.

Strategy/Activity 5

5.) Involvement of Staff, Parent, and Community

Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the

decision making process. On-site climate and leadership councils comprised of teachers and administration will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Progress reporting and report cards along with Jupiter grades will provide additional communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) [or our school site's English Language Advisory Committee (ELAC)]. Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2017-6/1/2018

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Marina Village averages 98% delivered weekly phone and text messages to our 1,514 parents and guardians contacts. The Marina Village Instagram account has approximately 558 followers and 380 posts as of October 16, 2017. Positive messages are continually updated for students and serve as positive examples of social media use. Electronic marquee is used to provide community and parent messages.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

Our school will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

LCAP Goal

The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
17/18 California Healthy Kid Survey	78% of students perceive Marina Village as Very Safe or Safe 30% of students report experiencing bullying in the past 12 months	Marina Village has the goal of improving the percentage of students feeling safe or very safe to over 85%. Marina Village has the goal of the percentage of students experiencing bullying in the past 12 months to 20%.
Social Emotional Inventory	2.7% of students showed a social emotional need to be addressed.	Counseling services provided to those students and a .3% reduction in students rating as "in need" on the Social Emotional Inventory

Planned Strategies/Activities

Strategy/Activity 1

1.) School Safety

Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students and parents will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that

visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Marina Village will update safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018. Radios will be provided to office and yard supervision staff so that the speed of communications in the case of an emergency will be increased.

Students to be Served by this Strategy/Activity

All Students and Staff

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Counselor, Teachers, Yard Supervisors, Site Council

Proposed Expenditures for this Strategy/Activity

Amount	2,100
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Two Way Radios and Safety Binders

Strategy/Activity 2

2.) School Climate and Community Building

Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end of the trimester awards ceremony, mustang of the week drawings, student lunch activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-Informed Practices will be studied and used to help de-escalate trauma-induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate their emotions. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth. Staff will also be provided tools to identify students who are at risk and in need of intervention. Incoming sixth graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation activities to assist with the transition to middle school. In addition, Marina Village will provide access to the National Alliance on Mental Illness (NAMI) to provide onsite, after school classes for families living with mental illness.

Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students to providing information around bullying legislation and how students can respond when they see bullying or if they are bullied themselves. In addition, 7th and 8th-grade students will also participate in anti-bullying workshops that will be presented by outside agencies that are designed to promote empathy and understanding between students. Various awareness programs and weeks such as "Say Hello Week," "No Name Calling Week," and "Red Ribbon Week" will also be supported. Students will also be provided "Can We Talk" slips that allow them to access administration and counseling staff.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Counselor, Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Breaking Down the Walls program for 7th grade students
Amount	2,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	CORE3 program for 8th grade students
Amount	2,200
Source	ASB
Budget Reference	0000: Unrestricted
Description	Funding for 100 Merit Awards - Ice cream Sundays and Hot Dog Lunches

Strategy/Activity 3

3.) Staff Collaboration & Professional Development

Marina Village will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aid in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, District Office, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF
Budget Reference	None Specified
Description	Materials for collaboration and professional development.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Building completion and usage	New Building needs to be completed Parking Lot requires resurfacing and flow pattern Landscaping Areas require hydro-seeding and landscaping	Facility improvements will be completed. Non-instructional staff will receive training.

Planned Strategies/Activities

Strategy/Activity 1

1.) Staff Collaboration & Professional Development

Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support. Staff that is teaching in the new building with the new furniture will be provided training on how to utilize effectively the new types of furniture.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Asst. Principal, District Facilities, Counselor

Proposed Expenditures for this Strategy/Activity

Description

Funding for this activity is duplicated in the activities for goal 2.

Strategy/Activity 2

2.) Facilities & Technology Infrastructure

Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO/PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Asst. Principal, District Facilities

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

6000-6999: Capital Outlay

Description

Completion of new building, parking lot resurfacing, furniture purchase, and landscaping. There are no site budget costs associated with this goal.

Amount

500

Source

Donations

Budget Reference

4000-4999: Books And Supplies

Description

Garden club supplies and materials.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBA Scores, Master Schedule, and Collaborative Calendar	Expected Outcomes were formally established in Fall 2018. The Actual Outcome section reflects the metric data from the 2017-18 school year.	Scores on statewide standardized tests improved. Collaboration was built and utilized throughout the school year. A greater offering of STEM classes was provided.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of instruction with content standards:</p> <p>1.1 California Standards will guide educators in aligning pacing guides in grade level programs. Discussions and articulations in District and site lead Monday collaborations will support educators in transitioning to California State Standards.</p> <p>1.2 Continue to implement and align the district adopted based curriculum to California State Standards: English: Studysync, History: Prentice Hall, and DBQ(Document Based Inquiry).</p> <p>1.3 Continue to implement the district adopted standards based curricula: Math: Big Ideas, Science: Prentice Hall.</p>	<p>Alignment and Instruction Results</p> <p>1.1 Goal Met. Pacing guides were provided and teachers met to collaborate during time set aside on Mondays.</p> <p>1.2 Goal Met. Teachers continued to implement and align the district adopted based curriculum to CA State Standards</p> <p>1.3 Goal Met. The implementation of the curricula continued.</p> <p>1.4 Goal Met. 8th grade math teachers were provided time for vertical articulation with the high school teachers.</p> <p>1.5 Goal Met. Teachers considered student needs</p>	<p>Purchase Jupiter grading software licenses for all students and teachers. Juno assessments are part of Jupiter grades. None Specified LCFF 2,000</p>	<p>Jupiter Grades and Juno assessments were purchased and utilized. None Specified LCFF 2,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.4 Provide 8th grade math teachers with time to articulate during Monday collaboration with Oak Ridge High School's Algebra I, Advanced Algebra II and Geometry expectations.</p> <p>1.5 Teachers will consider individual student needs and effective teaching and learning strategies aligned to the new California State Standards.</p> <p>1.6 Provide academic core teachers with training in utilizing Juno software for establishing unit benchmarks and assessments to measure growth towards California State Standards.</p> <p>1.7 PLTW: Provide opportunities for STEM and NGSS trainings and offering elective courses in 6-8 grade levels.</p> <p>1.8 Administer District benchmark assessments in English, math, science, and history.</p>	<p>and worked to improve their teaching strategies through observation feedback and collaboration.</p> <p>1.6 Goal Met. Training was provided to utilize the Juno aspect of the Jupiter software for tests and assessments along with parent communication.</p> <p>1.7 Goal Met. Students were provided opportunities to take 1 of 5 different Project Lead the Way Electives.</p> <p>1.8 Goal Met. District benchmark assessments were administered.</p>		
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Purchase challenging, supplemental materials that reflect California State Standards to support academic core teachers by providing curriculum that will improve student understanding of concepts and enhance learning. Continue incorporation of Reading</p>	<p>Improvement of Instructional Materials Results</p> <p>2.1 Goal Met. Teachers were provided the Sadlier Vocabulary curriculum, along with a variety of other science tools. The Reading Counts program continued in 6th, 7th, and 8th grades.</p> <p>2.2 Goal Met. The district EL coordinator worked</p>	<p>0000: Unrestricted LCFF</p> <p>Planners for students None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,200</p>	<p>Library Book Purchases 4000-4999: Books And Supplies LCFF 600</p> <p>2.6 Planners None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,200</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Counts program in 6th, 7th and 8th grade English.	with and provided professional development and curricular support to staff and students.		
2.2 Purchase supplemental materials for English language learners to provide additional resources that will increase the performance of ELL identified students on ELPAC language proficiency assessments.	Students continued to improve their performance on the ELPAC language proficiency assessment.		
2.3 Continue support for Step-up to Writing and StudySync through collaboration time for teachers during shared prep time, Monday collaborations and district professional development days.	2.3 Goal Met. Teachers were able to use their collaboration time to work on improving their utilization of the Step-up to Writing and StudySync curriculums.		
2.4 Establish and utilize a technology TOSA on campus to support the incorporation to 21 Century use of technology in the classroom. Provide individualized, group, and co-teaching opportunities when requested.	2.4 Goal Met. Technology TOSA's were provided by the district and supported teachers in developing and implement within the curriculum.		
2.5 Utilize Jupiter Grades and Google Classroom to provide effective feedback on student writing.	2.5 Goal Met. Teacher continue to use Jupiter Grades and Google Classroom to provide feedback to students as they turn in assignments.		
2.6 Purchase student planners for all grade levels to provide students with an organizational tool to more effectively manage and prioritize their academic workload.	2.6 Goal Met. Planners were purchase by the PTC and teachers utilize them to help student improve their organization.		
2.7 Purchase materials and provide teacher training in academic vocabulary using Dr. Kate Kinsella's instructional strategies.	2.7 Goal Not Met. It was determined to continue with the Sadlier vocabulary materials.		
	2.8 Goal Met. The library purchased addition titles for Reading Counts and is in the process of cataloguing them.		
	2.9 Passion projects were available for teachers to develop curriculum and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2.8 Increase Reading Counts titles available in the library.</p> <p>2.9 Passion projects are Individualized professional development opportunities in which teachers are encouraged to develop and/or adjust curriculum to better suit the needs of students.</p>	<p>were turned into elective options for students.</p>		
<p>Extended Learning Time:</p> <p>3.1 Supplement intervention programs (state-funded) through student participation in the after school HIP program (Homework Is a Priority) to support Core Academic subjects and increase skills in accordance with California Standards for all 6th, 7th, and 8th grade students.</p> <p>3.2 Offer struggling students in 6th, 7th, and 8th grades mandatory support in core academic subjects through teacher-led after school tutorials (ZAP).</p>	<p>Extended Learning Time Results</p> <p>3.1 and 3.2 Goal Met. Hip and Zap programs were provided for students to remediate late homework and grades.</p>		<p>After School ZAP Tutorials 1000-1999: Certificated Personnel Salaries LCFF 12,981.67</p>
<p>Increased Educational Opportunities:</p> <p>4.1 Explore possibilities for advisory/studyhall/intervention period.</p> <p>4.2 Upgrade and maintain educational technology and software to support Core Academic instruction for all students, including expansion of student</p>	<p>Increased Educational Opportunities Results</p> <p>4.1 Goal In Progress. The possibility was discussed and tabled for a future time.</p> <p>4.2 Goal Met. The district continues to update and maintain the technology being provided to the site.</p>	<p>None Specified</p>	<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>computer access in classrooms.</p> <p>4.3 Make available to parents a school-approved list of tutors from Oak Ridge High Schools.</p> <p>4.4 Establish a peer tutoring program through National Junior Honor Society membership to support students in need of assistance in English and/or history.</p> <p>4.5 English language learners will receive additional support in English language development via their core classroom teacher through differentiation of instruction.</p> <p>4.6 Provide increased opportunities for student based community projects.</p> <p>4.7 Provide music enrichment opportunities before school through a one day per week beginning and two day per week advanced Jazz course. Provide opportunities for Oak Ridge High Service Learning students to volunteer in school and after school programs.</p>	<p>4.3 Goal Met. Parents were and continue to provided with a list of high school tutors.</p> <p>4.4 Goal Met. Peer tutoring through our honor society was established and students worked together during ZAP.</p> <p>4.5 Goal Met. Teachers continue to provide additional differentiated support in core classes for EL development.</p> <p>4.6 Goal Met. Students were able to participate in school community projects through scouts, 20 time, and our on campus clubs.</p> <p>4.7 Goal Partially Met. The advanced Jazz course was provided and while ORHS students were able to volunteer the site did not see participation form the organization.</p>		
<p>Staff development and professional collaboration:</p> <p>5.1 Use minimum days,staff meetings and site visitations to support</p>	<p>Staff Development and Collaboration Results</p> <p>5.1 Goal Met. Minimum days and collaboration</p>		<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Learning Communities using common student data to inform and drive learning. Identify and target students who scored at or below on their CAASP EL/math assessments and develop strategic differentiation plans to increase student achievement.</p> <p>5.2 Provide staff development opportunities in all disciplines.</p> <p>5.3 Provide opportunities for teachers to collaborate within their perspective disciplines, and observe colleagues teaching in order to share strategies and debrief with colleagues.</p> <p>5.4 Continued technology support in Juno/Jupiter and Google classroom will be provided by District TOSA.</p>	<p>days were used as described in the goal.</p> <p>5.2 Goal met. Staff was provided staff development opportunities in all disciplines including technology and music.</p> <p>5.3 Goal Met. Through observations and our collaboration Mondays teacher were provided and opportunity to receive feedback and to debrief with colleagues.</p> <p>5.4 Goal Met. Support and professional development continued through onsite expert teachers and our District TOSAs.</p>		
<p>Involvement of staff, parents and community:</p> <p>6.1 Invite parents to attend orientation, Back-to-School Night, Open House, Student of the Trimester Assemblies, and other school special events.</p> <p>6.2 Increase student engagement and participation activities during Open House, such as, student poetry readings, musical performances, science experiments/presentation</p>	<p>Involvement of staff, parents, and community results</p> <p>6.1 Goal Met. Parents were invited to our special events through social media and bulletins.</p> <p>6.2 Goal Met. Students were engaged in the activities stated in the goal as teachers prepared them for open house.</p> <p>6.3 Goal Met. Parents and students were provided</p>	<p>The fourth edition of Mustang Musing will be published in 2017/18 featuring original works of poetry by 8th grade students. A poetry reading will be featured during Open House.</p>	<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>s, historical reenactments, physical fitness activities, art exhibits etc.</p> <p>6.3 Provide parents and students with access to the ELA standards and studysync resources at the beginning of the school year via the school website or through standard written forms.</p> <p>6.4 Organize and provide 7th and 8th grade students with a "Writer's Notebook" that students and parents can use as a Language Arts resource to assist in all subject areas over the school year. Look into possibility of digital resources for students.</p> <p>6.5 Continue to use local community members and professionals as resources for class lessons, guest speakers, and presenters in English, History, and Career Technical education classes.</p>	<p>access to the standards and resources primarily through CLEVER account access.</p> <p>6.4 Goal Partially Met. Students were not provided a notebook as students are now using digital devices to write online. Parents also have access to students' online accounts and can support them.</p> <p>6.5 Goal Met. Through our PTC, local community members provided classes and lessons for students during after school programs and as guest speakers.</p>		
<p>Auxiliary services for students and parents:</p> <p>7.1 Intervention meetings (Response to Intervention: Parent/Teacher/Student conferences, Student Academic Progress meetings/AB 1802, and SST meetings) will be held for students not experiencing academic success. Expand meetings each trimester to include all students who earned one or more grade of "D" or "F".</p>	<p>Auxiliary services results</p> <p>7.1 Goal Met. Parent teacher conferences and SSTs were held for students who were not experiencing academic success.</p> <p>7.2 Goal Met. Student teacher conferences were provided to parents for at risk students.</p>	<p>Approximately 32 SST's were conducted during the 2016-2017 school year, which resulted in 7 students qualifying for a 504 Plan and 1 student testing and qualifying for an IEP.</p>	<p>Data is not available due to unexpected and sudden staffing changes throughout the year.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>7.2 Utilize fall middle school parent/teacher/student conference days to allow teams of staff members to meet with at -risk students and their parents.</p> <p>7.3 Parents will be invited to participate in district meetings with the superintendent to discuss differentiation and support opportunities for students with exceptional needs.</p> <p>7.4 Partnership with the district's C.O.O.L. School program to support students in need of alternative educational models and/or hybrid models that combine traditional school and online/independent learning.</p>	<p>7.3 Goal to be reported by the district.</p> <p>7.4 Goal not met. The district disbanded the C.O.O.L. alternative program due to a lack of enrollment.</p>		
<p>Monitoring program implementation and results:</p> <p>8.1 Test data and student work will be analyzed annually to assess changes and look for patterns in student performance.</p> <p>8.2 The site council will monitor the implementation of the action plan for this goal.</p>	<p>Monitoring results</p> <p>8.1 and 8.2 Goal met. Standardized testing data was analyzed by the staff and reported and discussed by student council.</p>		<p>There are no site budget costs associated with this goal.</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation was successful and primarily facilitated through collaboration, planning, partnerships with community members and the district office, and teacher support.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effective as state standardized test scores continue to improve and students had fewer F's on their report cards.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

As there was not an accurate expenditure proposal it is difficult to highlight expenditure discrepancies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes going forward will be more aligned with the district goals. Those changes will be evident in the goal sections 1, 2, and 3 within the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Technology Footprint, Professional Development Opportunities, and Parent Communication Plans	Expected Outcomes are formally established in Fall 2018 for the 2017-18 school year. The Actual Outcome section reflects the metric data from the 2017-18 school year.	The district and site met the goal of providing 1 to 1 access to technology in each classroom.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Enhance educational technology capabilities throughout the campus by providing hardware and software.</p> <p>1.1 Maintain Chromebooks in all core classrooms.</p> <p>1.2 Furnish classrooms with upgraded LCD projectors, document cameras, 2 video cams, and Apple TVs.</p> <p>1.3 Provide classroom with technology hardware upgrades when and where needed.</p> <p>1.4 Provide students and teachers access to resources such as Jupiter grades, Juno, Scholastic Reading Counts, Pinnacle software, StudySync, Oxford-Sadlier on-line application, Apple educational Apps, access to Online Math curriculum</p>	<p>Technology Enhancements and Hardware Results</p> <p>1.1 Goal Met. The district provides support and service of the site technology.</p> <p>1.2 Goal Met. All classrooms have projectors, document cameras, and Chromecast or Apple TVs</p> <p>1.3 Goal Met. The district provides the necessary upgrades as needed.</p> <p>1.4 Goal Met. Students were provided with access to all the listed software primarily through the CLEVER account login.</p>	<p>District purchase of approximately 10 Chromebook carts. 6000-6999: Capital Outlay District Funded</p>	<p>The district completed the purchasing of Chromebooks and the site is currently 1 to 1 in every classroom. 6000-6999: Capital Outlay District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>(Big Ideas), Google Apps for Education, etc.</p> <p>1.5 Provide library professional development training on an as-need basis for technology so teachers can use the LCD projector, Apple TV, and their I-Pads for instruction in the library.</p> <p>1.6 Develop a 21st Century Library Plan through student/staff input. Plans will be presented to district for hopeful inclusion in future school remodel.</p>	<p>1.5 Goal Met. The staff was able to access professional development training on the technology in the library.</p> <p>1.6 Goal Partially Met. At least two meetings were held with parents and students to develop a plan for a new library remodel. However, a finalized plan was not developed.</p>		
<p>Provide professional development for staff and students.</p> <p>2.1 Provide Google Summit training to teachers who have not attended previous training or teachers interested in continuing professional development.</p> <p>2.2 Provide teachers with Apple IPAD training that utilizes specific classroom infrastructure.</p> <p>2.3 District provided training to implement technology component of Big Ideas for all Math teachers.</p> <p>2.4 District/Site led Google Apps for Education training for all teachers in basics of Gmail, Google Calendar, and Google Docs, Sheets, Classroom and Slides.</p>	<p>Professional Development Results</p> <p>2.1 Goal Met. Some teachers opted to attend Google Summit training.</p> <p>2.2 Goal Met. The district technology TOSAs provided the training support for classroom infrastructure.</p> <p>2.3 Goal Met. The district provided math curriculum training for all math teachers.</p> <p>2.4 Goal Met. Teachers were able to access additional Google Apps training through the district technology TOSAs.</p> <p>2.5 Goal Met. Staff members were able to share with the successes in using educational apps</p>		<p>There was not a site budget cost associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2.5 Faculty meeting share-downs on educational apps (i.e Pear Deck, Plickers, Haikudeck, Adobe Voice, etc).</p> <p>2.6 Student training to use Jupiter, Juno, GAFE, Typing Agent, StudySync, etc.</p> <p>2.7 Provide teachers with on-campus training for technology in the classroom through District provided TOSA position.</p>	<p>during collaboration meetings.</p> <p>2.6 Goal Met. Staff members (especially in 6th grade) provided students training on how to use these programs.</p> <p>2.7 Goal Met. teachers were able to access technology training through district provided TOSAs</p>		
<p>Increase student participation and parent communication through technology.</p> <p>3.1 Maintain and update Marina's Twitter account, Instagram account, Youtube channel, and school web page. Begin full Google Classroom implementation.</p> <p>3.2 Use Jupitergrades to facilitate parent/student communication, and view student grade book, assignments, etc. Teacher communication for all discipline and positive behavior is done through Jupitergrades. The Jupitergrades calendar is also used to update classroom assignments</p> <p>3.3 Use Blackboard Connect to facilitate parent/student communication through weekly announcements and special</p>	<p>Communication Participation Results</p> <p>3.1 Goal Partially Met. The Instagram, Youtube Channel, and school website have been updated and are being maintained. Most staff are using Google Classroom, however, twitter being fully used.</p> <p>3.2 Goal Met. Teachers are using Jupiter grades to post assignments, record discipline, and communicate with parents.</p> <p>3.3 Goal Met. Blackboard Connect was used to communicate the weekly parent/student bulletin.</p>	<p>The Marina Village Instagram account has approximately 558 followers and 380 posts as of October 16, 2017. Positive messages are continually updated for students and serve as positive examples of social media use.</p>	<p>No cost for the twitter, youtube, or Instagram account. Jupiter Grades is paid for by the district.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
announcements as needed.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implications of these strategies had the effect of continuing to teach and support the technology needed for student and teacher success. These strategies provided the training the staff required to be utilize these educational tools effectively. These strategies also guided the site in using technology in communicating with parents, students, and the community.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

These strategies were very effective in meeting the proposed goal. Staff and students were able to effectively use the technology to collaborate, research, and create projects. In addition the staff and students were able to communicate via the technology to reference grades, gradebooks, discipline, assignments, etc.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes going forward will be more aligned with the district goals. Those changes will be evident in the goal sections 1, 2, and 3 within the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBA Data and F grades.	Expected Outcomes are formally established in Fall 2018 for the 2017-18 school year. The Actual Outcome section reflects the metric data from the 2017-18 school year.	SBA data continued to improve in 17-18 and the F rate remained low at around 3%.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of instruction with content standards:</p> <p>1.1 Provide teachers with collaboration through Monday collaboration time, common prep time, district staff development time and staff meeting time in order to develop pacing guides and grade level standards for implementation of the California State Standards.</p> <p>1.2 Incorporate data analysis discussions in monthly staff meetings to identify students who are not proficient and pursue support and intervention strategies.</p> <p>1.3 Provide opportunities for Special Ed staff and Core academic teachers time to collaborate and work together on curriculum/strategies that help special needs</p>	<p>Alignment of Instruction Results</p> <p>1.1 Goal Met. Teachers were provided collaboration time on Mondays and many teachers had a common prep time provided.</p> <p>1.2 Goal Met. The staff reviewed and discussed students that were not proficient as demonstrated through grades and district assessments. Those students were candidates for intervention and assigned support either informally or in our structured intervention program. Students who were borderline on their SBA scores were also reviewed for support.</p> <p>1.3 Goal Met. Teachers used their collaboration</p>	<p>There is currently one 7th grade and one 8th grade co-teaching Language Arts class.</p>	<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students meet common core standards.</p> <p>1.4 Continue with Co-Teaching class in 7th & 8th grade between Special Ed and Language Arts.</p> <p>1.5 Integrate California Standards based Language Arts and Math skills across History and Science curriculums, through a school-wide academic program and a school-wide Close Reading initiative.</p>	<p>time to work together to address students with special needs.</p> <p>1.4 The co-teaching ELA classes in 7th and 8th grades continued.</p> <p>1.5 Goal Met. The Close Reading Initiative has been used throughout the disciplines and students are using these skills to analyze word problems, instructional text, and supporting documents within the curriculum.</p>		
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Purchase materials and resources to support the math and science curriculum that will improve student understanding of concepts and enhance units beyond the textbook lessons in support of NGSS implementation. Science teachers will pilot lessons from both Amplify and STEM Scopes to determine the instructional needs.</p> <p>2.2 Provide student access to technology for improved instructional practices such as online assessments, web based lessons, Google Docs, Google Slides, on-line peer reviews/discussions, and instructional apps such as graphing calculators.</p>	<p>Instructional strategies and materials improvement results</p> <p>2.1 Goal Met. Teachers piloted lessons from Amplify and STEM Scopes to determine the instructional needs of the program. In addition, materials for science experiments to support student learning was purchased.</p> <p>2.2 Goal Met. Students were provided access to the online assessments through Jupiter/Juno, the Google suite, and other instructional apps.</p> <p>2.3 Goal Met. Students participated in PBL in all academic areas as they work on the state standards.</p>	<p>Vertical articulation will take place in late spring during a minimum day collaboration with all 8th grade core teachers.</p>	<p>Total amount of site supplies purchased. 4000-4999: Books And Supplies Site Formula Funds 18,647.74</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2.3 Use PBL (Project Based Learning) to engage all students as they learn new California State Standards.</p>			
<p>Strategic Learning Time:</p> <p>3.1 Offer extended learning opportunity in math via the Math Essentials Course for 6th grade.</p> <p>3.2 Offer Curriculum Support classes to students with learning disabilities, or others requiring extra support.</p> <p>3.3 Post lessons and resources online using digital resources such as Jupiter Grades downloads and Google Classroom streams.</p> <p>3.4 Offer 6th grade helpdesk lunchtime tutorials across subject levels in a variety of core academic subjects.</p>	<p>Strategic Learning Time Results</p> <p>3.1 Goal Not Met. Through the collaborative process the staff determined to go a different direction in favor full integration for all students.</p> <p>3.2 Goal Met. Curriculum support classes were provided to all grade levels for struggling students.</p> <p>3.3 Goal Met. Lessons and resources were provided through Jupiter Grades.</p> <p>3.4 Goal Met. Six grade provided help desk to students who struggled in their various classes.</p>		<p>There are no site budget costs associated with this goal.</p>
<p>Increased Educational Opportunities:</p> <p>4.1 Offer an after school intervention program (ZAP), where students in need of core curricular support can receive timely intervention from teachers.</p> <p>4.2 Offer tutorials to students in all grade levels and the majority of curriculum's.</p>	<p>Increased Educational Opportunities Results</p> <p>4.1 Goal Met. ZAP was provided to students who struggled in their core intervention classes.</p> <p>4.2 Goal Met. Though at various times, teachers provided tutorials for all students in the majority of curriculums.</p>	<p>Though a 2016/17 survey approximately 20% of students utilized teacher tutorials weekly. 42% on a monthly basis.</p>	<p>ZAP was paid for using funds allocated for intervention. 1000-1999: Certificated Personnel Salaries LCFF - Base 12,981.67</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>4.3 In order to provide a variety of enriching experiences that foster and extend learning across grade levels the following opportunities are available to students:</p> <p>Spanish and Music field trips, Music, Leadership and Film classes, Spring and Fall enrichment classes (Art, Robotics, Rocket Engineering, Coding etc.), OCC (Ohana Climate Committee) Math Club , Marina Motivators Club, after school sports programs</p>	<p>4.3 Goal Met. Each of the programs or classes listed was offered during the school year. Marina motivators will change its name to friendship coordinators.</p>		
<p>Staff development and professional collaboration:</p> <p>5.1 Provide standards-based in-service training for representatives in core curricular areas.</p> <p>5.2 Offer the Physical Education department professional development and vertical collaboration opportunities with other area middle schools during Monday minimum day collaboration.</p>	<p>Staff development and professional collaboration results.</p> <p>5.1 Goal Met. History attended curriculum adoption presentations and then piloted the TCI program.</p> <p>5.2 Goal Met. PE departments offered collaboration opportunities with area middle schools during the Monday collaborations. The music director also availed themselves of the opportunity to collaborate with other districts.</p>		<p>There are no site budget costs associated with this goal.</p>
<p>Auxiliary services for students and parents:</p> <p>6.1 Intervention meetings (Response to Intervention: Parent/Teacher/Student</p>	<p>Auxiliary Services Results</p> <p>6.1 Goal Met. Intervention meetings were held for students not experiencing academic success including SSTs, 504's,</p>	<p>Approximately 32 students grades 6-8 are currently on a 504 Plan.</p>	<p>SST Coordinator Stipend 1000-1999: Certificated Personnel Salaries General Fund 1,800</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>conferences, 504 meetings, and SST meetings will be held for students not experiencing academic success.</p> <p>6.2 Partnership with the district's C.O.O.L. School program to support students in need of alternative educational models and/or hybrid models that combine traditional school and online/independent learning.</p>	<p>Parent Conferences, and IEPs.</p> <p>6.2 Goal Met. The school worked to offer the online independent study program through C.O.O.L. which was funded by the district. The program is being discontinued in the upcoming school year.</p>		
<p>Monitoring program implementation and results:</p> <p>7.1 Test data will be analyzed annually for changes in student performance.</p> <p>7.2 The site council will monitor the implementation of the action plan for this goal.</p>	<p>Monitoring results</p> <p>7.1 and 7.2 Goals Met. Standardized testing data was analyzed by the site and site council to monitor the implementation of this goal.</p>		<p>There are no site budget costs associated with this goal.</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall it can be said that all strategies were implemented to support this goal. The alignment of instruction to standards continued to be met as laid out in the goal, instructional strategies were taught and implemented, students were provided extended learning opportunities as well as intervention, and staff was provided collaboration opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effective especially in supporting student performance. The SBA data demonstrates the positive performance of students. Specifically to these goals, the level of students with F's each trimester stays at a very low percentage which is about 3% of the student population receiving an F.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes going forward will be more aligned with the district goals. Those changes will be evident in the goal sections 1, 2, and 3 within the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, high achieving students and at-risk students through access to quality instruction, academic intervention and social support programs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey	Expected Outcomes are formally established in Fall 2018 for the 2017-18 school year. The Actual Outcome section reflects the metric data from the 2017-18 school year.	94% of students have a moderate or high opinion that teachers care for them. 95% of students feel a moderate or high connection to the school. All EL students set student learning goals.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Provide support to student subgroups.</p> <p>1.1 Classroom teacher provides differentiated English Language Arts instructional opportunities for EL learners.</p> <p>1.2 EL district specialist will collaborate with teachers to support and modify curriculum for EL learners.</p> <p>1.3 Provide counseling support to at-risk students.</p> <p>1.4 Provide group support through counseling to address academic concerns.</p>	<p>Support to student subgroup results:</p> <p>1.1 Goal Met. Teachers provided and continue to provide differentiated instruction in the classroom.</p> <p>1.2 Goal Met. The district EL specialist worked directly with EL students and staff to support language acquisition. Socratic seminars were also implemented as a way to support EL language acquisitions. Teachers were trained and observed each other in socratic seminars.</p> <p>1.3 Goal Met. Even with a change in the counselor this year, counseling services were provided to at-risk students through individual and group counseling support.</p>	<p>1.1 There are currently five EL students receiving services through district provided EL specialist and an EL trained language arts teacher.</p>	<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.5 Encourage time for teachers to collaborate with the counselor on strategies to support at-risk students.</p> <p>1.6 Maintain the SOS (Save One Student) program to help teachers to build relationships with at-risk students.</p> <p>1.7 Establish clubs, groups, activities, etc. to support students.</p>	<p>1.4 Goal Met. The counselor provided academic counseling support through individual and group counseling. In addition, the counselor helped to refer and organize at-risk students to intervention services such as ZAP and SSTs.</p> <p>1.5 Goal Met. The counselor participated in the collaboration process on Mondays to support at-risk students.</p> <p>1.6 Goal Not Met. Due to the change in the counselor, the SOS program was put on hold for the 18-19 school year.</p> <p>1.7 Goal Met. Clubs such as Marina Motivators, Ohana Climate Committee, WEB Leaders, Garden Club, and many others.</p>		
<p>Improvement of school wide culture and student engagement outside the academic setting:</p> <p>2.1 Provide equipment for lunchtime intramurals activities that will increase physical fitness opportunities for students at school and promote a more active lifestyle. A district paid coordinator will organize a schedule of lunchtime intramural games and leagues that support student interests and provide engagement during the 45 minute lunch period.</p> <p>2.2 Provide student incentives (supplies,</p>	<p>School Wide Culture Results</p> <p>2.1 Goal Met. Equipment was provided for lunchtime intramurals. One of the yard supervisors organizes the intramural games for students.</p> <p>2.2 Goal Met. Students were provided incentives through our Mustang Pride tickets which allow students to select prizes, privileges, or recognition through our Mustang of the Week program. 8th grade pizza lunches for student recognitions also were provided.</p>	<p>Purchase intramural, PE equipment 0001-0999: Unrestricted: Locally Defined General Fund 700</p>	<p>Intramural Equipment, PE Equipment 0001-0999: Unrestricted: Locally Defined General Fund 700</p> <p>Breaking Down the Walls None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3,000</p> <p>Ice Cream for Assemblies, Pizza Lunches, and Prizes 0000: Unrestricted Donations 1,200</p> <p>Shade Structure None Specified Parent Teacher Association/Parent</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
certificates, pins, etc.) to support and maintain a positive, safe, and healthy environment.	2.3 Goal Met. Trimester award and mert assemblies were held to recognize positive behavior and to promote a healthy school environment.		Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3,218
2.3 Provide student incentives in the form of assemblies and performances that promote positive student behavior and promote a safe and healthy school environment. Develop trimester assemblies for student recognition assemblies and programs that engage students and increase opportunities to recognize students for positive contributions to school climate.	2.4 Goal Met. Materials were provided to teachers to teach at-risk students in the classroom which includes the adopted curriculum, professional development from the counselor, in addition to the supplemental materials used in our special education program.		
2.4 Provide classroom supplies and materials that support effective teaching and learning environments targeting at risk students.	2.5 Goal Met. Mustang of the week was selected, awarded, and recognized in front of the students.		
2.5 Incorporation of a Mustang of the Week award to recognize outstanding student citizenship and behavior. 8th grade student lunch recognition.	2.6 Goal Met. Two assemblies were provided through our initial behavior assembly and the Breaking Down the Walls program. A third assembly (Teen Truth) was also provided.		
2.6 Provide two school wide assemblies to promote a positive school culture and environment. Have each speaker present a Parent Night for families.	2.7 Goal Met. Our volunteer Green Team worked throughout the year to improve the garden areas during lunch time.		
2.7 Continue beautification Volunteer Green Team program open to all students during all lunch periods.	2.8 Goal Met. Goal in Progress. The lunch facility area was improved with the help of the PTC to begin the process of replacing a torn shade structure and to purchase additional exterior lunch tables.		
2.8 Provide facility upgrades to the lunch			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
area and increase lunch time intramural offerings.			
<p>Increased educational opportunity:</p> <p>4.1 Provide enrichment opportunities through interest-based clubs such as Honor Society and after school enrichment classes.</p> <p>4.2 Tobacco Use Prevention Education (TUPE) activities will be offered to all students (Red Ribbon Week activities, National Kick Butts Day).</p> <p>4.3 Support for interest-based clubs and enrichment programs, including supplies, enrollment fees, registration and travel costs (e.g., Capital Region and El Dorado County Spelling Bees, El Dorado County Festival of Oral Interpretation, Multi-Cultural Day, Coding Club, Battle of the Books competition, Honor Society).</p> <p>4.4 Provide enrichment opportunities in the Visual and Performing Arts (music , 0 period Advanced Jazz Band)</p> <p>4.5 Provide enrichment opportunities in the Visual and Performing Arts (Art electives)</p> <p>4.6 Purchase supplies to support elective classes (Film, Spanish, Project Lead the Way, Computer Science)</p>	<p>Increased educational opportunity results:</p> <p>4.1 Goal Met. Enrichment opportunities through interest-based clubs such as Honor Society and after school enrichment classes was provided.</p> <p>4.2 Goal Met. Tobacco Use Prevention Education (TUPE) activities will be offered to all students (Red Ribbon Week activities, National Kick Butts Day) was provided.</p> <p>4.3 Goal Met. Support was provided for interest-based clubs and enrichment programs, including supplies, enrollment fees, registration and travel costs (e.g., Capital Region and El Dorado County Spelling Bees, El Dorado County Festival of Oral Interpretation, Multi-Cultural Day, Coding Club, Battle of the Books competition, Honor Society).</p> <p>4.4 Goal Met. Support was provided for enrichment opportunities in the Visual and Performing Arts (music, 0-period Advanced Jazz Band)</p> <p>4.5 Goal Met. Support was provided enrichment opportunities in the Visual and Performing Arts (Art electives)</p> <p>4.6 Goal Met. Supplies to support elective classes</p>	<p>Provide fees and substitution costs for spelling bees. Approximately 50 students participated in spelling bee competitions. 6000-6999: Capital Outlay General Fund 700</p>	<p>Substitute Costs 1000-1999: Certificated Personnel Salaries General Fund 700</p> <p>Project Lead the Way Materials 4000-4999: Books And Supplies General Fund 3,913</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>4.7 Harassment, bullying and sexual harassment lessons will be provided to every PE class by the counselor.</p> <p>4.8 Marina Motivators is a voluntary after school program offering students opportunities to make a positive difference in school culture.</p>	<p>(Film, Spanish, Project Lead the Way, Computer Science) were purchased.</p> <p>4.7 Goal Met. Harassment, bullying and sexual harassment lessons were provided to every PE class by the counselor.</p> <p>4.8 Goal Met. Marina Motivators is a voluntary after-school program offering students opportunities to make a positive difference in school culture.</p>		
<p>Staff development and professional collaboration:</p> <p>5.1 Seek District support for two hours of office clerk time per day to support student needs and walk-in traffic in the office.</p> <p>5.2 Provide materials for teachers in support of a safe, positive climate and improved instruction.</p> <p>5.3 Provide substitutes for enrichment activities and field trips during the school day.</p> <p>5.4 Provide in-service training for teachers in all areas that will enhance programs, school climate and student success. Provide PBIS (Positive Behavior Intervention System) training and implementation training time for staff members) such as the EQ conference.</p>	<p>Staff development and professional collaboration results</p> <p>5.1 Goal Met. The District provided for two hours of office clerk time per day to support student needs and walk-in traffic in the office.</p> <p>5.2 Goal Met. Materials for teachers in support of a safe, positive climate and improved instruction were provided.</p> <p>5.3 Goal Met. Substitutes for enrichment activities and field trips during the school day were provided.</p> <p>5.4 Goal Met. In-service training for teachers in all areas that will enhance programs, school climate and student success was provided. In addition, PBIS (Positive Behavior Intervention System) training and implementation training time for staff members was reviewed and will</p>	<p>Marina staff will continue to at implement a hybrid PBIS system to supplement our existing merit system.</p>	<p>Substitutes over all programs 1000-1999: Certificated Personnel Salaries General Fund 7,404</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>5.5 The Marina Village crisis and response and Safe School Plan (AB187) will be updated using information from the RUSD safety committee, California Healthy Kids Survey, and parent surveys.</p> <p>5.6 Counselor to provide training to staff in early identification of student mental health issues.</p>	<p>continue in the upcoming year.</p> <p>5.5 Goal Met. The Marina Village crisis and response and Safe School Plan (AB187) was updated using information from the RUSD safety committee, California Healthy Kids Survey, and parent surveys.</p> <p>5.6 Goal Met. The counselor provided training to staff in early identification of student mental health issues.</p>		
<p>Involvement of staff, parents and community:</p> <p>6.1 Encourage involvement among staff, parents, and community members to assist with activities at school (e.g., after school HIP tutors, chaperones, guest speakers, boosters, work days, fundraisers).</p> <p>6.2 Communicate positive student behaviors and progress regularly to parents, and communicate timely teacher discipline reports using a hybrid PBIS model.</p> <p>6.3 Maintain consistent communication with parents and students via school weekly Sunday phone & email announcements and teacher Jupiter Grade messaging that provide updates and information about school programs, events, and activities.</p>	<p>Involvement of staff, parents and community results:</p> <p>6.1 Goal Met. Stakeholders were encouraged to be involved to assist with activities at school (e.g., after-school HIP tutors, chaperones, guest speakers, boosters, work days, fundraisers).</p> <p>6.2 Goal Met. Marina communicated positive student behaviors and progress regularly to parents, and communicate timely teacher discipline reports using a hybrid PBIS model.</p> <p>6.3 Goal Met. Marina continues to maintain consistent communication with parents and students via school weekly Sunday phone & email announcements and teacher Jupiter Grade messaging that provide updates and information</p>		<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	about school programs, events, and activities.		
<p>Auxiliary services for students and parents:</p> <p>7.1 Counseling groups will be offered to students to address learning, motivational, social and emotional needs.</p> <p>7.2 Counseling guidance lessons will be presented to all students three times per year.</p> <p>7.3 Incoming sixth graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation and activities to assist with the transition to middle school.</p> <p>7.4 Incoming Students new to Marina will be provided with a Where Everybody Belongs (WEB) orientation and activities to assist with the transition to middle school or transition to Marina as a new school due to relocation.</p> <p>7.5 New students to the district will be invited to a pizza lunch during the first two weeks of school.</p> <p>7.6 Students may participate in anti-tobacco, drug and alcohol activities through our counseling services.</p>	<p>Auxiliary services for students and parents:</p> <p>7.1 Goal Met. Counseling groups were offered to students to address learning, motivational, social and emotional needs.</p> <p>7.2 Goal Met. Counseling guidance lessons were presented to all students three times per year.</p> <p>7.3 Goal Met. Incoming sixth graders were provided with a middle school Where Everybody Belongs (W.E.B.) orientation and activities to assist with the transition to middle school.</p> <p>7.4 Goal Met. Incoming Students new to Marina were provided with a Where Everybody Belongs (WEB) orientation and activities to assist with the transition to middle school or transition to Marina as a new school due to relocation.</p> <p>7.5 Goal Met. New students to the district were invited to a pizza lunch during the first two weeks of school.</p> <p>7.6 Goal Met. Students were able to participate in anti-tobacco, drug and alcohol activities through our counseling services.</p>	<p>There were approximately 42 students who participate in the Marina Ohana Climate Committee during the 2016-2017 school year. 0000: Unrestricted Donations 1000</p>	<p>Pizza and icees for the WEB days and new student lunches. 0000: Unrestricted Donations 700</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Monitoring program implementation and results:</p> <p>8.1 A listing of enrichment opportunities, including clubs, sports, and enrichment classes, is included in the school weekly Sunday announcements and available in the school office and on the school website.</p> <p>8.2 Discipline data will be analyzed and shared with the staff on an ongoing basis, using AERIES and other data sources.</p> <p>8.3 Student performance data will be analyzed via staff meetings, staff development days, and collaboration days in order to provide instructional strategies to better serve all student groups.</p> <p>8.4 The site council will monitor the implementation of the action plan for this goal.</p>	<p>Monitoring program implementation and results:</p> <p>8.1 Goal Met. A listing of enrichment opportunities, including clubs, sports, and enrichment classes, is included in the school weekly Sunday announcements and available in the school office and on the school website.</p> <p>8.2 Goal Met. Discipline data was analyzed and shared with the staff on an ongoing basis, using AERIES and other data sources.</p> <p>8.3 Goal Met. Student performance data were analyzed via staff meetings, staff development days, and collaboration days in order to provide instructional strategies to better serve all student groups.</p> <p>8.4 Goal Met. The site council did monitor the implementation of the action plan for this goal.</p>		<p>There are no site budget costs associated with this goal.</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Overall the goal and strategies to meet the goal were successful in that our English Learners continue to be reclassified as proficient and to perform at a high level. Also, our socio-economically disadvantaged students are performing at academic levels that are above standard.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

These strategies were able to support students and provide the resources for for at risk students. Many students are participating in the school climate initiatives and are feeling connected to school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes going forward will be more aligned with the district goals. Those changes will be evident in the goal sections 1, 2, and 3 within the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Attract, support, and retain employees who are committed, diverse, knowledgeable, and dedicated to providing quality education for our students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher Vacancies	100% of teacher positions will be filled by fully credentialed teachers	100% of teacher positions were filled by fully credentialed teachers
Teacher Misassignments	All teachers will be appropriately assigned based on their credentials.	All teachers were appropriately assigned based on their credentials.
CSEA Survey Results	Professional development needs for non-instructional classified staff will be addressed.	Professional development needs for non-instructional classified staff were addressed through the "Making Connections" training, QSC Training, and informal yard supervisor training.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Professional Goals:</p> <p>1.1 Teachers will develop professional goals with action plans tied to the California Standards for the Teaching Profession in September of 2017-18.</p> <p>1.2 The administrator will meet with each teacher to discuss staff wide goals and individual professional goals by October of 2017.</p> <p>1.3 The administrator will meet with teachers in February of 2017 to discuss progress made on their goals and the evidence to support their goals.</p>	<p>Professional Goals Results:</p> <p>Goal Met: Teachers developed professional goals with action plans tied to the California Standards for the Teaching Profession in September of 2017-18.</p> <p>Goal Met: Administrators met with each teacher to discuss staff wide goals and individual professional goals by October of 2017.</p> <p>Goal Met: Administrators met with teachers in February of 2017 to discuss progress made on their goals and the</p>		<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.4 The administrator will visit classrooms and provide specific feedback following those visits.</p>	<p>evidence to support their goals.</p> <p>Goal Met: Administrators visited classrooms and provided specific feedback following those visits.</p>		
<p>Staff Evaluation/Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p>	<p>Staff Evaluation/Hiring Support Results:</p> <p>Goal Met: Administrators followed evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>Goal Met: The Peer Assistance Review Board (PAR) will be another resource available to support teachers but did not need to be utilized.</p>		<p>There are no site budget costs associated with this goal.</p>
<p>Staff Support:</p> <p>3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that teachers can discuss best practices, design trimester benchmark assessments and support one another in a collegial manner.</p> <p>3.3 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE BTSA program. Participating Teachers</p>	<p>Staff Support Results:</p> <p>Goal Met: Professional development was provided for staff to assist them in performing their duties at the highest level.</p> <p>Goal Met: Collaboration and articulation time was provided on minimum days throughout the school year so that teachers can discuss best practices, design trimester benchmark assessments and support one another in a collegial manner.</p> <p>Goal Met: RUSD credentialed teachers in their first or second year of teaching that were eligible, participated in the two-year EDCOE BTSA program. Participating</p>		<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>commit to spending 60 hours each year on BTSA related activities/professional development. BTSA teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as BTSA Support Providers for our Participating Teachers.</p>	<p>Teachers commit to spending 60 hours each year on BTSA related activities/professional development. BTSA teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as BTSA Support Providers for our Participating Teachers.</p>		
<p>3.4 The administrator will meet with staff members to oversee job performance and provide support as needed</p>	<p>Goal Met: Administrators met with staff members to oversee job performance and provide support as needed</p>		
<p>3.5 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.</p>	<p>Goal Met: Administrators did have an open door policy and maintain open and clear communication patterns with all staff.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implementation of the strategies occurred as outlined above. The primary strategy was individual, one on one support of staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effect as additional skills, especially in the area of some instructional strategies such as socratic seminars, were learned an improved.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes going forward will be more aligned with the district goals. Those changes will be evident in the goal sections 1, 2, and 3 within the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 6

Create and maintain a safe, clean campus that is conducive to the learning process.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the Facility Inspection Tool.	The facilities were reported to be in poor repair as measured by the Facility Inspection Tool.
Williams Act/Uniform Complaints	100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	No Williams Act/Uniform Complaints were received. There were no necessary deficits identified through the Williams Act/Uniform Complaint process were corrected

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Maintain Facilities and Grounds:</p> <p>1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council.</p> <p>1.2 The administrator and lead custodian will walk the campus monthly to check the campus for all safety/facility concerns.</p> <p>1.3 Staff will complete Help Desk tickets if there are items needing repair or replacements.</p> <p>1.4 The administrator will communicate directly on a daily basis with the Lead</p>	<p>Maintain Facilities and Grounds Results:</p> <p>Goal Met: Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council.</p> <p>Goal Met: Administration and the lead custodian walked the campus monthly to check the campus for all safety/facility concerns.</p> <p>Goal Met: Staff completed Help Desk tickets when there were items needing repair or replacements.</p> <p>Goal Met: Administration communicated directly on a daily basis with the</p>		<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns.</p> <p>1.6 The administrator will provide feedback to the Director of facilities regarding the performance of the custodial staff and will schedule monthly campus tours in order to access campus needs.</p> <p>1.7 Yard supervisors will communicate regularly with school administrators regarding any safety issues or concerns on campus.</p> <p>1.8 Teachers will alert the administrator regarding safety or health concerns on campus.</p> <p>1.9 A campus beatification club will be established to encourage student volunteers to assist in providing clean and environmentally responsive grounds.</p>	<p>Lead Custodian regarding facility needs.</p> <p>Goal Met: Administration communicated with the Director of Facilities in regards to campus issues or concerns.</p> <p>Goal Met: Administration provided feedback to the Director of facilities regarding the performance of the custodial staff and scheduled monthly campus tours in order to access campus needs.</p> <p>Goal Met: Yard supervisors communicated regularly with school administrators regarding any safety issues or concerns on campus.</p> <p>Goal Met: Teachers alerted the administration regarding safety or health concerns on campus.</p> <p>Goal Met: A campus beatification club has been established to encourage student volunteers to assist in providing clean and environmentally responsive grounds.</p>		
<p>New classroom construction & Athletic Fields:</p> <p>2.1 The District has started the construction of 12 new permanent classrooms to replace aging portables.</p> <p>2.2 The district installed new athletic fields and</p>	<p>New classroom construction & Athletic Fields Results:</p> <p>Goal Met: The District completed the construction of 12 new permanent classrooms to replace aging portables.</p> <p>Goal Met: The district installed new athletic</p>		<p>There are no site budget costs associated with this goal.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>updated the irrigation system.</p> <p>2.3 The District is in negotiation with the C.S.D. to maintain the new new grass and irrigation system on Marina's athletic fields.</p>	<p>fields and updated the irrigation system.</p> <p>Goal Met: The District negotiated with the C.S.D. to maintain the new new grass and irrigation system on Marina's athletic fields.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The strategies of the overall goal were implemented as stated in the above strategies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies were effective as the improvement of the plant has been completed on time for students to begin the school year with the new facilities. The communication with local and district maintenance facilities have helped to reach this goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the proposed and actual expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes going forward will be more aligned with the district goals. Those changes will be evident in the goal sections 1, 2, and 3 within the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	118,000

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ASB	2,200.00
Donations	23,900.00
General Fund	5,000.00
LCFF	59,739.00
LCFF - Supplemental	12,500.00
None Specified	7,500.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,300.00
Site Formula Funds	1,730.00
Title II Part A: Improving Teacher Quality	1,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	2,200.00
1000-1999: Certificated Personnel Salaries	52,639.00
4000-4999: Books And Supplies	42,530.00
5000-5999: Services And Other Operating Expenditures	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	ASB	2,200.00
4000-4999: Books And Supplies	Donations	12,900.00
5000-5999: Services And Other Operating Expenditures	Donations	11,000.00
4000-4999: Books And Supplies	General Fund	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF	40,139.00
4000-4999: Books And Supplies	LCFF	10,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,000.00
None Specified	LCFF	4,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	12,500.00
4000-4999: Books And Supplies	None Specified	7,500.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,300.00
4000-4999: Books And Supplies	Site Formula Funds	1,730.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,500.00

School Site Council Membership

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

- 2 School Principal
- 2 Classroom Teachers
- 0 Other School Staff
- 3 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Levi Cambridge	Principal
Samantha Schlesinger	Principal
Ben Cain	Classroom Teacher
Glenda De La Cruz	Classroom Teacher
Colleen Triana	Parent or Community Member
Claudia Carbonell-Bensley	Parent or Community Member
Gina Johnston	Parent or Community Member
Jasmine Carranza	Secondary Student
Tara Johnson	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

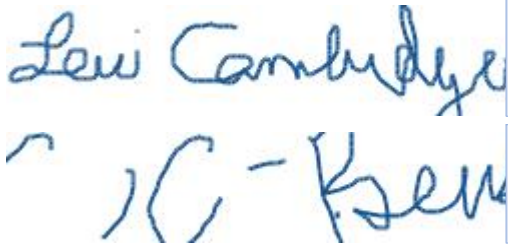
Other: School Safety Committee as part of the School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/3/18.

Attested:



Principal, Levi Cambridge on 12/3/18

SSC Chairperson, Claudia Carbonell-Bensley on 12/3/18

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Pleasant Grove Middle School
Address	2540 Green Valley Road Rescue, CA 95672
County-District-School (CDS) Code	09619780101519
Principal	Hope Migliaccio
District Name	Rescue Union Elementary School District
SPSA Revision Date	January 5, 2019
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

School Profile

Since opening on August 18, 2003, Pleasant Grove has established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 523 sixth, seventh, and eighth grade students.

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

The school day is broken up into seven 50 minute periods of Math, Science, English, History, Physical Education, an elective and a lunch period. Elective options include: Band, Choir, Computer Science, Spanish, Leadership, Speech/Drama, Health and Fitness, Project Lead the Way (PLTW) Design and Modeling, PLTW Medical Detectives, Game Design, Art Exploration, Math or Reading Intervention, Study Hall and Advancement via Individual Determination (AVID). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits.

To support students on a path of career and college readiness, Pleasant Grove is pleased to announce that we are an AVID certified school. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap and for making college access and success available to all students. By implementing AVID strategies, school-wide, we provide all students with methodologies that develop their critical thinking, literacy, and math skills across all content areas. Our AVID program focuses on skills and behaviors that promote academic success, provide intensive support with tutorials and strong student/teacher relationships, create a positive peer group for students, and develop a sense of hope for personal achievement gained through hard work and determination.

Students with special needs are provided specialized academic instruction through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts, history, science, and electives. This support is provided through multiple pedagogical practices: direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Special Day Classes (SDC) also serve our students who meet certain special education criteria. Class size in our SDC program is small to allow for individual attention; however, students are fully integrated into mainstream PE and some elective classes with their general education peers.

Additional support is provided by a full-time counselor, a nurse, a district psychologist (3.5 days/week), a district EL Coordinator, and a county speech/language specialist (2 days/week). A Student Success Team process is in place to partner with parents to assist struggling students. Tutorial instruction is available during lunch periods and intervention

aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting.

To support our English Learner students we meet with each student one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth. In addition, aide support is available within the general classroom setting, as our English Learner students are fully integrated into general education classes.

Communication with parents is a key component to student academic success. It is critical to provide a format where students, teachers, and parents can communicate to support the development of student-centered learning and student self-advocacy. Pleasant Grove uses an online grading program, Jupiter Grades, and a classroom informational system, Google Classroom, to provide a format for more effective communication between all stakeholders. Through these interactive and engaged practices, parents have access to up-to-date information on student grades and upcoming assignments to support their student's academic success. Additionally, progress reports are available three times a year through the Aeries Portal mid-trimester and report card grades are available through the Aeries Portal at the end of each trimester.

Pleasant Grove promotes a positive learning environment where all students are held to high academic standards and are recognized for positive behavior and hard work. Positive behavior and achievement are recognized through honor roll, student recognition assemblies (Student of the Trimester), compliment calls and letters home to parents/guardians, PUMA Pride Awards, and presidential awards. There are also opportunities for all students to participate in the California Junior Scholastic Federation and to be a member of the school's W.E.B. team (Where Everyone Belongs) to facilitate student leadership and to help to maintain a positive school climate.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Pleasant Grove consulted with all stakeholders in the development of this site plan. At the end of the prior year, surveys were administered to all students and staff, which were created by the school's Site Council. The surveys gather data on school climate, inclusion practices, academic rigor, areas of strength and areas needing improvement. The data of the surveys is reviewed by staff via professional discussions at staff and collaboration meetings to elicit feedback about any conclusions and possible responses to the data. The school Site Council meets monthly to review data collected in their survey and compares it to both the results of the Healthy Kids Survey data and the comments and ideas offered by staff. Additional data is collected through our participation on our District English Learner Advisory Committee, Site English Learner Advisory Committee, and monthly meetings with our Parent Teacher Organization, all of which are reviewed by school staff at collaboration meetings.

SBAC assessment data, Lexile measurements, bi-trimester grade analysis data, and SRI metrics are also reviewed by school staff throughout the year, considered in conjunction with the indirect data gathered in the above data and used in the development of this plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.8%	0.0%	0.36%	5	0	2
African American	1.0%	1.2%	0.36%	6	7	2
Asian	0.8%	0.2%	1.26%	5	1	7
Filipino	1.3%	0.9%	1.08%	8	5	6
Hispanic/Latino	18.7%	18.8%	17.33%	116	108	96
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	71.0%	73.5%	75.81%	440	422	420
Multiple/No Response	6.3%	0.0%	0%	39	0	0
Total Enrollment				620	574	554

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6		158	188
Grade 7		210	161
Grade 8		206	205
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		574	554

Conclusions based on this data:

- Declining enrollment has been steady and has impacted programs offered.

2. The two largest subgroups are White and Hispanic/Latino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	22	19	17	3.5%	3.3%	3.2%
Fluent English Proficient	22	14	2	3.5%	2.4%	.38%
Reclassified Fluent English Proficient	2	4	9		.70%	1.7%

Conclusions based on this data:

1. The number of English Learners has decreased throughout the past three years; however, the decrease does represent 5 students who are now represented in the Reclassified student group.
2. Efforts to prepare students to successfully access the ELPAC was a contributing factor in the increased number of students reaching Reclassification status. 83% of students performed in the "Upper Performance Levels" on the ELPAC.
3. Continue efforts to support our English Learners and teacher training will be imperative as our English Learner population will double in the 2018-19 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	210	153	185	204	151	183	204	151	183	97.1	98.7	98.9
Grade 7	192	202	154	189	201	153	189	201	153	98.4	99.5	99.4
Grade 8	204	192	200	200	189	196	200	189	196	98	98.4	98
All Grades	606	547	539	593	541	532	593	541	532	97.9	98.9	98.7

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2552.	2555.	2562.	26	25.17	22.95	36	42.38	47.54	22	16.56	18.03	15	15.89	11.48
Grade 7	2555.	2593.	2608.	18	27.36	33.99	37	44.28	44.44	21	16.92	13.07	24	11.44	8.50
Grade 8	2574.	2561.	2602.	12	14.29	23.47	43	33.86	43.88	28	29.10	25.51	18	22.75	7.14
All Grades	N/A	N/A	N/A	19	22.18	26.32	39	40.11	45.30	24	21.07	19.36	19	16.64	9.02

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	31	31.13	33.33	47	49.01	49.73	22	19.87	16.94	
Grade 7	27	43.78	47.71	46	42.29	40.52	27	13.93	11.76	
Grade 8	29	26.98	35.20	50	40.74	50.00	22	32.28	14.80	
All Grades	29	34.38	38.16	48	43.62	47.18	23	22.00	14.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	29	35.10	28.96	50	46.36	55.74	21	18.54	15.30
Grade 7	28	47.26	56.21	51	39.30	33.99	21	13.43	9.80
Grade 8	26	19.58	33.16	53	56.08	55.10	22	24.34	11.73
All Grades	28	34.20	38.35	51	47.13	49.25	21	18.67	12.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	28	28.48	24.59	64	62.25	68.31	8	9.27	7.10
Grade 7	24	22.89	18.30	61	68.16	72.55	15	8.96	9.15
Grade 8	15	15.34	26.02	77	67.20	64.80	9	17.46	9.18
All Grades	22	21.81	23.31	67	66.17	68.23	10	12.01	8.46

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	39	40.40	40.98	54	43.05	48.63	6	16.56	10.38
Grade 7	25	44.28	56.21	56	44.78	35.95	19	10.95	7.84
Grade 8	24	21.69	43.88	61	53.44	45.41	15	24.87	10.71
All Grades	30	35.30	46.43	57	47.32	43.80	13	17.38	9.77

Conclusions based on this data:

- Overall, students are succeeding in the area of ELA and we have seen a consistent increase in the number of students at or above standard. Pleasant Grove exhibited a 9.33% increase in its E/LA scores. It will be important for our ELA teachers to continue to specifically identify areas of weakness and utilize the new curriculum to target specific areas of need. Our special education students continue to struggle to access the SBAC, even with imbedded supports, and represent all of students in the "Standards Not Met" subgroup. By specifically supporting our students in the "At or Near Standard" group we will improve student literacy and access to success as measured by the SBAC test. Pleasant Grove is ranked in the top 5% of middle schools in our region in English/Language Arts as measured by the SBAC. 100% of all students represented in the % Below Standard are strategically supported during his/her school day.
- Reading continues to be an area of improvement, especially in the area of "Demonstrating understanding of literary and non-fiction texts". A focus on student reading fluency and comprehension is always a priority and is supported by our school-wide Reading Counts program. Providing content area teachers with class-sets of literature to support their specific content area will be an area of focus as it is important to acknowledge that literacy skills are not an English department specific goal. Reading and Writing are skills used across the disciplines and is the responsibility of all departments (math, science, social science and English/Language Arts) to integrate the interdisciplinary nature of the skills (reading, writing, listening and research) into their program.
- As the students are required to read and comprehend data and literature across the curriculum, we will need to target student's reading proficiency in our school-wide intervention program. Areas of improvement will focus on the ELA listening component and assisting students in thoughtful completion of the SBAC test.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	210	153	186	204	151	185	204	151	185	97.1	98.7	99.5
Grade 7	192	202	154	189	201	153	189	201	153	98.4	99.5	99.4
Grade 8	204	192	200	201	188	196	200	188	196	98.5	97.9	98
All Grades	606	547	540	594	540	534	593	540	534	98	98.7	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2552.	2532.	2554.	26	19.87	24.86	28	31.13	32.43	28	25.83	28.65	17	23.18	14.05
Grade 7	2544.	2560.	2562.	19	24.88	26.14	21	26.37	22.22	37	28.86	31.37	24	19.90	20.26
Grade 8	2581.	2550.	2583.	29	21.28	33.16	19	15.43	18.37	30	28.72	25.51	23	34.57	22.96
All Grades	N/A	N/A	N/A	25	22.22	28.28	23	23.89	24.34	32	27.96	28.28	21	25.93	19.10

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	36	28.48	34.59	39	40.40	39.46	25	31.13	25.95	
Grade 7	26	32.84	35.95	43	37.31	34.64	31	29.85	29.41	
Grade 8	38	26.06	38.27	32	32.45	31.63	31	41.49	30.10	
All Grades	34	29.26	36.33	38	36.48	35.21	29	34.26	28.46	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	27	26.49	32.97	54	48.34	48.65	19	25.17	18.38
Grade 7	23	30.35	28.10	50	49.25	48.37	27	20.40	23.53
Grade 8	27	25.00	32.65	54	36.17	47.96	19	38.83	19.39
All Grades	26	27.41	31.46	53	44.44	48.31	22	28.15	20.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	28	25.83	28.11	55	45.70	50.27	17	28.48	21.62
Grade 7	21	28.86	24.84	55	52.74	56.21	24	18.41	18.95
Grade 8	25	23.40	30.61	59	45.21	48.47	17	31.38	20.92
All Grades	25	26.11	28.09	56	48.15	51.31	19	25.74	20.60

Conclusions based on this data:

1. Pleasant Grove exhibited a 6.51% growth in its Math scores.
2. There are relative strengths and weaknesses distributed across all claims.
3. More teacher training is needed in differentiating to enhance math instruction across all three grade levels. After carefully reviewing the data, we added the IXL math support program (school-wide) and eliminated our 2E and 3E math courses and are currently providing intervention that specifically addresses prerequisite skills needed to be successful in course 1,2 and 3 classes as well as math study skills. Students are currently being supported with paraprofessional support, co-teaching support and math intervention electives.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1541.0	1540.1	1541.4	11
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				18

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	11
Grade 7	*	*	*	*					*
Grade 8					*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	18

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*			*	*	11
Grade 7	*	*	*	*					*
Grade 8					*	*			*
All Grades	*	*	*	*	*	*	*	*	18

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	11
Grade 7	*	*	*	*	*	*			*
Grade 8					*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	18

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	*	*			*
Grade 8			*	*			*
All Grades	*	*	*	*	*	*	18

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	*	*			*
Grade 8			*	*	*	*	*
All Grades	11	61.11	*	*	*	*	18

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	*	*	*	*	*
Grade 8					*	*	*
All Grades	*	*	*	*	*	*	18

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	11
Grade 7	*	*	*	*			*
Grade 8			*	*	*	*	*
All Grades	*	*	12	66.67	*	*	18

Conclusions based on this data:

1. Speaking is an area of strength for our English Learners.
2. During 2018, there were 18 students classified as English Learners at Pleasant Grove Middle School.
3. During 2018, 11 of the 18 identified English Learners were in 6th grade.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
554	25.5%	3.8%	0.4%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	3.8%
Foster Youth	2	0.4%
Homeless	1	0.2%
Socioeconomically Disadvantaged	141	25.5%
Students with Disabilities	82	14.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	2	0.4%
Asian	7	1.3%
Filipino	6	1.1%
Hispanic	96	17.3%
Two or More Races	21	3.8%
White	420	75.8%

Conclusions based on this data:






- As the number of student continues to grow in our Socioeconomically Disadvantaged subgroup, it will be important for us to continue our efforts to support students through MTSS strategies and Trauma Informed Practices.
- With drastic declining enrollment (44 students) from 2017-18 to 2018-19 and the steady number of students represented in the Students with Disabilities subgroup, and with trends over the next few years, the percentage of Students with Disabilities will continue to rise. Pleasant Grove strives for full-inclusion of our Students with Disabilities and it has become difficult to maintain the level of access to elective classes for this subgroup as the number of electives that are accessible has had to decrease. In addition, the number of sections in our Master Schedule has decreased, creating higher number of students with IEP's and 504's in each classroom. It will be important to continue to support students in general education classes with co-teaching and paraprofessional support to maintain the level of rigor that has continued to challenge all students and contribute to our success.

3. Students with Disabilities (14.8%) and Socioeconomically Disadvantaged Students (25.5%) collectively account for 40.3% of Pleasant Grove Enrollment. Student categorized as White (75.8%) and Hispanic (17.3%) collectively account for 93.1% of Pleasant Grove Enrollment.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Continued focus on communicating with parents the importance of student attendance and the effect it has on student overall achievement.
2. Support of training and implementation of PBIS to develop alternative interventions for students to avoid suspensions, when appropriate. Implementation of small group counseling to target specific student needs is expected to have an impact on decreasing the behaviors associated with student suspensions.
3. Suspension rate increase is represented by .4% increase. However, the data is derived from a decline of 3% for our Hispanic subgroup, a decline of 2.2% for our Socioeconomically Disadvantaged subgroup, and a decline of 5.7% for our Students with Disabilities subgroup. The only increase (1%) was represented in our White subgroup. This data represented does not accurately reflect the Conditions and Climate at Pleasant Grove. Nevertheless, Pleasant Grove continues to evaluate the effectiveness of programs and implements supports to ensure the safety and support of all students.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 40.3 points above standard Increased 19.2 points 521 students	<p>English Learners</p>  No Performance Color 38 points below standard Increased 24.3 points 24 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<p>Socioeconomically Disadvantaged</p>  Green 0.7 points above standard Increased 32.1 points 133 students	<p>Students with Disabilities</p>  Yellow 56.4 points below standard Increased 39.2 points 85 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.2 points above standard Increased 28 points 89 students	 No Performance Color 74.2 points above standard Increased 51.3 points 20 students	 No Performance Color 0 Students	 Blue 46.7 points above standard Increased 15.9 points 397 students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.3 points below standard Increased 10.9 points 16 students	Less than 11 Students - Data Not Displayed for Privacy 8 students	43.7 points above standard Increased 18 points 494 students

Conclusions based on this data:

1. Substantial increases in for all subgroups.
2. Continue to support our Students with Disabilities through access to accommodated and differentiated grade-level curriculum in the general education classrooms as our data has consistently shown an increase in student achievement when implementing our full-inclusion practices.
3. Continue to support our English Learners through access to differentiated, grade-level curriculum with a focus on vocabulary development, verbal communication practices, and collaboration in the general education classrooms as our data has consistently shown an increase in student achievement when implementing our full-inclusion practices. Continue efforts to support students falling into our Socioeconomically Disadvantaged subgroup through MTSS, PBIS and Trauma Informed Practices.

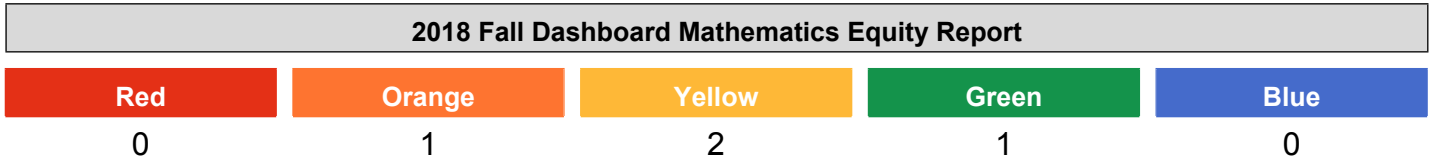
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.7 points below standard</p> <p>Increased</p> <p>17.9 points 522 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>88.8 points below standard</p> <p>Increased</p> <p>30.1 points 24 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>50.3 points below standard</p> <p>Increased</p> <p>29.6 points 134 students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>107.5 points below standard</p> <p>Increased</p> <p>33.6 points 86 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 56.5 points below standard Increased 21.8 points 89 students	 No Performance Color 34.7 points above standard Increased 54.8 points 20 students	 No Performance Color 0 Students	 Green 9.2 points above standard Increased 13.1 points 398 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.1 points below standard Increased 42.3 points 16 students	Less than 11 Students - Data Not Displayed for Privacy 8 students	3.2 points above standard Increased 15.5 points 495 students

Conclusions based on this data:

1. Continue to support all students through the implementation of AVID strategies, school-wide, to provide all students with methodologies that develop their critical thinking, literacy, and math skills across all content areas. Through continuing our strategic implementation of AVID's research-based strategies, we have continued to close the achievement gap in mathematics. Implementation of IXL math program, school-wide, to assist students in math practice of grade level skills as well as prerequisite skills needed to be successful.
2. We will continue to support Students with Disabilities with research-based, specialized academic instruction through several support programs in mathematics through multiple pedagogical practices: direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. All subgroups increase well beyond the 5% goal.
3. We will continue to meet with our English Learner students each student one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
18	33.3%	33.3%	16.7%	16.7%

Conclusions based on this data:

1. Continue to support our English Learners and provide teacher training to assist teachers in supporting students in language acquisition.
2. Continue to provide staff, parents and students with information regarding the ELPAC and reclassification.
3. 80% of students showed growth from pre to post written assessment. 59% of 2 year attendees are working at grade level standard and score a 4 on the ELPAC/only 47% in control group.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

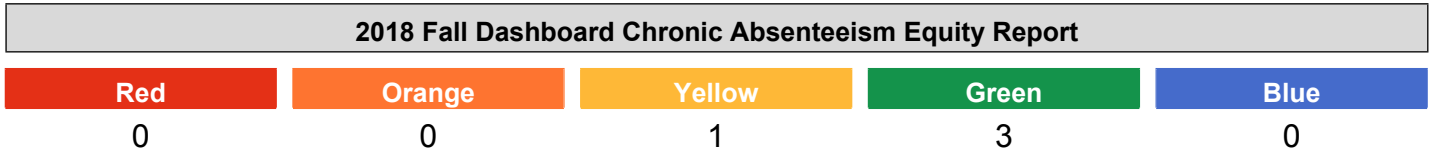
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6.8% chronically absent</p> <p>Declined 1.5%</p> <p>571 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>9.1% chronically absent</p> <p>Declined 1.4%</p> <p>22 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>10.8% chronically absent</p> <p>Declined 5.5%</p> <p>158 students</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>8.9% chronically absent</p> <p>Declined 4.2%</p> <p>90 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.9% chronically absent Declined 2.2% 101 students	 No Performance Color 19% chronically absent Increased 7.3% 21 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	 Green 6.3% chronically absent Declined 1.4% 430 students

Conclusions based on this data:

- Continued focus on communicating with parents the importance of student attendance and the effect it has on student overall achievement.
- Chronic Absenteeism has decreased among all subgroups. Continue to use SARB resources to address Chronic Absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

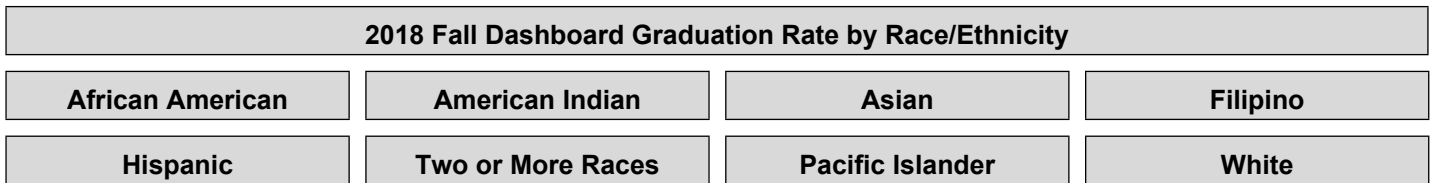
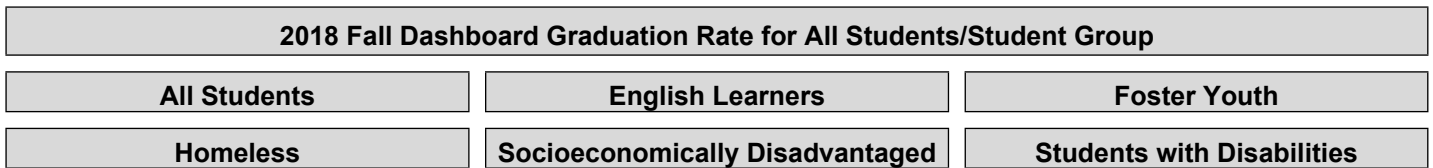
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

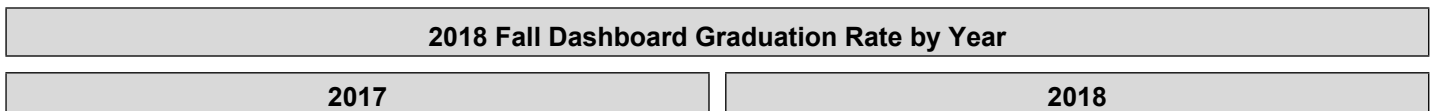
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

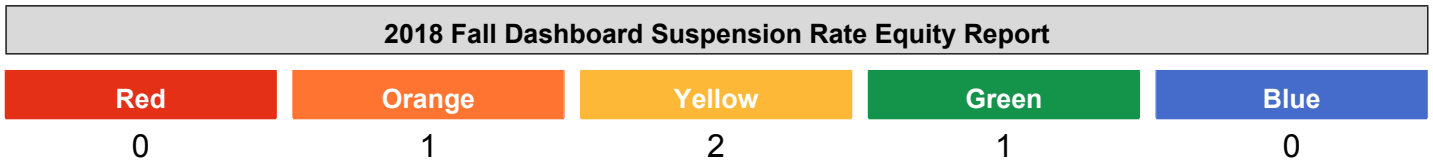
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 4.8% suspended at least once Increased 0.4% 578 students	<p>English Learners</p>  No Performance Color 0% suspended at least once Declined -10% 22 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7 students	<p>Socioeconomically Disadvantaged</p>  Yellow 8.6% suspended at least once Declined -2.2% 163 students	<p>Students with Disabilities</p>  Yellow 11.1% suspended at least once Declined -5.7% 90 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.9% suspended at least once Declined -3% 102 students	 No Performance Color 4.5% suspended at least once Increased 1.8% 22 students	 No Performance Color 0 Students	 Orange 4.4% suspended at least once Increased 1% 435 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
5.3% suspended at least once	4.5% suspended at least once	4.8% suspended at least once

Conclusions based on this data:

1. As we continue to develop a plan, train staff, and implement PBIS we will decrease (when possible) the number of suspensions. Continue to look at alternative measures, such as in-school suspension, as an alternative to out-of-school suspension.
2. In reviewing suspension data, it was concluded all means of intervention (where appropriate) were implemented prior to the suspension and that the suspension was warranted. Continue to work with school psychologist to identify Students with Disabilities who could benefit from Behavior Plans and ERMHS services.
3. Continue to make improvement of school climate and student inclusivity a priority.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

The District will provide quality educational services to maximize academic achievement for all individual students and student groups.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC E/LA	6th Grade - 71% Above or Met Standard 7th Grade - 78% Above or Met Standard 8th Grade - 67% Above or Met Standard	Increase the number of students in the "Above or Met Standard" subgroup by 5% by focusing on students in the "Standard Nearly Met" subgroup.
SBAC Math	6th Grade - 57% Above or Met Standard 7th Grade - 48% Above or Met Standard 8th Grade - 51% Above or Met Standard	Increase the number of students in the "Above or Met Standard" subgroup by 5% by focusing on students in the "Standard Nearly Met" subgroup.
SRI (Student Reading Inventory) Lexile	6th Grade - 19% Advanced 16% Proficient 47% Basic 18% Below Basic 7th Grade - 36% Advanced 25% Proficient 29% Basic 10% Below Basic	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory) Lexile by 10% at each grade level.

Metric/Indicator	Baseline	Expected Outcome
	8th Grade - 43% Advanced 28% Proficient 20% Basic 9% Below Basic	
Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)	<p>"D/F" Grades Trimester 3 E/LA (2017-18) - 6th - 15/0 7th - 16/7 8th - 17/6</p> <p>"D/F" Grades Trimester 3 MATH (2017-18) - 6th - 10/0 7th - 14/4 8th - 27/4</p> <p>"D/F" Grades Trimester 1 E/LA (2018-19) - 6th - 19/2 7th - 16/3 8th - 17/2</p> <p>"D/F" Grades Trimester 1 MATH (2018-19) - 6th - 16/8 7th - 19/4 8th - 7/4</p>	Increase the number and percentage of students achieving a grade of "C" or higher in Math and English classes at all grade levels by providing targeted interventions for students recommended for intervention classes.
FLEX Literacy Data	First year of full implementation. Establishing baseline by evaluating ongoing assessments and monitoring progress of student achievement using this intervention material to tailor instruction to each individual student's needs.	<p>Baseline will be established and we will use analytics data to monitor program's effectiveness as an intervention tool.</p> <p>Identify students in need of support (falling 2 grade levels below in reading) and use FLEX curriculum to address the needs of the identified students. FLEX research study indicates student growth of two grade levels when program is implemented with fidelity. Expected student growth for this baseline year of one grade level as we are trained on the program, implementation and analyze data.</p>
AVID Rubric/Site Analysis	<p>Through classroom observations and student work samples, the following areas of improvement were noted:</p> <p>I.1.4: Higher-Level Thinking (Rigor): Department-specific lessons to align all students' experiences Analysis of an upcoming test; decide which questions are which level and</p>	<p>Increase in Higher-Level Thinking (Rigor) as observed by classroom observations and in the evaluation of student work samples and student formative and summative classroom assessments:</p> <p>I.1.4: Increase in Higher-Level Thinking (Rigor) in:</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>make plans to support the higher levels of thinking that the test requires; departments can collaborate during this time to support each other as they increase the rigor</p> <p>Analysis of lesson plans to discover what level of thinking is being used within departments</p> <p>PD with staff that can also be used as a lesson in classes – given various questions in pairs or triads, first determine the level of the original question given (provided by staff developer); second, write the other two questions to complete a set (should have Level 1, 2, and 3 questions when done). Each group then exchanges their set with another group’s questions. All participants will then determine which question is which Level</p> <p>I.1.8: Structures for Collaboration: Students should be encouraged to collaborate in all classes. Students are often sitting in pairs or groups and should be encouraged to get their partner or group input before deciding on a final answer.</p>	<p>Department-specific lessons that align all students’ experiences. Testing that supports the higher levels of thinking.</p> <p>Department Collaboration notes: noting/outlining time spent during collaboration focusing on this goal.</p> <p>Analysis of lesson plans to discover what level of thinking is being used within departments</p> <p>PD dedicated to Higher-level thinking strategies specific to the needs of the staff.</p> <p>I.1.8: Structures for Collaboration:</p> <p>Increase in student collaborating in all classes.</p> <p>PD dedicated to effective strategies specific to the needs of the staff.</p>
District Benchmark Assessments	<p>November - IAB Edit</p> <p>January IAB - Reading Info Text</p> <p>February - IAB PT E/LA</p> <p>February - Math Interim Comprehensive Assessment</p> <p>March - Listening IAB</p> <p>May - Math End of Course Final (Used as a multiple measure to place students in math classes for the next year).</p> <p>All IAB's are used in the non-standardized way as an instructional tool to increase student access to the SBAC.</p>	<p>Use data from District Benchmark Assessments (Middle School uses Interim Assessments) to anticipate student outcomes on SBAC and provide classroom instruction and interventions specific to student needs prior to SBAC. By providing access to the practice questions and teaching students how to take the SBAC test using the Interim Assessments, we are expecting to see a 5% increase the number of students in the "Above or Met Standard" subgroup by focusing on students in the "Standard Nearly Met" subgroup.</p>
IXL Math	<p>First year of implementation. Using IXL analytics, we will establish a baseline by tracking individual student performance and progress towards master of state standards identify trouble spots, and intervene.</p>	<p>According to IXL Research study, the expected number of students with proficient scores on the CAASPP would increase by 8.5% for math if students mastered one additional IXL skill per week.</p>

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Pleasant Grove Middle School will utilize district adopted, standards-aligned language arts, math, and history curriculum. California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will improve their writing skills by participating in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process (6th and 7th grades). Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018 - 6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	None Specified
Budget Reference	None Specified
Description	Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Reading Counts/SRI, Amplify, STEMScopes, Froguts, Flocabulary, Tinker Cad) Proposed expenditure represents funds that come from multiple sources.
Amount	4000
Source	None Specified
Budget Reference	None Specified
Description	Proposed expenditure represents teacher professional development/training for district adopted curriculum. Proposed expenditure represents funds that come from multiple sources.

Strategy/Activity 2

Improvement of Instructional Strategies and Materials

Pleasant Grove Middle School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Universal Design for Learning (UDL), Response to Intervention (RtI), Advancement Via Individual Determination (AVID), and Designated and Integrated English Language Development Strategies. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day, before, or after school will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and VR Headsets, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Library Media coordinator to complete annual CDE Online School Library Survey. The ELPAC assessment will be given to English Learners, annually, to determine mastery of English Language skills and what instructional support is needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	None Specified
Budget Reference	None Specified
Description	Provide support materials and supplies for our EL population, students with disabilities, low income, and intervention support to enhance instruction. This may include technology, programs, resources, software, supplemental materials or curriculum, and library resources. These support materials may come at a cost or may be free supplemental materials (Khan Academy for math). Proposed expenditure represents funds that come from multiple sources.
Amount	8000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	The use of computers and other technologies for all students and staff is needed in all classrooms/campus to access adopted curriculum and help support students in reviewing materials to reach grade level and to help with formative assessments to guide instruction. Proposed Expenditures for the maintenance of technology and purchases of needed technology.
Amount	7699
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Jazz Band before and after school enrichment classes. Site donations are also used to support this program for books and supplies.
Amount	2500
Source	None Specified
Budget Reference	None Specified
Description	Prioritize Library collection and program needs, including professional development opportunities for Library Media Coordinator. Provide reading motivational events and activities, author visits, assemblies, celebrations and support Battle of the Books program/activities. Proposed expenditure represents funds that come from multiple sources.

Amount	5000
Source	None Specified
Budget Reference	None Specified
Description	Proposed expenditure represents teacher professional development/training for supplemental programs. Proposed expenditure represents funds that come from multiple sources for programs such as, but not limited to: IXL, Sadlier Oxford Vocabulary Program, Step Up to Writing, GLAD, Kate Kinsella, Project lead the Way, UDL.
Amount	5000
Source	Donations
Budget Reference	None Specified
Description	AVID Schoolwide: Donations are used for Staff Development, Supplies, release days for teacher data collection and site visits, field trips, College Fair, and other related activities.
Amount	40348
Source	District Funded
Budget Reference	None Specified
Description	AVID Schoolwide: Funds are used for Summer Institute (Including EL Coordinator), Transportation for field trips, Schoolwide AVID Binders, substitute costs for teacher trainings throughout year, AVID Membership and AVID Weekly subscription.
Amount	6000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Sadlier Oxford Vocabulary Books (Grades 6-8)
Amount	2000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL Math

Strategy/Activity 3

Differentiation, Increased Educational Opportunity & Support Services

Pleasant Grove Middle School will provide differentiation and increased educational opportunities for students. Such opportunities will include access to online programs including: IXL, Typing Agent, WeVideo, FLEX and Newsela. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in CJSF, Career Days, College Fairs, STEAM Days, and Agriculture in the Classroom activities. All students will have access to visual and performing arts production and will have the option to learn to play a musical instrument. Students will broaden their multicultural perspective by having the option to participate in the Chinese sister-school exchange program and/or Spanish language elective. Extracurricular learning opportunities, such as the El Dorado County Spelling Bee, Oral Interpretation Festival, the El Dorado County Map Contest, local math competitions, 7th grade girls nominations for the Davis Technology/Math/Science Convention, and student band performances will also be offered. Students will participate in

"I Love Reading Week" and have the opportunity to participate in the Battle of the Books to promote literacy for all. Students will be placed in math, reading or writing intervention classes to support proficiency in grade-level standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018 - 6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	20000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Create a Master schedule that supports below grade level students in Math and English by providing intervention classes during the school day to increase student proficiency in necessary foundational skills to be successful in grade-level general education classes. Review current schedule and programs and modify and assess each trimester. Proposed expenditure represents two additional teaching periods needed to create Master schedule.

Amount	30000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Analyze data and identify students who are struggling to meet grade level standards and are not on track to be high school ready to ensure appropriate supports are implemented and placement is appropriate in the master schedule. Some students may be strategically placed in a co-taught Math or E/LA class, a Resource Class (SAI) for Math or E/LA, or in a class supported by a paraprofessional or intervention aide. Proposed expenditure represents 2 intervention aides (2.5 hours/each) used in general education classes to assist students.

Amount	20000
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of materials to support increase in educational opportunities for targeted students. Proposed expenditure represents funds that come from multiple sources for programs such as, but not limited to: FLEX Intervention Materials, ScootPad, Rosetta Stone. Materials used for both Special Education and General Education programs.

Source	Donations
Budget Reference	None Specified
Description	Funds associated with Band/Choir Program. Amount represents funds associated with Disneyland field trip as well as other field trips and performances.

Amount	1000
Source	Donations
Budget Reference	None Specified
Description	Funds associated with enrichment elective classes: (PLTW, Game Design, Health/Fitness, Spanish, Speech/Drama, Leadership, Computers, Art, Yearbook).
Amount	3000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Physical Education Department needed equipment and supplies.
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	PE Clothes
Amount	10000
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Funds allocated for teachers for classroom supplies and materials. Proposed expenditures represents funds that come from multiple sources (Site, Donations, Grants, and PTO).
Amount	10000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Fund associated with providing enrichment opportunities after school.

Strategy/Activity 4

Staff Development & Professional Collaboration

Pleasant Grove Middle School will ensure that staff members responsible for providing and overseeing instruction, including: certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and academic departments and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	None Specified
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers, administration, counselor, and support staff work closely to identify and support targeted groups. Counselor, specifically, will meet each trimester with failing students to develop goals with student and parents to increase success. Provide teachers opportunities to observe other teachers, collaborate within disciplines, and share strategies. Proposed expenditure for substitute coverage needed for release time for collaboration if necessary. Expenditure is funded by multiple sources.
Amount	5000
Source	None Specified
Budget Reference	None Specified
Description	Work with district curriculum, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy/Activity 3) and the supports needed, as well as differentiation, engagement, communication, critical thinking, is globally focused, utilizes technology in meaningful ways, and formative and summative assessment strategies. Professional learning and collaboration time. Proposed expenditures represent substitutes, per diem, and/or registration fees and/or travel associated fees for professional learning and collaboration.

Strategy/Activity 5

Involvement of Staff, Parents & Community

Pleasant Grove Middle School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) and or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support our Parent Teacher Organization (PTO) to bring about enhancements to school programs and community activities. The school will support the Intel PC Pal Program.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conferencing with parents, including interpreters when needed, to increase communication home to families about student achievement and engage parents in the learning process with their child. Meetings and other outreach opportunities for parents to become engaged in the educational process with the school including, DELAC, ELAC, Site Council, Library Advisory Committee, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk.

Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of materials to support communication with parents and community (JupiterGrades/JUNO, Aeries, Blackboard, Google Classroom, Intel PC Pal Program, Marque).

Amount	10000
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage needed for general education and special education teacher attendance at IEP and transition meetings.

Amount	500
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage needed for general education teacher attendance at transition meetings at elementary schools for students with 5th grade 504 accommodations.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

Our school will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

LCAP Goal

The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey (5th and 7th Grade)	The California Healthy Kids Survey was administered to 7th grade students during the 2017-18 school year. The survey indicated that 83% of students surveyed feel safe at school. 65% of students surveyed feel well connected with Pleasant Grove and 23% feel moderately connected. 13% of students felt that they were not connected to Pleasant Grove. 27% of students reported a high level of caring and support by staff members towards students and 62% reported a moderately level of caring and support. 15% of students reported that they were not cared for by staff. 63% of students surveyed feel that they are treated fairly by school staff.	For the 2018-19 School Year, the goal is for the following: Students feeling safe will increase to an overall score of 90% Students feeling connected to Pleasant Grove will increase to an overall score of 80% Students feeling cared for by staff will increase to an overall score of 75% Students feeling that they are treated fairly by school staff will increase to an overall score of 75 %
Site Council Student Survey	490 - 6th, 7th and 8th grade students participated in the Site Council Student Survey. Equal representation of boys and girls. 68% of students felt that classroom rules were consistent and fair 23 % of students neither agreed or disagreed with classroom rules being consistent and fair	Target school efforts to build community at Pleasant Grove will show a 10% increase in students reporting that: Classroom rules are consistent and fair. Enforcement of school rules are consistent and fair. Students feel safe at school.

Metric/Indicator	Baseline	Expected Outcome
	<p>28% of students felt that enforcement of school rules are consistent and fair 48% of students neither agreed or disagreed that enforcement of school rules are consistent and fair Only 17% of our students feel that he/she has no adult he/she can talk to. 83% of students report have 1-4 adults he/she can talk to. 70% of students feel safe at school. 21% neither agreed nor disagreed that Pleasant Grove is a safe place. 42% of students reported that Math was the area they struggled most. 22% of students reported that Language Arts was he area they struggled most. 72% of students feel that most teachers at Pleasant Grove believe they have the ability to go to college. 22% of students neither agreed nor disagreed that most teachers at Pleasant Grove believe they can go to college.</p>	<p>With the implementation of intervention classes that specifically target Math and Language Arts, students will report a decrease in reporting that Math and Language Arts are a struggle.</p>

Planned Strategies/Activities

Strategy/Activity 1

School Safety

Pleasant Grove Middle School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship, online safety, and responsible technology use (cyberbullying, internet safety, and other digital dilemmas). All students will participate in Red Ribbon Week activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Expenditures associated with the development of emergency preparedness as directed by the School Site Safety Team, Digital Citizenship and Online Safety, Red Ribbon Week, Sexual Health Education, Child Abuse Mandated Reporter Training, and Volunteer Training.

Strategy/Activity 2

School Climate & Community Building

Pleasant Grove Middle School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs and academic counseling. Individual counseling, small group sessions, and whole class instruction will also be provided by the school counselor and school psychologist. Provide support services to students and families through our school counselor reaching out to meet with families as well as provide training for our staff regarding social emotional needs of students to better support them in the classroom. School will participate in community Operation School Bell Program. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the Site Council, staff and administration team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	None Specified
Budget Reference	None Specified
Description	Additional resources needed to support after school and lunchtime activities. (Sports: Cross Country, Volleyball (Boys and Girls), Basketball (Boys and Girls), Football, Track and Field, and Wrestling. Multiple budgets/sources are represented in the proposed expenditures and are used for transportation, coaching stipends, materials, equipment, referees, league fees, and uniforms).

Amount	1000
Source	None Specified
Budget Reference	None Specified

Description	Expenditures related to: during and after school enrichment and school connectedness opportunities, California Junior Scholastic Federation (CJSF), Where Everyone Belongs (WEB), Leadership Lunchtime activities, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG, Leadership Youth Conference. Multiple budgets/sources are represented in the proposed expenditures and are used for transportation, fees, materials, awards/certificates, substitutes, etc.
Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Expenditures related to the creation of a deescalation room and dedicated area for group and individual counseling needs.
Amount	21390
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for Athletic Director, CJSF, Music Director, PC Pals Coordinator, SIP Coordinator, SST Coordinator, Student Council Advisor, Yearbook Coordinator, 8th Grade Football Coach, 7th and 8th Girls Volleyball, 7th and 8th Boys Volleyball, 7th and 8th grade Girls Basketball, and Track.
Amount	10050
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Stipends for Student Council Book Keeper, WEB Advisor, 6th and 7th Football, Cross Country, 7th and 8th Boys Basketball and Wrestling.

Strategy/Activity 3

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	None Specified
Budget Reference	None Specified
Description	Certificated and Classified staff to attend professional learning opportunities during the school day and after school related to (but not limited to) such topics as Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Supports, Restorative Justice, Alternative Discipline Strategies, Deescalation Strategies, Growth Mindset, CPR and First Aide Training, and Differentiation. Increase number of staff that are trained in various strategies that they can share with colleagues to improve our capacity to support students. Proposed expenditures represent funds that come from multiple sources for substitutes, per diem, and/or registration fees and/or travel associated fees for professional learning and collaboration.

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. No expenditures are anticipated to achieve this goal.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Staff Survey	Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey.	During the 2018-19 school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning and specific duty area as outlined as a need from their respective departments and the California School Staff Survey
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in "Good Repair" or higher as measured by the 2018-19 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2017-18 school year.	If received during the 2018-19 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be

included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Secretary Trainings

Source

District Funded

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Custodial Trainings

Strategy/Activity 2

Facilities & Technology Infrastructure

Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount

4000

Source

None Specified

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Garden Coordinator Stipend
Amount	1000
Source	None Specified
Budget Reference	None Specified
Description	Funds for Garden Project (Donations and PTO)

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balance Assessment, Lexile Measurements, Master Schedule, AVID Data and Collaboration Calendar were used to evaluate this goal.	Expected outcomes are formally established in Fall 2018 for the 2017-18 school year. The Actual Outcome section reflects the metric data from the 2017-18 school year.	Scores on statewide standardized assessments improved. Collaboration was built and utilized throughout the school year. AVID certification was achieved.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.1 Continue to support Big Ideas math program implementation and the alignment of instruction and assessments with content standards.</p> <ul style="list-style-type: none"> Attend middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. Support the vertical articulation and collaboration of math departments. Implement programs to support students struggling with basic mathematical 	<p>1.1 Continue to support Big Ideas math program implementation and the alignment of instruction and assessments with content standards (Completed)</p> <ul style="list-style-type: none"> Attend middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. <p>(Completed)</p> <ul style="list-style-type: none"> Support the vertical articulation and collaboration of math departments. (Completed) Implement programs to support 	<p>1.1 Support Teachers release time to collaborate on Big Ideas Math Program/Student Progress towards mastery of mathematical standards 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2000</p> <p>1.1 Support teacher attendance at conferences to aide in the professional development of innovative teaching practices that support the implementation of real-world application of mathematical concepts. None Specified None Specified</p> <p>1.1 Support teacher participation in middle school Collaboration</p>	<p>Full release day with AVID trainer for math department to focus on student engagement strategies: (Cornell notes, STAR layering on Notes, Costa's Level of Questioning, Sentence Stems, Critical Reading in Math, and Learning Logs (DILQ Writing). 1000-1999: Certificated Personnel Salaries Site Formula Funds 752</p> <p>Teacher participation in middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. 1000-1999: Certificated Personnel Salaries District Funded 668</p> <p>Math Intervention Manipulatives 4000-4999: Books And</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>skills. Specifically targeting the application of mathematical concepts and procedures.</p> <ul style="list-style-type: none"> Continuation of Course 1E and 2E Math classes. Discontinuation of Course 3E Math class. Replace with co-taught section of Math 3 class. AVID Tutorial Training/Implementation year 2. Use of IXL Math Adaptive Learning intervention Program school-wide (Tier I Intervention) Provide teachers training in the use of the JUNO on-line assessment tool to create benchmark standards assessments to assist in monitoring student progress of grade-level math standards. Full release day with AVID trainer for math department to 	<p>students struggling with basic mathematical skills. Specifically targeting the application of mathematical concepts and procedures.</p> <p>(Completed)</p> <ul style="list-style-type: none"> Continuation of Course 1E and 2E Math classes. (Data showed that these classes were ineffective so these classes were discontinued) Discontinuation of Course 3E Math class. Replace with co-taught section of Math 3 class. (Data showed more support was needed in Math 2, so this was revised) AVID Tutorial Training/Implementation year 2. (Completed) Use of IXL Math Adaptive Learning intervention Program school-wide (Tier I Intervention) (Completed) 	<p>Days to discuss testing, educational practices, and use of on-line resources. 1000-1999: Certificated Personnel Salaries District Funded 600</p> <p>1.1AVID Tutorial Training and Implementation 1000-1999: Certificated Personnel Salaries Other 4000</p> <p>1.1IXL Math Support 5000-5999: Services And Other Operating Expenditures District Funded 5670</p>	<p>Supplies Local Categorical 300</p> <p>IXL Math Support 5000-5999: Services And Other Operating Expenditures District Funded 5995</p> <p>AVID Tutorial Training and Implementation (EEF Grant) 5000-5999: Services And Other Operating Expenditures Other 3100</p> <p>AVID Tutorial Training and Implementation (EEF Grant) 1000-1999: Certificated Personnel Salaries None Specified 857</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>focus on student engagement strategies:</p> <p>(Cornell notes, STAR layering on Notes, Costa's Level of Questioning, Sentence Stems, Critical Reading in Math, and Learning Logs (DILQ Writing)).</p>	<ul style="list-style-type: none"> • Provide teachers training in the use of the JUNO on-line assessment tool to create benchmark standards assessments to assist in monitoring student progress of grade-level math standards. (Continuous as needed) • Full release day with AVID trainer for math department to focus on student engagement strategies: <p>(Cornell notes, STAR layering on Notes, Costa's Level of Questioning, Sentence Stems, Critical Reading in Math, and Learning Logs (DILQ Writing)).(Completed)</p>		
<p>1.2 Support the successful implementation of the StudySync E/LA textbook adoption.</p> <ul style="list-style-type: none"> • Enhance and differentiate instruction for E/LA. • Continued purchase Reading Counts Program 	<p>1.2 Support the successful implementation of the StudySync E/LA textbook adoption. (Completed)</p> <ul style="list-style-type: none"> • Enhance and differentiate instruction for E/LA. (Completed) • Continued purchase Reading Counts Program (Completed) 	<p>1.2 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1000</p> <p>Reading Counts Program 4000-4999: Books And Supplies Site Formula Funds</p>	<p>1.2 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 3168</p> <p>1.2 Support teacher attendance at conferences to aid in the professional development of innovative teaching</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Renew Reading Counts Quiz Subscription • Purchase Sadlier Oxford Vocabulary Program for E/LA Classes • Arrange for guest speakers. • Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively. • Continued purchase Read Live Reading Intervention program to assist students in identified reading intervention strategies. • Attend training(s) to increase student achievement and proficiency in writing strategies. • Attend training(s) for the effective implementation of the StudySync EL/A textbook adoption. 	<ul style="list-style-type: none"> • Renew Reading Counts Quiz Subscription (Completed) • Purchase Sadlier Oxford Vocabulary Program for E/LA Classes (Completed) • Arrange for guest speakers.(Continuous as needed) • Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively. (Completed) • Continued purchase Read Live Reading Intervention program to assist students in identified reading intervention strategies. (Completed) • Attend training(s) to increase student achievement and proficiency in writing 	<p></p> <p>Purchase Sadlier Oxford Vocabulary Program for E/LA Classes 4000-4999: Books And Supplies District Funded</p> <p>Continued purchase Read Live Reading Intervention 4000-4999: Books And Supplies Site Formula Funds 1000</p> <p></p>	<p>practices. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1737</p> <p>Reading Counts Program 5000-5999: Services And Other Operating Expenditures District Funded</p> <p>Purchase Sadlier Oxford Vocabulary Program for E/LA Classes 4000-4999: Books And Supplies District Funded</p> <p>Continued purchase Read Live Reading Intervention 5000-5999: Services And Other Operating Expenditures District Funded 1100</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Continue to support Step-up to Writing program Attend middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. Provide teachers training in the use of the JUNO on-line assessment tool to create benchmark standards assessments to assist in monitoring student progress of grade-level writing standards. 	<p>strategies. (Continuous)</p> <ul style="list-style-type: none"> Attend training(s) for the effective implementation of the StudySync E/LA textbook adoption. (Completed) Continue to support Step-up to Writing program (Completed) Attend middle school Collaboration Days to discuss testing, educational practices, and use of on-line resources. <p>(Continuous)</p> <ul style="list-style-type: none"> Provide teachers training in the use of the JUNO on-line assessment tool to create benchmark standards assessments to assist in monitoring student progress of grade-level writing standards. (Continuous as needed) 		
1.3 Continue monitoring student progress and	1.3 Continue monitoring student progress and	Purchase Jupiter Grades Online Grading system.	Purchase Jupiter Grades Online Grading system.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>analyze data to provide rigorous and engaging curriculum for all students.</p> <ul style="list-style-type: none"> Use beginning-of-the-year and end-of-the-year assessment results, Lexile data, and CELDT scores (grades 6, 7, 8) to drive instruction, purchase curriculum and place students appropriately. Use beginning of the year and end of the year classroom assessment results to place students and measure growth. Use classroom assessments to drive instruction, identify students in need of support, and reflect on success of teaching practices. Monitor goals set by staff/site council and collect data on specific goals to effectively implement and reflect on progress made towards the goals. 	<p>analyze data to provide rigorous and engaging curriculum for all students. (Continuous)</p> <ul style="list-style-type: none"> Use beginning-of-the-year and end-of-the-year assessment results, Lexile data, and CELDT scores (grades 6, 7, 8) to drive instruction, purchase curriculum and place students appropriately. (Completed) Use beginning of the year and end of the year classroom assessment results to place students and measure growth.(Completed) Use classroom assessments to drive instruction, identify students in need of support, and reflect on success of teaching practices. (Continuous) Monitor goals set by staff/site council and collect data on specific goals to effectively implement and reflect on progress made 	<p>5000-5999: Services And Other Operating Expenditures Donations 1351</p> <p>Provide opportunities for school counselor to attend workshops and conferences. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 500</p> <p>Provide opportunities for school secretaries to attend workshops and conferences. 2000-2999: Classified Personnel Salaries Site Formula Funds 500</p> <p>Provide opportunities for teachers to collaborate on student assessment data and plan for student-centered instructional practices. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 1000</p> <p>SST Coordinator Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 1800</p>	<p>None Specified District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Administer district, classroom and SBAC assessment tests and review results to improve student achievement. • SST (Student Study Team) meetings to review student progress and accommodations developed in general education classrooms to make recommendations for support. • Counselor and administrative lead student success conferences to help students set goals for his/her own success. • Provide academic core teachers with training in utilizing JUNO software for establishing unit benchmarks and assessments to measure growth towards California State standards. 	<p>towards the goals. (Completed)</p> <ul style="list-style-type: none"> • Administer district, classroom and SBAC assessment tests and review results to improve student achievement. <p>(Completed)</p> <ul style="list-style-type: none"> • SST (Student Success Team) meetings to review student progress and accommodations developed in general education classrooms to make recommendations for support. (Continuous as needed) • Counselor and administrative lead student success conferences to help students set goals for his/her own success. (Continuous as needed) • Provide academic core teachers with training in utilizing JUNO software for establishing unit benchmarks and 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	assessments to measure growth towards California State standards. (Continuous as needed)		
<p>1.4 Support PE/After School Sports Program and promote lifelong fitness.</p> <ul style="list-style-type: none"> Support after school athletics program. Cross Country Volleyball (Boys and Girls) Wrestling Track and Field Basketball (Boys and Girls) Development of a Fitness Training facility and program. 	<p>1.4 Support PE/After School Sports Program and promote lifelong fitness. (Completed)</p> <ul style="list-style-type: none"> Support after school athletics program. Cross Country Volleyball (Boys and Girls) Wrestling Track and Field Basketball (Boys and Girls) <p>(all Completed)</p> <ul style="list-style-type: none"> Development of a Fitness Training facility and program.(Completed-ongoing acquisition of equipment) 	<p>1.4 Fund Athletic Director Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 1850</p> <p>Athletic Stipends (Cross Country, Volleyball, Wrestling, Track and Field, and Basketball) 1000-1999: Certificated Personnel Salaries Site Formula Funds 1320</p> <p>Athletic Stipends (Cross Country, Volleyball, Wrestling, Track and Field, and Basketball) 2000-2999: Classified Personnel Salaries Site Formula Funds 4200</p> <p>Officiating and League Fees 5000-5999: Services And Other Operating Expenditures Donations 563</p> <p>Athletic Transportation (Athletic Donations) 5000-5999: Services And Other Operating</p>	<p>Fund Athletic Director Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 1850</p> <p>Athletic Stipends (Cross Country, Volleyball, Wrestling, Track and Field, and Basketball) 1000-1999: Certificated Personnel Salaries Site Formula Funds 13250</p> <p>Athletic Stipends (Cross Country, Volleyball, Wrestling, Track and Field, and Basketball) 2000-2999: Classified Personnel Salaries Site Formula Funds 4200</p> <p>Development of a Fitness Training facility and program. (PTO Donations) 4000-4999: Books And Supplies Donations 4800</p> <p>Athletic Equipment (Athletic Donations) 4000-4999: Books And Supplies Donations 1800</p> <p>Officiating and League Fees (Athletic Donations) 5000-5999: Services And Other Operating Expenditures Donations 600</p> <p>Athletic Transportation (Athletic Donations) 5700-5799: Transfers Of Direct Costs Donations 2050</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Donations 2200	
		Uniforms for Basketball 5000-5999: Services And Other Operating Expenditures Donations 3500	Uniforms for Basketball (General Donations) 5000-5999: Services And Other Operating Expenditures Donations 1000
		Referees for Sports Events 5800: Professional/Consulting Services And Operating Expenditures Donations 1800	Referees for Sports Events 5800: Professional/Consulting Services And Operating Expenditures Donations 3285
<p>1.5 Support teacher collaboration and training opportunities in techniques that foster creativity, differentiation, collaboration, communication, critical thinking, is globally focused, and utilizes technology in meaningful ways.</p> <ul style="list-style-type: none"> • Research alternative schedules including block and the addition of an Advisory/Intervention period. • Provide teachers opportunities to observe other teachers, collaborate within disciplines, and share strategies. • Use minimum days, staff meetings and discipline specific district-wide meetings 	<p>1.5 Support teacher collaboration and training opportunities in techniques that foster creativity, differentiation, collaboration, communication, critical thinking, is globally focused, and utilizes technology in meaningful ways. (Continuous)</p> <ul style="list-style-type: none"> • Research alternative schedules including block and the addition of an Advisory/Intervention period. (Completed) • Provide teachers opportunities to observe other teachers, collaborate within disciplines, and share strategies. (Continuous) • Use minimum days, staff meetings and discipline 	<p>1.5 Support teacher attendance at conferences to aid in the professional development of innovative teaching practices 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2000</p>	<p>Support teacher attendance at conferences to aid in the professional development of innovative teaching practices (EEF) 1000-1999: Certificated Personnel Salaries Other 3957</p> <p>Support teacher attendance at conferences to aid in the professional development of innovative teaching practices 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 4905</p> <p>Support teacher attendance at conferences to aid in the professional development of innovative teaching practices (AVID Donations) 1000-1999: Certificated Personnel Salaries Donations 4460</p> <p>SDE Conference 5800: Professional/Consulting Services And Operating</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>to collaborate, strategize differentiation, interventions, and share instructional techniques.</p>	<p>specific district-wide meetings to collaborate, strategize differentiation, interventions, and share instructional techniques. (Completed)</p>		<p>Expenditures Title II Part A: Improving Teacher Quality 1480</p>
<p>1.6 - Support the implementation of FLEX Intervention E/LA program for Resource and SDC classrooms.</p> <ul style="list-style-type: none"> Continue purchase/Support use of ScootPad program to work progress towards student IEP goals and represent data towards progress towards the goals. 	<p>1.6 - Support the implementation of FLEX Intervention EL/A program for Resource and SDC classrooms. (Completed)</p> <ul style="list-style-type: none"> Continue purchase/Support use of ScootPad program to work progress towards student IEP goals and represent data towards progress towards the goals. (Completed) 	<p>1.6 Support the pilot and adoption of the FLEX Intervention EL/A program for RSP and SDC classes. 4000-4999: Books And Supplies Special Education 8000</p>	<p>Purchase of ScootPad Program 5000-5999: Services And Other Operating Expenditures Donations 280</p>
<p>1.7 History</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for history/social studies. Continue to support and provide collaboration opportunities for implementation of the DBQ history bridge materials. Support history department in 	<p>1.7 History</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for history/social studies. (Completed) Continue to support and provide collaboration opportunities for implementation of the DBQ history bridge materials. (Continuous) 	<p>1.7 Release time to collaborate, research, pilot and adopt history textbook adoption. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 500</p>	<p>Release time to collaborate, research, pilot and adopt history textbook adoption. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 1000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>researching and piloting history textbook adoption.</p>	<ul style="list-style-type: none"> Support history department in researching and piloting history textbook adoption. (Completed) 		
<p>1.8 Science</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for Science. Attend conferences and informational seminars to begin implementation of NGSS 1 teacher to attend GLAD Training Amplify and STEM Scopes 	<p>1.8 Science</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for Science. (Completed) Attend conferences and informational seminars to begin implementation of NGSS (Completed) 1 teacher to attend GLAD Training (Completed) Amplify and STEM Scopes (Completed) 	<p>1.8 Conferences and informational seminars to begin implementation of NGSS 5000-5999: Services And Other Operating Expenditures Donations 600</p>	<p>Conferences and informational seminars to begin implementation of NGSS 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 350</p>
			<p>GLAD Training 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1800</p>
<p>1.9 Support the 2nd year implementation of the AVID school-wide organizational system.</p> <ul style="list-style-type: none"> School-Wide Binder School-Wide Binder Checks Cornell note-taking system across all curricular areas. 	<p>1.9 Support the 2nd year implementation of the AVID school-wide organizational system. (Completed)</p> <ul style="list-style-type: none"> School-Wide Binder (Completed) School-Wide Binder Checks (Continuous) Cornell note-taking system across all 	<p>1.9 AVID Program Expenses 4000-4999: Books And Supplies District Funded</p>	<p>AVID Program Expenses 1000-1999: Certificated Personnel Salaries Donations 4460</p>
		<p>AVID Program Expenses 4000-4999: Books And Supplies Donations 12000</p>	<p>AVID Program Expenses 4000-4999: Books And Supplies Donations 896</p>
			<p>AVID Program Expenses (Transportation Expenses - Field Trips) 5700-5799: Transfers Of Direct Costs Donations 261</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Purchase of student planners for all grade levels to manage and prioritize academic workload. Professional Development: <p>Writing to Learn</p> <p>AVID Family Involvement</p> <p>Promoting Growth Mindset</p> <p>The Cognitive Backpack - Organizational Tools for Students and Teachers</p> <p>Tutorials: The Teacher as the Coach</p> <p>Engagement Strategies for your Back Pocket</p> <p>Philosophical Chairs</p> <p>Using Costa's Levels of Thinking to Increase Inquiry</p> <p>Electronic Portfolios</p> <ul style="list-style-type: none"> Participating in AVID collection of data/Site visits for certification. 	<p>curricular areas. (Completed)</p> <ul style="list-style-type: none"> Purchase of student planners for all grade levels to manage and prioritize academic workload. (Completed) Professional Development: <p>Writing to Learn</p> <p>AVID Family Involvement</p> <p>Promoting Growth Mindset</p> <p>The Cognitive Backpack - Organizational Tools for Students and Teachers</p> <p>Tutorials: The Teacher as the Coach</p> <p>Engagement Strategies for your Back Pocket</p> <p>Philosophical Chairs</p> <p>Using Costa's Levels of Thinking to Increase Inquiry</p> <p>Electronic Portfolios</p> <p>(All Completed)</p> <ul style="list-style-type: none"> Participating in AVID collection of data/Site visits for certification. (Completed) 		<p>Purchase of Planners 4000-4999: Books And Supplies Site Formula Funds 1800</p>
<p>1.10 Enhance educational technology capabilities throughout the campus to</p>	<p>1.10 Enhance educational technology capabilities throughout the campus to</p>	<p>1.10 Purchase additional Chromebook/Carts (325 total) 4000-4999: Books</p>	<p>Purchase additional Chromebook/Carts District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>support new EL/A, Math and History textbook adoption and access to the curriculum.</p> <p>Chromebooks/Carts. 1 cart for each teacher's classroom.</p>	<p>support new E/LA, Math and History textbook adoption and access to the curriculum. (Completed)</p> <p>Chromebooks/Carts. 1 cart for each teacher's classroom. (Completed)</p>	<p>And Supplies None Specified</p>	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation was successful and primarily facilitated through collaboration, planning, staff development, and continued support of intervention programs. Staff continues to provide differentiated instruction and designated supports in all classes. Staff received professional development and collaboration planning time to continue to develop instructional practices for their classes and meet student needs.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The SBAC scores demonstrate that students are performing very well as a result of academic instruction and preparation for the assessment using the Interim Assessment Blocks. Many Student Study Team, IEP and 504 meetings were held to provide accommodations for struggling students to assist them with grade level academic standards. We will continue to provide additional support to meet the needs of all students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Many expenditures were covered by additional monies provided by the EEF grant and more workshops and trainings were attended by staff as a result.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be a shift in the development of goals in the Single School Plan to further align with the Rescue Union School District's LCAP. The format will change in accordance with this shift for the 2018-19 school year and beyond. Goals will be consolidated from 6 goals to 3 goals. Please see the Planned Improvement sections to see the 2018-19 goals and their format.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Technology Footprint, Professional Development Opportunities, and Parent Communication Plans, SBA student scores, LCAP goals, Digital Literacy Compliance Reports.	Expected outcomes are formally established in Fall 2018 for the 2017-18 school year. The Actual Outcome section reflects the metric data from the 2017-18 school year.	The district and site met the goal of providing 1 to 1 access to technology in each classroom.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2.1 Provide relevant media/materials for teaching and learning.</p> <ul style="list-style-type: none"> AVID Weekly Subscription (20 teachers) 	<p>2.1 Provide relevant media/materials for teaching and learning. (Continuous)</p> <ul style="list-style-type: none"> AVID Weekly Subscription (20 teachers) <p>(Completed)</p>		
<p>2.2 Provide software to enhance teaching and learning.</p> <ul style="list-style-type: none"> Scotpad (math, reading, E/LA/RSP and SDC) (Goal 1) IXL (math for all students) (Goal 1) Digital Literacy Lessons Read Live Reading Intervention (Goal 1) Big Ideas On-line Resources 	<p>2.2 Provide software to enhance teaching and learning. (Completed)</p> <ul style="list-style-type: none"> Scotpad (math, reading, E/LA/RSP and SDC) (Goal 1) IXL (math for all students) (Goal 1) Digital Literacy Lessons Read Live Reading Intervention (Goal 1) Big Ideas On-line Resources 	<p>2.2 Purchase Software to Support Teaching and Learning 4000-4999: Books And Supplies Site Formula Funds 2000</p>	<p>Purchase of IXL 5000-5999: Services And Other Operating Expenditures District Funded 5995</p> <p>Scotpad (Technology Donations) 5000-5999: Services And Other Operating Expenditures Donations 280</p> <p>Flip Grid (Technology Donations) 5000-5999: Services And Other Operating Expenditures Donations 400</p> <p>Froguts: Science (Science Donations) 5000-5999: Services</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Scholastic Reading Counts Software Flocabulary: 6th ELA Froguts: Science Tinker Cad: Science Google Suite Google Classroom Rosetta Stone StudySync Typing Agent 	<ul style="list-style-type: none"> Scholastic Reading Counts Software Flocabulary: 6th ELA Froguts: Science Tinker Cad: Science Google Suite Google Classroom Rosetta Stone StudySync Typing Agent <p>(all Completed)</p>		<p>And Other Operating Expenditures Donations 299</p> <p>Read Live Reading Intervention (Intervention Funds) 5000-5999: Services And Other Operating Expenditures Local Categorical 1080</p> <p>Breakout EDU 4000-4999: Books And Supplies Donations 475</p>
<p>2.3 Continue to maintain/purchase equipment.</p> <ul style="list-style-type: none"> Replace/Purchase keyboards, mice, and speakers. Focus on speakers for the 2017-18 school year. Maintain Chromebooks in all classrooms for all students. Purchase presentation clickers for teachers Media presentation cart Repair screen in MP 	<p>2.3 Continue to maintain/purchase equipment. (Continuous)</p> <ul style="list-style-type: none"> Replace/Purchase keyboards, mice, and speakers. Focus on speakers for the 2017-18 school year. (Completed) Maintain Chromebooks in all classrooms for all students. (Completed) Purchase presentation clickers for teachers (Completed) Media presentation cart (Completed) Repair screen in MP (In process) 	<p>2.3 Replace/Purchase keyboards, mice and speakers. 5000-5999: Services And Other Operating Expenditures Donations 1000</p> <p>Media presentation cart 5000-5999: Services And Other Operating Expenditures Donations 2000</p> <p>Purchase presentation clickers for teachers 5000-5999: Services And Other Operating Expenditures Donations 500</p> <p>Repair/Replace MP Screen 5000-5999: Services And Other Operating Expenditures Donations</p>	<p>Replace/Purchase keyboards, mice and speakers. (Technology Donations) 5000-5999: Services And Other Operating Expenditures Donations 1806</p> <p>Media presentation cart 5000-5999: Services And Other Operating Expenditures Donations 511</p> <p>Purchase presentation clickers for teachers 5000-5999: Services And Other Operating Expenditures Donations 325</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>2.4 Provide staff development opportunities to assist teachers in integrating technology into classroom lessons.</p> <ul style="list-style-type: none"> Continue to support 6th grade technology trimester elective. Continued support of technology standards scope and sequence. Systematically integrate applied technology skills/practice into classroom settings. Build library of technology resources. Creation of teacher/student/parent resource page for access to tutorials to support the use of technology resources as a tool. Provide training on Google and Google Classroom applications. Continue to support PLTW 7th and 8th grade technology electives in the elective wheel: 	<p>2.4 Provide staff development opportunities to assist teachers in integrating technology into classroom lessons. (Continuous)</p> <ul style="list-style-type: none"> Continue to support 6th grade technology trimester elective. (Completed) Continued support of technology standards scope and sequence. Systematically integrate applied technology skills/practice into classroom settings. (Completed) Build library of technology resources. Creation of teacher/student/parent resource page for access to tutorials to support the use of technology resources as a tool. (Completed) Provide training on Google and Google Classroom applications. (Continuous as needed) 	<p>Provide training opportunities for teachers in the implementation of technology 5000-5999: Services And Other Operating Expenditures Donations 5000</p>	<p>PLTW (Game Design) 4000-4999: Books And Supplies Donations 425</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>8th Coding & 7th Computer Science for Innovators and Makers</p> <ul style="list-style-type: none"> Continue to support PLTW STEM electives into elective wheel in 6th (Medical Detectives), 7th (Engineering and Design), and 8th (Robotics) grades. Dedicated Technology TOSA (3 periods/day) (2.7) 	<ul style="list-style-type: none"> Continue to support PLTW 7th and 8th grade technology electives in the elective wheel: 8th Coding & 7th Computer Science for Innovators and Makers (Completed) Continue to support PLTW STEM electives into elective wheel in 6th (Medical Detectives), 7th (Engineering and Design), and 8th (Robotics) grades. (Completed) Dedicated Technology TOSA (3 periods/day) (2.7)(Discontinued) 		
<p>2.5 Provide Pleasant Grove teaching staff with support for implementation of the SBAC test.</p> <ul style="list-style-type: none"> Staff Meetings. Collaboration Meetings. County and District opportunities. Testing schedule that provides the least number of interruptions to classroom teaching time. 	<p>2.5 Provide Pleasant Grove teaching staff with support for implementation of the SBAC test. (Completed)</p> <ul style="list-style-type: none"> Staff Meetings. Collaboration Meetings. County and District opportunities. Testing schedule that provides the least number of interruptions to classroom teaching time. 	<p>Release time for technology support teachers to attend workshops and trainings. Support for teachers in the process for administering the SBAC. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Technology TOSA (2.7) 	<ul style="list-style-type: none"> Technology TOSA (2.7) (Discontinued) 		
<p>2.6 Provide student access to the library Chromebook cart to independently work on reading, writing, researching, and keyboarding skills.</p>	<p>2.6 Provide student access to the library Chromebook cart to independently work on reading, writing, researching, and keyboarding skills. (Continuos)</p>		
<p>2.7 Utilize technology TOSA (3 periods/day) to support the incorporation of technology in the classroom. Provide individualized, group and co-teaching opportunities when requested/needed.</p> <ul style="list-style-type: none"> TOSA to assist with the SBAC schedule, on-line resources and tutorial videos for teachers, students, and parents. 	<p>2.7 Utilize technology TOSA (3 periods/day) to support the incorporation of technology in the classroom. Provide individualized, group and co-teaching opportunities when requested/needed. (Discontinued)</p> <ul style="list-style-type: none"> TOSA to assist with the SBAC schedule, on-line resources and tutorial videos for teachers, students, and parents. (Discontinued) 	<p>2.7 Technology TOSA 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>Technology TOSA 1000-1999: Certificated Personnel Salaries District Funded</p>
<p>2.8 Use technology to increase communication of all stakeholders.</p> <ul style="list-style-type: none"> JupiterGrades - Communicate with parents, on-line student gradebook and communication with parents regarding student discipline. Calendar in 	<p>2.8 Use technology to increase communication of all stakeholders. (Continous)</p> <ul style="list-style-type: none"> JupiterGrades - Communicate with parents, on-line student gradebook and communication with parents regarding student discipline. 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>JupiterGrades used to update classroom assignments. (Expenditure in Goal #1).</p> <ul style="list-style-type: none"> Aeries - Utilize student database for allowing parent/teachers/ staff access to all student data needed to support student academic success, develop student-centered master schedule, and track attendance. Blackboard - Communicate via, email, text and/or phone important information. Google Classroom 	<p>Calendar in JupiterGrades used to update classroom assignments. (Expenditure in Goal #1).</p> <p>(Continuous)</p> <ul style="list-style-type: none"> Aeries - Utilize student database for allowing parent/teachers/ staff access to all student data needed to support student academic success, develop student-centered master schedule, and track attendance. (Completed) Blackboard - Communicate via, email, text and/or phone important information. (Continuous) Google Classroom (Continuous) 		
<p>2.9 Digital Citizenship</p> <ul style="list-style-type: none"> Develop four digital citizenship individualized lessons for each grade level to support student awareness of responsible 	<p>2.9 Digital Citizenship</p> <ul style="list-style-type: none"> Develop four digital citizenship individualized lessons for each grade level to support student awareness of responsible 	<p>2.9 No cost associated for the development of these lessons. Common Sense Media support is a free service. PG Technology TOSA developed lesson plans for all grade levels and shared with district middle school teachers/Technology</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
technology use (cyberbullying, internet safety, and other digital dilemmas).	technology use (cyberbullying, internet safety, and other digital dilemmas). (Completed)	TOSA's via Digital Literacy Google Classroom.	
<p>2.10 Integrate Virtual Reality Headsets into classroom lessons (teacher received grant, school general donations matched grant amount and PTO donated to purchase additional cameras/VR goggles.</p> <ul style="list-style-type: none"> Purchase green screen and video camera 	<p>2.10 Integrate Virtual Reality Headsets into classroom lessons (teacher received grant, school general donations matched grant amount and PTO donated to purchase additional cameras/VR goggles.</p> <p>(Continuous integration, purchases completed)</p> <ul style="list-style-type: none"> Purchase green screen and video camera (Completed) 	<p>2.10 Purchase of 14 VR Headsets (Grant) 5000-5999: Services And Other Operating Expenditures Other 2000</p>	<p>2.10 Purchase of 15 VR Headsets (Grant) 5000-5999: Services And Other Operating Expenditures Other 10000</p> <p>Purchase of 15 VR Headsets 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000</p> <p>Purchase green screen 5000-5999: Services And Other Operating Expenditures Donations 97</p>

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implementation of technology as a tool to enhance instruction has been very successful. Several technology programs and applications have become intricate parts of academic instruction and are used on a daily basis. Communication has been enhanced between staff and the community through the use of the Aeries Parent Portal and Jupiter Grades.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Technology implementation has become an intricate part of students' everyday learning experience. Students utilize hardware and software programs to enhance their learning experiences.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

A substantial grant and a generous donation from our PTO allowed us to purchase VR Goggles to enhance our program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Technology strategies/activities will be incorporated into Goal #1 under the Planned Improvements section as part of the new format to align with the Rescue Union School District LCAP for the 2018-19 school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Professional development evaluations, SBAC Data and F grades.	Expected outcomes are formally established in Fall 2018 for the 2017-18 school year. The Actual Outcome section reflects the metric data from the 2017-18 school year.	SBAC data continued to show growth in all areas and the F rate

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3.1 Emphasize literacy and writing skills across the curriculum.</p> <ul style="list-style-type: none"> Continue to increase the number of non-fiction novel class sets available to students and teachers to support reading in E/LA and history/social science in all grades. Provide for replacing copies of novels in class sets used to support reading in E/LA and history/social science. Classroom setting for PE teachers to 	<p>3.1 Emphasize literacy and writing skills across the curriculum. (Continuous)</p> <ul style="list-style-type: none"> Continue to increase the number of non-fiction novel class sets available to students and teachers to support reading in E/LA and history/social science in all grades. (Continuous) Provide for replacing copies of novels in class sets used to support reading in E/LA and history/social science. (Completed) 	<p>Fitness Classroom None Specified Donations</p> <p>Purchase Novels for History, E/LA and Science where needed. 4000-4999: Books And Supplies Donations 1000</p>	<p>Fitness Classroom 5000-5999: Services And Other Operating Expenditures Donations 4800</p> <p>Purchase Novels for History, E/LA 4000-4999: Books And Supplies Donations 1000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>provide instruction on writing and literacy strategies across the curriculum.</p> <ul style="list-style-type: none"> Continue with creation of a Fitness Classroom setting. 	<ul style="list-style-type: none"> Classroom setting for PE teachers to provide instruction on writing and literacy strategies across the curriculum. (Completed) Continue with creation of a Fitness Classroom setting. (Completed) 		
<p>3.2 Provide teachers with time on Collaboration days for assessment and curriculum development.</p> <ul style="list-style-type: none"> Continued articulation across grade levels, middle school sites, and departments. Continued staff development focusing on the California Standards. Provide teachers with 1 day of release time/year to review results, articulate with colleagues, and develop effective lessons and strategies for teaching the 	<p>3.2 Provide teachers with time on Collaboration days for assessment and curriculum development. (Continuous)</p> <ul style="list-style-type: none"> Continued articulation across grade levels, middle school sites, and departments. (Continuous) Continued staff development focusing on the California Standards. (Continuous) Provide teachers with 1 day of release time/year to review results, articulate with colleagues, and develop effective lessons and strategies for teaching the 	<p>3.2 Release time for teachers to attend district and county trainings and workshops. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 500</p> <p>Opportunities for Special Education teachers, paraprofessionals, and general education teachers to collaborate to work on curriculum and strategies to facilitate access of curriculum for students with disabilities.</p>	<p>Expenditure represented in Goals 1 and 2.</p> <p>Opportunities for Special Education teachers, paraprofessionals, and general education teachers to collaborate to work on curriculum and strategies to facilitate access of curriculum for students with disabilities. 1000-1999: Certificated Personnel Salaries Site Formula Funds 500</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>California Standards.</p> <ul style="list-style-type: none"> Collaborate with grade level/content specific teachers across the district to develop district-wide assessments. Opportunities for Special Education teachers, paraprofessionals, and general education teachers to collaborate to work on curriculum and strategies to facilitate access of curriculum for students with disabilities. 	<p>California Standards. (Completed)</p> <ul style="list-style-type: none"> Collaborate with grade level/content specific teachers across the district to develop district-wide assessments. (Continuous) Opportunities for Special Education teachers, paraprofessionals, and general education teachers to collaborate to work on curriculum and strategies to facilitate access of curriculum for students with disabilities. (Continuous) 		
<p>3.3 Provide professional growth opportunities for all staff.</p> <p>Goal specific Areas:</p> <ul style="list-style-type: none"> Differentiation Inclusion CoTeaching Integrating technology into classroom instructional practices Intervention strategies Enrichment strategies AVID GLAD 	<p>3.3 Provide professional growth opportunities for all staff. (Continuous)</p> <p>Goal specific Areas:</p> <ul style="list-style-type: none"> Differentiation (Continuous) Inclusion (Continuous) CoTeaching (Completed) Integrating technology into classroom instructional practices (Continuous) Intervention strategies (Continuous) 	<p>3.3 Google Training 5000-5999: Services And Other Operating Expenditures Donations 500</p>	<p>Conferences 5000-5999: Services And Other Operating Expenditures Donations 3020</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • PLTW 	<ul style="list-style-type: none"> • Enrichment strategies (Continuous) • AVID (Continuous) • GLAD (Completed) • PLTW (Completed) 		
<p>3.4 Continue to support the Library as a crucial part of supporting teaching and learning.</p> <ul style="list-style-type: none"> • Staff and community members will continue to support the goal of 25+ books per student. (Currently, 18/student). • Library staff will complete annual CDE Online School Library Survey. • Increase the number of books and supportive materials in the library and/or classrooms that are available to students and staff to support learning across the curriculum. • Track information on the number of classes using the library and compare circulation 	<p>3.4 Continue to support the Library as a crucial part of supporting teaching and learning. (Continuous)</p> <ul style="list-style-type: none"> • Staff and community members will continue to support the goal of 25+ books per student. (Currently, 18/student). (Continuous) • Library staff will complete annual CDE Online School Library Survey.(Completed) • Increase the number of books and supportive materials in the library and/or classrooms that are available to students and staff to support learning across the curriculum. (Continuous) • Track information on the number of classes using 	<p>3.4 Purchase Books to enhance library. Includes reading incentives and BOB books. 4000-4999: Books And Supplies Donations 2500</p>	<p>Purchase Books to enhance library. Includes reading incentives and BOB books. 4000-4999: Books And Supplies Donations 3600</p>
		<p>Provide professional development opportunities for Library/Media coordinator. 5000-5999: Services And Other Operating Expenditures Donations 500</p>	<p>Youth Literature Conference 5000-5999: Services And Other Operating Expenditures Donations 300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>numbers annually.</p> <ul style="list-style-type: none"> The library provides barrier-free access for students, staff during the school day as well as before and after school hours. Provide reading motivational events and activities, author visits, assemblies, celebrations, etc. (Addition of BOB - Battle of the Books). Support grade level goals of words read annually by students through motivational activities. Movie incentive and prizes for success. Promote collaborative planning and teaching between classroom teacher and Library/Media Coordinator. The library program provides support to instructional program and will be measured by 	<p>the library and compare circulation numbers annually. (Completed)</p> <ul style="list-style-type: none"> The library provides barrier-free access for students, staff during the school day as well as before and after school hours. (Continuous) Provide reading motivational events and activities, author visits, assemblies, celebrations, etc. (Addition of BOB - Battle of the Books). (Continuous) Support grade level goals of words read annually by students through motivational activities. Movie incentive and prizes for success. (Completed) Promote collaborative planning and teaching between classroom teacher and Library/Media 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>the number of classes using the library/Reading Counts Program. Goal - 100% of all E/LA classes use the Reading Counts program to measure student progress towards independent reading goals.</p> <ul style="list-style-type: none"> • Library/Media Coordinator will provide annual update on library access, use and collection data. • Ensure that a process remains in place to prioritize library collection and program needs and determine funding options. • Provide professional development opportunities for Library/Media coordinator. 	<p>Coordinator. (Continuous)</p> <ul style="list-style-type: none"> • The library program provides support to instructional program and will be measured by the number of classes using the library/Reading Counts Program. Goal - 100% of all E/LA classes use the Reading Counts program to measure student progress towards independent reading goals. (Completed) • Library/Media Coordinator will provide annual update on library access, use and collection data. (Completed) • Ensure that a process remains in place to prioritize library collection and program needs and determine funding options. (Completed) • Provide professional development opportunities for 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	Library/Media coordinator. (continuous)		
<p>3.5 Continued implementation of AVID school-wide organizational strategies.</p> <ul style="list-style-type: none"> • Second year focus on reading and writing strategies across all content areas. 	<p>3.5 Continued implementation of AVID school-wide organizational strategies. (continuous)</p> <ul style="list-style-type: none"> • Second year focus on reading and writing strategies across all content areas.(complete d) 		Expenditures represented in goals 1 and 2

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All strategies were implemented to support this goal. The alignment of instruction to standards continued to be met as laid out in the goal. Instructional strategies were taught and implemented, students were provided extended learning opportunities as well as intervention, and staff was provided collaboration and training opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Pleasant Grove Library is a well-run program and impacts all students. Teachers and students visit our library on a weekly basis and our school Library Media Coordinator collaborates with teachers to provide a plethora of reading materials for our students. A school-wide focus on literacy is evident in the success of our students as shown by our student's Lexile growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

It would have been nice to know (last year) that this section was going to be added to the Single Plan so that schools could prepare the data needed to effectively reflect and fill out actuals in a timely manner.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies/Activities from this goal will be incorporated into Goal #1 Planned Improvements for the 2018-19 school year in accordance with the shift in alignment with the Rescue Union School District LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, special education, and at-risk students through access to quality instruction, academic intervention and social support programs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Healthy Kids Survey, CELDT/ELPAC Data, SBAC data, ILP's, Progress made on IEP's goals, Student grades, SST notes, 504 meeting notes, and collaboration notes.	Expected outcomes are formally established in Fall 2018 for the 2017-18 school year. The Actual Outcome section reflects the metric data from the 2017-18 school year.	Continuous academic progress of all subgroups.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>4.1 Utilize SDAIE/CLAD expertise to enhance instruction to ELL with a fully supported inclusion program that draws on an integrated and interdisciplinary approach, engaging all students in a classroom setting.</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for all content areas. Utilize SDAIE and CLAD expertise to enhance instruction for ELL Use CELDT testing information to provide differentiation within the general 	<p>4.1 Utilize SDAIE/CLAD expertise to enhance instruction to ELL with a fully supported inclusion program that draws on an integrated and interdisciplinary approach, engaging all students in a classroom setting. (Continuous)</p> <ul style="list-style-type: none"> Enhance and differentiate instruction for all content areas. (Continuous) Utilize SDAIE and CLAD expertise to enhance instruction for ELL (Continuous) Use CELDT testing information to provide differentiation within the 	<p>4.1 Materials to support student access to curriculum. 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>EI Parent Night Dinner Banquet Items 5000-5999: Services And Other Operating Expenditures Donations 500</p>	<p>Funds associated with this expenditure are represented in Goal 1</p> <p>EI Parent Night Dinner Banquet Items(No site funds were used in this event, only staff volunteer time). None Specified District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>education classrooms.</p> <ul style="list-style-type: none"> • Increase student support throughout the school day by increasing the number of hours EL coordinator is on campus. • Monitor student grades and work completion/reclassification • Communicate student progress with Spanish speaking families and families who do not have access to the internet. • ELL Parent Night • Reclassification Ceremony • - Principal member of the ELL High School Articulation Committee. Building communication with Ponderosa and Oakridge. • EL Student Learning plans/conferences 1 time per trimester 	<p>general education classrooms. (Continuous)</p> <ul style="list-style-type: none"> • Increase student support throughout the school day by increasing the number of hours EL coordinator is on campus. (Completed) • Monitor student grades and work completion/reclassification (Completed) • Communicate student progress with Spanish speaking families and families who do not have access to the internet. (continuous) • ELL Parent Night (Completed) • Reclassification Ceremony (Completed) • - Principal member of the ELL High School Articulation Committee. Building communication with Ponderosa and Oakridge. (Continuous) 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<ul style="list-style-type: none"> EL Student Learning plans/conferences 1 time per trimester (Completed) 		
<p>4.2 Explore and implement alternative intervention programs for students needing assistance in accessing curriculum within the student's school day.</p> <ul style="list-style-type: none"> Increase classroom aide time by continuing to support and fund 2 - 2.5 hour intervention aide positions to assist students in general education classes throughout the school day. Explore intervention options: Peer Tutoring (before/after school and at lunch) Intervention classes that are not "drop in" classes. Contract with commitment to attend and student and parent support. Intervention options 	<p>4.2 Explore and implement alternative intervention programs for students needing assistance in accessing curriculum within the student's school day. (Completed)</p> <ul style="list-style-type: none"> Increase classroom aide time by continuing to support and fund 2 - 2.5 hour intervention aide positions to assist students in general education classes throughout the school day. (Completed) Explore intervention options: Peer Tutoring (before/after school and at lunch) (In process) Intervention classes that are not "drop in" classes. Contract with commitment to attend and student and 	<p>4.2 Increase aide support (Intervention Aides) 2000-2999: Classified Personnel Salaries Local Categorical 30848</p>	<p>Increase aide support (Intervention Aides) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 22300</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>throughout the school day.</p> <ul style="list-style-type: none"> Parent information nights on study techniques and homework support strategies. Implementation of a Homework Lab in the evenings involving parents and students. 	<p>parent support. (Completed)</p> <ul style="list-style-type: none"> Intervention options throughout the school day. (Completed) Parent information nights on study techniques and homework support strategies. (Completed) Implementation of a Homework Lab in the evenings involving parents and students. (Did not complete) 		
<p>4.3 Teacher choice to volunteer to provide teacher tutorials before school, lunchtime (15 minutes), and after school as desired by individual teachers.</p>	<p>4.3 Teacher choice to volunteer to provide teacher tutorials before school, lunchtime (15 minutes), and after school as desired by individual teachers. (Completed)</p>		
<p>4.4 Continue to support activities to increase student and parent engagement.</p> <ul style="list-style-type: none"> ELAC and DELAC Committee Involvement <p>(Pathways to College, Guest Speakers)</p> <ul style="list-style-type: none"> Cinco De Mayo celebration Support District-wide Multicultural Fair 	<p>4.4 Continue to support activities to increase student and parent engagement.</p> <p>(Continuous)</p> <ul style="list-style-type: none"> ELAC and DELAC Committee Involvement <p>(Pathways to College, Guest Speakers)</p> <ul style="list-style-type: none"> Cinco De Mayo celebration (discontinued) 	<p>4.4 INTEL Field Trip (PC Pals) 5000-5999: Services And Other Operating Expenditures Donations 500</p>	<p>Reading Plaque (Million Word Readers) 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 900</p>
		<p>4.4 Oral Interpretation Festival 5000-5999: Services And Other Operating Expenditures Donations 100</p>	
		<p>4.4 National Geographic Geography Bee 5000-5999: Services And</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Continue to support district-wide "I Love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency. Funds associated with this goal is found in Goal #3 (Library) Sugarloaf Fine Arts Camp Program ACSA's Every Child Succeed Award Nomination Operation School Bell (Over 40 students assisted each year with clothing allowances) INTEL PC Pal Program PTO PUMA Walk Jupiter/JUNO on-line SIS system Nominate 7th grade girls for the Davis Technology/Math/Science Convention Oral Interpretation Festival AVID Parent Nights <p>Topics:</p>	<ul style="list-style-type: none"> Support District-wide Multicultural Fair (Completed) Continue to support district-wide "I Love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency. Funds associated with this goal is found in Goal #3 (Library) (Completed) Sugarloaf Fine Arts Camp Program ACSA's Every Child Succeed Award Nomination Operation School Bell (Over 40 students assisted each year with clothing allowances) INTEL PC Pal Program PTO PUMA Walk Jupiter/JUNO on-line SIS system Nominate 7th grade girls for the Davis Technology/Mat 	Other Operating Expenditures Donations 120	
		PUMA Walk 5000-5999: Services And Other Operating Expenditures Donations 100	
		National History Day Project Entry Fees 5000-5999: Services And Other Operating Expenditures Donations 600	
		PC Pal Coordinator 1000-1999: Certificated Personnel Salaries Site Formula Funds 400	PC Pal Coordinator 1000-1999: Certificated Personnel Salaries Site Formula Funds 400
		INTEL PC Pal Events 4000-4999: Books And Supplies Donations 250	
		Transportation to PC Pal Event 5000-5999: Services And Other Operating Expenditures Donations 200	
		Cinco de Mayo Event 5000-5999: Services And Other Operating Expenditures Donations 200	
		District-Wide Multicultural Fair 5000-5999: Services And Other Operating Expenditures District Funded 500	District-Wide Multicultural Fair 5000-5999: Services And Other Operating Expenditures District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>a. Jupiter Gradebooks</p> <p>b. Career and College Readiness</p> <p>c. Homework Support</p> <p>d. Expert Panel Discussion for parents and students: Educational Equity and Opportunities</p> <ul style="list-style-type: none"> • IEP (Over 100 meetings/annually) • 504 (Over 40 meetings/annually) • SST (Over 40 meetings/annually) • Parent/Teacher Conferences • Counselor • National History Day Project • Quarterly Parent Newsletters 	<p>h/Science Convention</p> <ul style="list-style-type: none"> • Oral Interpretation Festival • AVID • Parent Nights <p>Topics:</p> <p>a. Jupiter Gradebooks</p> <p>b. Career and College Readiness</p> <p>c. Homework Support</p> <p>d. Expert Panel Discussion for parents and students: Educational Equity and Opportunities</p> <ul style="list-style-type: none"> • IEP (Over 100 meetings/annually) • 504 (Over 40 meetings/annually) • SST (Over 40 meetings/annually) • Parent/Teacher Conferences • Counselor • National History Day Project • Quarterly Parent Newsletters 		
<p>4.5 Support all student through differentiation of California Standards within classroom. Provide enrichment opportunities and engaging elective classes for all students.</p> <ul style="list-style-type: none"> • AI (Academic Intervention) program provided in 6th grade • JAZZ band before school 	<p>4.5 Support all student through differentiation of California Standards within classroom. Provide enrichment opportunities and engaging elective classes for all students. (Continuous)</p> <ul style="list-style-type: none"> • AI (Academic Intervention) program provided in 6th grade (data did not support this 	<p>4.6 Music Director Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 2040</p>	<p>Music Director Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 2040</p>
		<p>Jazz Band Before School Program 1000-1999: Certificated Personnel Salaries District Funded 6000</p>	<p>Jazz Band Before School Program 1000-1999: Certificated Personnel Salaries District Funded 6000</p>
		<p>Stipend for ASB, Yearbook and CJSF 1000-1999: Certificated</p>	<p>Stipend for ASB, Yearbook and CJSF 1000-1999: Certificated</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>program 3 days/week.</p> <ul style="list-style-type: none"> PC pals Program with Intel Employees embedded within 2 of our 6th grade E/LA classes. CJSF 7th and 8th (California Junior Scholastic Society) ASB/Leadership Elective Yearbook WEB AVID (School-wide and 6th grade trimester elective/8th grade YL Elective). Drama/Speech Elective (6th) Yearbook Elective (7th) PLTW Electives at all grade levels Band Electives for all grade levels Addition of a Choir Elective Spanish Electives for all grade levels Computer Electives at all grade levels 	<p>class, discontinued)</p> <ul style="list-style-type: none"> JAZZ band before school program 3 days/week. PC pals Program with Intel Employees embedded within 2 of our 6th grade E/LA classes. CJSF 7th and 8th (California Junior Scholastic Society) ASB/Leadership Elective Yearbook Elective WEB AVID (School-wide and 6th grade trimester elective/7-8th grade YL Elective). Drama/Speech Elective (6th) PLTW Electives at all grade levels Band Electives for all grade levels Addition of a Choir Elective Spanish Electives for all grade levels Computer Electives at all grade levels 	<p>Personnel Salaries Site Formula Funds 3600</p> <p>ASB Bookkeeper Stipend 2000-2999: Classified Personnel Salaries Site Formula Funds 850</p> <p>Fees Associated with Participation in Organizations 5000-5999: Services And Other Operating Expenditures Donations 500</p> <p>Stipend for WEB Leader 2000-2999: Classified Personnel Salaries Site Formula Funds 1500</p> <p>Materials/Curriculum for Elective Classes 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>Jazz Band Supplies and Registration Fees 5000-5999: Services And Other Operating Expenditures Donations 25000</p> <p>Field Trips and Enrichment 5000-5999: Services And Other Operating Expenditures Donations</p> <p>Field Trips and Enrichment (Subs associated with this event) 1000-1999: Certificated Personnel Salaries Donations</p>	<p>Personnel Salaries Site Formula Funds 3600</p> <p>ASB Bookkeeper Stipend 2000-2999: Classified Personnel Salaries Site Formula Funds 850</p> <p>Stipend for WEB Leader 2000-2999: Classified Personnel Salaries Site Formula Funds 1500</p> <p>Materials/Curriculum for Elective Classes 4000-4999: Books And Supplies Site Formula Funds 4972</p> <p>Field Trips and Enrichment 5000-5999: Services And Other Operating Expenditures Donations 5200</p> <p>Field Trips and Enrichment (Subs associated with this event) 1000-1999: Certificated Personnel Salaries Donations 3006</p>
<p>4.6 Include intervention electives throughout school day.</p> <ul style="list-style-type: none"> Read Live Reading Intervention - 	<p>4.6 Include intervention electives throughout school day. (Continuous)</p> <ul style="list-style-type: none"> Read Live Reading Intervention - 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Costs associated with this purchase of this program can be found in Goal #1</p> <ul style="list-style-type: none"> • Co-Teaching 6th, 7th and 8th grade course "E" math classes. • Explore/Implement co-teaching classes in different disciplines (currently only in math). • Continue to explore all options for intervention programs within the school day. • Support implementation of AVID program. 	<p>Costs associated with this purchase of this program can be found in Goal #1</p> <p>(Completed)</p> <ul style="list-style-type: none"> • Co-Teaching 6th, 7th and 8th grade course "E" math classes. (Data did not support "E" classes so they were discontinued) • Explore/Implement co-teaching classes in different disciplines (currently only in math). (Completed) • Continue to explore all options for intervention programs within the school day. (Continuous) • Support implementation of AVID program. (Continuous) 		
<p>4.7 Provide A Safe and Supportive Climate</p> <ul style="list-style-type: none"> • WEB Orientation for new students and parents/families. • Parent conferences 	<p>4.7 Provide A Safe and Supportive Climate</p> <ul style="list-style-type: none"> • WEB Orientation for new students and parents/families. (Completed) 	<p>4.7 Support WEB Activities 4000-4999: Books And Supplies Donations 500</p> <p>Behavior Incentives for PUMA Pride Awards 4000-4999: Books And Supplies Donations 1000</p>	<p>Support WEB Activities 4000-4999: Books And Supplies Donations 754</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>during the first trimester.</p> <ul style="list-style-type: none"> Open House/Back-to-School Night. Continue providing parent resource materials from counselor and library. Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. Ensure that staff is well trained and has the capability to effectively communicate during emergency situations (Safety Committee) Sustain WEB (Where Everybody Belongs) Program to facilitate transition of new students. Reward students for positive behaviors. 	<ul style="list-style-type: none"> Parent conferences during the first trimester.(Completed) Open House/Back-to-School Night.(In process) Continue providing parent resource materials from counselor and library. (continuous) Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. (Continuous) Ensure that staff is well trained and has the capability to effectively communicate during emergency situations (Safety Committee) (Continuous) Sustain WEB (Where Everybody Belongs) Program to facilitate transition of new 	<p>Transportation for 5th grade field trip to PG 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 336</p> <p>Support for Leadership Elective 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000</p> <p>Lunchtime Activity sport equipment 4000-4999: Books And Supplies Donations 300</p> <p>Radios 5000-5999: Services And Other Operating Expenditures Donations</p> <p>CPR/First Aide Training 1000-1999: Certificated Personnel Salaries Site Formula Funds</p> <p>Support end-of-the year events at all grade levels. None Specified</p>	<p>Lunchtime Activity sport equipment 4000-4999: Books And Supplies Donations 1000</p> <p>Radios 5000-5999: Services And Other Operating Expenditures Donations 3980</p> <p>CPR/First Aide Training (Subs for training participants) 1000-1999: Certificated Personnel Salaries Site Formula Funds 501</p> <p>Support end-of-the year events at all grade levels. 5000-5999: Services And Other Operating Expenditures Donations 4000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • CPR/First Aid Training • AVID Leadership Team • Members from each discipline make-up team of school advisors. • Master Scheduling Committee. • Members from each grade level and discipline to participate in the training and development of the Master Schedule for the 2017-18 school year. • Students use Anonymous Tip Line to provide information and suggestions for a safer school climate in a confidential way. • Student leadership elective class to provide input into day to day operation of school and programs offered. • Student participation on SITE team and SAFETY committee. • 5th grade end-of-the-year 	<ul style="list-style-type: none"> students. (Continuous) • Reward students for positive behaviors.(Continuous) • CPR/First Aid Training (Completed) • AVID Leadership Team • Members from each discipline make-up team of school advisors. (Completed) • Master Scheduling Committee. • Members from each grade level and discipline to participate in the training and development of the Master Schedule for the 2017-18 school year. (Completed) • Students use Anonymous Tip Line to provide information and suggestions for a safer school climate in a confidential way. (Continuous) • Student leadership elective class to provide input into day to day 		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>"Welcome to 6th Grade" field trip to PG.</p> <ul style="list-style-type: none"> Support SDC class in development and grant application for garden project. Support end-of-the year events at all grade levels. Purchase equipment for lunch-time activities 	<p>operation of school and programs offered. (Continuous)</p> <ul style="list-style-type: none"> Student participation on SITE team and SAFETY committee. (Continuous) 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. (Completed) Support SDC class in development and grant application for garden project. (Completed) Support end-of-the year events at all grade levels. (Completed) Purchase equipment for lunch-time activities (Completed) 		
<p>4.8 Student-Centered Collaboration Team Meetings(IEP's, 504's and SST's) to support all students achieving.</p> <ul style="list-style-type: none"> IEP meetings scheduled throughout the school day and substitute coverage 	<p>4.8 Student-Centered Collaboration Team Meetings(IEP's, 504's and SST's) to support all students achieving.</p> <ul style="list-style-type: none"> IEP meetings scheduled throughout the school day and substitute coverage 	<p>4.98 5th - 6th Transition meeting teacher extra duty pay 1000-1999: Certificated Personnel Salaries Site Formula Funds 200</p> <p>IEP meetings scheduled throughout the school day and substitute coverage provided for a general education</p>	<p>5th - 6th Transition meeting teacher substitutes 1000-1999: Certificated Personnel Salaries Special Education 300</p> <p>IEP meetings scheduled throughout the school day and substitute coverage provided for a general education</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>provided for a general education teacher to attend each meeting on a rotating basis.</p> <ul style="list-style-type: none"> Schedule articulation between 5th grade and 6th grade teaching staffs for transition to middle school. Schedule articulation with high schools for transition to 9th grade. (Students with 504's and IEP's) Utilize SST forum to evaluate services needed for under-performing students. Use promotion/retention and AB 1802 conferences to set goals for under-performing students. 	<p>provided for a general education teacher to attend each meeting on a rotating basis. (Completed)</p> <ul style="list-style-type: none"> Schedule articulation between 5th grade and 6th grade teaching staffs for transition to middle school.(Completed) Schedule articulation with high schools for transition to 9th grade. (Students with 504's and IEP's)(Completed) Utilize SST forum to evaluate services needed for under-performing students.(Continuous) Use promotion/retention and AB 1802 conferences to set goals for under-performing students.(Continuous) 	<p>teacher to attend each meeting on a rotating basis. 1000-1999: Certificated Personnel Salaries Special Education</p>	<p>teacher to attend each meeting on a rotating basis. 1000-1999: Certificated Personnel Salaries Special Education 10365</p>
<p>4.9 Provide Opportunities for Parent Communication and Resources.</p>	<p>4.9 Provide Opportunities for Parent Communication and Resources.</p>	<p>4.9 Expenditures associated with</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Provide parent trainings and informational sessions to discuss the California Standards. • Regular Parent Updates using the ParentLink and Jupiter systems. • Emails and phone calls from principal and vice-principal. • Parent and Student Grades and communication regarding student progress through Jupiter. • Jupiter/Google Classroom trainings for teachers, parents and students. • Administrative participation with the Music Boosters and PTO. 	<ul style="list-style-type: none"> • Provide parent trainings and informational sessions to discuss the California Standards. • Regular Parent Updates using the ParentLink and Jupiter systems. (Continuous) • Emails and phone calls from principal and vice-principal. (Continuous) • Parent and Student Grades and communication regarding student progress through Jupiter. (Continuous) • Jupiter/Google Classroom trainings for teachers, parents and students. (Continuous as needed) • Administrative participation with the Music Boosters and PTO. (Completed) 	<p>providing outreach, resources and communication to parents. 5000-5999: Services And Other Operating Expenditures Donations 1000</p>	
<p>4.10 Coordinate services for at-risk students</p> <ul style="list-style-type: none"> • Counseling 	<p>4.10 Coordinate services for at-risk students (Continuous)</p> <ul style="list-style-type: none"> • Counseling 	<p>4.10 Provide training for staff relating to students with ED (Emotional Disturbance) diagnosis.</p>	<p>Provide training for staff relating to students with ED (Emotional Disturbance) diagnosis.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> ERMHS counseling for multiple students receiving mental health services through outside programs. SARB Data driven/Student-Centered IEP, SST and 504 meetings: 	<ul style="list-style-type: none"> ERMHS counseling for multiple students receiving mental health services through outside programs. SARB Data driven/Student-Centered IEP, SST and 504 meetings: 	1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality	Trauma Informed Practices Subs for teachers to attend the training 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 985
4.12 Provide funds for classroom supplies and materials to support teaching and learning	4.12 Provide funds for classroom supplies and materials to support teaching and learning (Continuous)	4.12 Classroom Budgets for Teachers 4000-4999: Books And Supplies Site Formula Funds 6000	Classroom Budgets for Teachers (Donations are also used to supplement) 4000-4999: Books And Supplies Site Formula Funds 5956
		Band Cabinets None Specified None Specified	Band Cabinets 5000-5999: Services And Other Operating Expenditures District Funded 23835
			Band Cabinets(Donations from Music and PTO) 5000-5999: Services And Other Operating Expenditures Donations 10000
		Provide PE Clothes and Binders for students who need them None Specified None Specified	Provide PE Clothes and Binders for students who need them 4000-4999: Books And Supplies Donations 2000

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All Pleasant Grove subgroups received quality instructional programs including intervention and enrichment to meet their needs. We will continue to support or English Learners through Integrated English Language Development instruction provided throughout the school day in the general education classes. Teachers will continue to support students with differentiated curriculum from the text and materials of content subject matter to maximize language acquisition. Our District EL Coordinator has created ILP's (Individual Learning Plans) for all English Learners and conferences with all EL students once/trimester. All of these efforts contribute to the success of our English Learners.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The data represents gains in academic achievement of all subgroups. We will continue to use effective evaluation data, collaboration time, and Student Success Team meetings to work together to support all students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies/Activities for this goal will be added to either Goals 1 or 2 under the 2018-19 school year Planned Improvement section in alignment with the Rescue Union School District LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Attract, support, and retain employees who are committed, diverse, knowledgeable, and dedicated to providing quality education for our students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher Vacancies	100% of teacher positions will be filled by fully credentialed teachers	100% of teacher positions were filled by fully credentialed teachers. However, at the time of this report, a 1.0 FTE vacancy in the special education department existed.
Teacher Misassignments	All teachers will be appropriately assigned based on their credentials.	All teachers were appropriately assigned based on their credentials.
CSEA Survey Results	Professional development needs for non-instructional classified staff will be addressed.	Professional development needs for non-instructional classified staff were addressed through informal yard duty training.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
See District LCAP for Actions to be Taken to Reach this Goal.	See District LCAP for Actions to be Taken to Reach this Goal. (Completed)		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The principal and assistant principal met with each teacher throughout the 2017-18 school year to develop and monitor professional goals based on the 6 Domains of Teaching. The principal and assistant principal conducted formal and informal observations of teacher instruction and provided evaluation write ups to staff members that were on the evaluation cycle for the 2017-18 school year. One teacher participated in the TIP program and one staff member served as a TIP mentor.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal meeting were very effective as teachers created goals based on areas he/she wanted to focus on that was driven by data to support student needs. Teacher goals were used to direct teacher attendance at workshops and trainings and evidence was collected to support progress made towards goals. Teachers shared information from professional development and workshops with other staff at collaboration meetings and staff development days. The principal and vice principal engaged in professional conversations with teachers during the evaluation process and provided feedback on strengths and areas for growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies/Activities for this goal will be added to either goals 1 or 2 under the 2018-19 school year Planned Improvement section in alignment with the Rescue Union School District LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 6

Create and maintain a safe, clean campus that is conducive to the learning process.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the Facility Inspection Tool.	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.
Williams Act/Uniform Complaints	100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	0 (none) Williams Act/Uniform Complaints were received. (There were no complaints to correct) of necessary deficits identified through the Williams Act/Uniform Complaint process were corrected

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
See School Safety Plan	See School Safety Plan		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 The School Safety Plan was developed and shared with the Rescue Site Council in accordance with Facilities guidelines.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 The Safety Plan was developed and approved in September 2017. Monthly meetings of the School's Safety Team were held. Monthly meeting between the principal and Facilities Director were held to discuss work orders and site needs. Monthly meeting were held between the vice principal and yard supervisors regarding safety and procedural concerns.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 n/a

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
 Activities/Strategies in this goal may be added to Goal 3 under the Planned Improvement section in alignment with the Rescue Union School District LCAP.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	6240
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	67798

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	48,047.00
Donations	16,500.00
LCFF - Supplemental	58,000.00
None Specified	66,500.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,000.00
Site Formula Funds	34,940.00
Special Education	10,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	68,589.00
2000-2999: Classified Personnel Salaries	40,050.00
4000-4999: Books And Supplies	40,000.00
5000-5999: Services And Other Operating Expenditures	11,500.00
None Specified	83,848.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	7,699.00
None Specified	District Funded	40,348.00
4000-4999: Books And Supplies	Donations	1,000.00
5000-5999: Services And Other Operating Expenditures	Donations	9,500.00
None Specified	Donations	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	None Specified	9,000.00
4000-4999: Books And Supplies	None Specified	30,000.00
None Specified	None Specified	27,500.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	21,890.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	10,050.00
4000-4999: Books And Supplies	Site Formula Funds	3,000.00
1000-1999: Certificated Personnel Salaries	Special Education	10,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 4 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Hope Migliaccio	Principal
Nita Franks	Classroom Teacher
Natalie Hadden	Other School Staff
Cindy Fackrell	Other School Staff
Clara Saguto	Other School Staff
Kari Fregoso	Parent or Community Member
Dan Anzini	Parent or Community Member
Rose Doughty	Secondary Student
Angel Doughty	Parent or Community Member
Tom Paine	Parent or Community Member
Amy Bohren	Other School Staff
James Carr	Classroom Teacher
Brighton Edmundson	Secondary Student
Isabella Monier	Secondary Student

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2015.

Attested:

Principal, Hope Migliaccio on

SSC Chairperson, Nita Franks on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Rescue Elementary School
Address	3880 Green Valley Road Rescue, CA 95672
County-District-School (CDS) Code	09619786005714
Principal	Dustin Haley
District Name	Rescue Union Elementary School District
SPSA Revision Date	October 2018
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our vision is to provide a safe environment in which all people learn and receive respect, value, and support. Every student will receive a quality education in partnership with families and the community to be successful meeting challenging and comprehensive standards.

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

School Profile

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

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

Rescue Elementary has 19 regular education classrooms in grades TK-5. We have one physical education prep class for grades 4 & 5 and one Resource Specialist class for grades K-5. We offer band classes to students in grades 4-5. Our teachers are a highly qualified collection of nurturing and devoted professionals with consistently high standards for themselves and their students. We offer a balanced instructional program with the goal of meeting the needs of the whole child. Our district adopted curricular materials include Benchmark (English Language Arts, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, and Handwriting without Tears (K-2). ELA instruction is supplemented with Reading Counts and core literature. Math instruction is supplemented with Reflex Math and TenMarks. Academic differentiation is provided through a variety of methods including, but not limited to, small group, leveled group, and challenge group instruction. Our Learning Center is also used to support students. Teachers continue to receive staff development and collaboration time to work on California State Standards and with curriculum. Rescue teachers are in the process of becoming certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Rescue Elementary has a fully equipped computer lab with 31 computers to support our student technology program. Transitional Kindergarten through 2nd grade students receive instruction in the lab from their classroom teachers at least once a week. Grades 3 – 5 are equipped with a class set of Chromebooks for their classroom to use. Grades K-2 have a bank of Chromebooks that they utilize. All classrooms have projectors and ELMOs to support student learning. Most have SMART Board Technology as well. Rescue Elementary has a Maker Space lab for all students to utilize that promotes STEAM inquiry and discovery. There are at least a dozen stations for students to utilize in the Maker Space. Rescue Elementary also offers a quality art program for students in grades 1-5. Students receive art instruction learning about various historical artists and their techniques and get to apply them to various art projects.

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

Rescue School is supported by the services of a nurse, psychologist, and a speech and language specialist. Our nurse is available 1 day a week to meet the health needs of students including vision and health screenings. The district psychologist performs evaluations and also meets with students as appropriate. The speech/language specialist works with students five days a week. A Learning Center exists to support those children with identified learning disabilities.

Rescue School also participates in Academic Assessment/Program Modification, and the Individual Education Program (IEP) planning process. During leveled reading, students are grouped by their reading level so that all students receive appropriate instruction. Reading aides also work with groups of students during leveled reading in order to achieve the lowest possible teacher student ratio. The overall goal is bringing all students to benchmark, and challenging advanced learners.

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

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

The 2018-19 school year is Rescue Elementary's 60th anniversary. In celebrating this great milestone, our 2018-19 school theme is "Leaving a Legacy." Our goal for our students and our staff is to exhibit behaviors in conjunction with Rescue's Big Three: Show Respect, Make Good Decisions, and Solve Problems. We offer successful social/emotional programs through character building and anti-bullying instruction. Character traits are featured each month. Students are also taught to fill one another's "buckets" by being kind and helpful. We employ a part-time counselor to offer individual counseling to students in need, facilitate social skills groups and deliver classroom lessons, such as Building Friendships, Respect, College and Career Readiness and Self-Esteem. Monthly assemblies are scheduled to celebrate the academic and social achievement of our students.

Rescue Elementary School was recognized as a California Distinguished School in 2010 and 2014.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Rescue School Site Council was the primary group consulted for the planning and preparation of the Single Plan of Student Achievement. Rescue Elementary staff provided analysis towards the development and progress of school goals. This consultation is done throughout the school year in the Fall of 2018 during scheduled council meetings and collaboration efforts with grade level teachers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	0.9%	0.7%	0.89%	4	3	4
African American	0.9%	0.9%	1.34%	4	4	6
Asian	1.4%	1.8%	1.57%	6	8	7
Filipino	0.5%	0.2%	0.22%	2	1	1
Hispanic/Latino	14.9%	14.6%	13.65%	63	65	61
Pacific Islander	0.7%	0.9%	0.89%	3	4	4
White	79.5%	80.3%	80.98%	337	358	362
Multiple/No Response	1.2%	0.0%	0%	5	0	0
Total Enrollment				424	446	447

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		80	93
Grade 1		73	84
Grade 2		69	68
Grade3		66	74
Grade 4		75	69
Grade 5		83	72
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		446	460

Conclusions based on this data:

1. While student group percentages have remained largely the same, student enrollment has increased by approximately 14 students largely in Kindergarten.

2. The two largest subgroups are White and Hispanic/Latino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	15	16	14	3.5%	3.6%	3.1%
Fluent English Proficient	5	4	5	1.2%	0.9%	1.0%
Reclassified Fluent English Proficient			1	0.0%	0.0%	0.0%

Conclusions based on this data:

1. Student enrollment in the EL program has been consistent over the last three years at Rescue Elementary. Students continue to make progress in their English fluency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	67	72	76	66	71	76	66	71	97.4	98.5	98.6
Grade 4	78	76	70	78	72	69	78	72	69	100	94.7	98.6
Grade 5	65	85	77	63	85	73	63	85	73	96.9	100	94.8
All Grades	221	228	219	217	223	213	217	223	213	98.2	97.8	97.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2486.	2498.	2478.	45	57.58	43.66	37	27.27	28.17	13	13.64	21.13	5	1.52	7.04
Grade 4	2523.	2522.	2530.	50	48.61	47.83	31	25.00	34.78	9	16.67	4.35	10	9.72	13.04
Grade 5	2533.	2549.	2551.	25	38.82	38.36	43	40.00	35.62	17	10.59	15.07	14	10.59	10.96
All Grades	N/A	N/A	N/A	41	47.53	43.19	36	31.39	32.86	13	13.45	13.62	10	7.62	10.33

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	38	53.03	42.25	57	40.91	49.30	5	6.06	8.45	
Grade 4	46	38.89	59.42	41	52.78	28.99	13	8.33	11.59	
Grade 5	38	40.00	39.73	43	49.41	53.42	19	10.59	6.85	
All Grades	41	43.50	46.95	47	47.98	44.13	12	8.52	8.92	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	40.91	45.07	39	54.55	46.48	14	4.55	8.45
Grade 4	38	34.72	43.48	53	55.56	49.28	9	9.72	7.25
Grade 5	35	47.06	43.84	44	44.71	42.47	21	8.24	13.70
All Grades	40	41.26	44.13	46	51.12	46.01	14	7.62	9.86

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	36.36	36.62	63	63.64	56.34	7	0.00	7.04
Grade 4	35	36.11	31.88	59	52.78	63.77	6	11.11	4.35
Grade 5	27	24.71	31.51	67	67.06	56.16	6	8.24	12.33
All Grades	31	31.84	33.33	63	61.43	58.69	6	6.73	7.98

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	56.06	50.70	38	43.94	42.25	7	0.00	7.04
Grade 4	44	44.44	37.68	47	50.00	56.52	9	5.56	5.80
Grade 5	32	50.59	45.21	60	41.18	41.10	8	8.24	13.70
All Grades	44	50.22	44.60	48	44.84	46.48	8	4.93	8.92

Conclusions based on this data:

1. Rescue exhibited 2.87% decline overall in its ELA scores.
2. The Reading and Writing Claim areas of the ELA SBAC assessment remained consistent. The Listening and Research/Inquiry Claims are areas of focus for the 2018-19 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	67	72	76	66	71	76	66	71	97.4	98.5	98.6
Grade 4	78	76	70	78	72	69	78	72	69	100	94.7	98.6
Grade 5	65	85	77	63	85	73	62	85	73	96.9	100	94.8
All Grades	221	228	219	217	223	213	216	223	213	98.2	97.8	97.3

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2500.	2488.	2499.	50	33.33	47.89	36	57.58	35.21	12	6.06	15.49	3	3.03	1.41
Grade 4	2507.	2498.	2511.	32	26.39	31.88	31	31.94	36.23	28	29.17	26.09	9	12.50	5.80
Grade 5	2528.	2543.	2555.	24	31.76	36.99	26	31.76	23.29	35	25.88	31.51	15	10.59	8.22
All Grades	N/A	N/A	N/A	36	30.49	38.97	31	39.46	31.46	25	21.08	24.41	8	8.97	5.16

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	71	63.64	70.42	22	31.82	26.76	7	4.55	2.82	
Grade 4	41	44.44	43.48	36	31.94	43.48	23	23.61	13.04	
Grade 5	26	47.06	47.95	46	28.24	35.62	28	24.71	16.44	
All Grades	47	51.12	53.99	34	30.49	35.21	19	18.39	10.80	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	62	37.88	43.66	33	59.09	52.11	5	3.03	4.23
Grade 4	35	34.72	39.13	51	43.06	44.93	14	22.22	15.94
Grade 5	32	41.18	36.99	45	45.88	50.68	23	12.94	12.33
All Grades	44	38.12	39.91	43	48.88	49.30	13	13.00	10.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	61	45.45	59.15	37	53.03	35.21	3	1.52	5.63
Grade 4	37	30.56	39.13	51	51.39	52.17	12	18.06	8.70
Grade 5	21	32.94	30.14	51	50.59	58.90	28	16.47	10.96
All Grades	41	35.87	42.72	46	51.57	48.83	13	12.56	8.45

Conclusions based on this data:

1. Rescue exhibited 0.43% growth overall in its Math scores.
2. The Concepts and Procedures Claim and the Problem Solving Claim are relative strengths across each grade level.
3. The Communicating Reasoning Claim is an area of focus during the 2018-19 school year

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	*	*	*	*
Grade 1	*	*	*	*
Grade 2	*	*	*	*
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				15

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1	*	*	*	*			*	*	*
Grade 2			*	*					*
Grade 3			*	*					*
Grade 4			*	*					*
Grade 5	*	*	*	*			*	*	*
All Grades	*	*	*	*			*	*	15

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*					*
Grade 1	*	*					*	*	*
Grade 2	*	*							*
Grade 3			*	*					*
Grade 4	*	*							*
Grade 5	*	*	*	*			*	*	*
All Grades	*	*	*	*			*	*	15

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*							*
Grade 1	*	*	*	*	*	*			*
Grade 2					*	*	*	*	*
Grade 3			*	*	*	*			*
Grade 4			*	*					*
Grade 5	*	*	*	*			*	*	*
All Grades	*	*	*	*	*	*	*	*	15

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*			*	*	*
Grade 2	*	*					*
Grade 3			*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	15

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*			*
Grade 1	*	*	*	*			*
Grade 2	*	*					*
Grade 3	*	*					*
Grade 4	*	*					*
Grade 5	*	*			*	*	*
All Grades	12	80.00	*	*	*	*	15

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*			*	*	*
Grade 2			*	*	*	*	*
Grade 3			*	*	*	*	*
Grade 4			*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	15

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*					*
Grade 1	*	*	*	*			*
Grade 2			*	*	*	*	*
Grade 3	*	*	*	*			*
Grade 4			*	*			*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*	*	*	15

Conclusions based on this data:

1. During 2018, there were 15 students classified as English Learners at Rescue Elementary School.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
447	29.5%	3.6%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	16	3.6%
Homeless	5	1.1%
Socioeconomically Disadvantaged	132	29.5%
Students with Disabilities	54	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.3%
American Indian	4	0.9%
Asian	7	1.6%
Filipino	1	0.2%
Hispanic	61	13.6%
Two or More Races	2	0.4%
Pacific Islander	4	0.9%
White	362	81.0%






Conclusions based on this data:

1. Students with Disabilities (12.1%) and Socioeconomically Disadvantaged Students (29.5%) collectively account for 41.6% of Rescue Elementary Enrollment.
2. Students categorized as White (81%) and Hispanic (13.6%) collectively account for 94.6% of Rescue Elementary Enrollment.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Rescue Elementary continues to perform well in both English Language Arts and Mathematics on the Smarter Balance Assessment.
2. The base line report of Chronic Absenteeism at Rescue Elementary is low, thus the placement in the green category of the Dashboard.
3. The suspension rate has dropped from blue into the orange category. This is due to an increase of suspensions from 1% to 1.4%. In actual numbers, there were 4 students suspended in 2017 and 6 students suspended in 2018. Such a small number does not accurately reflect the programs at Rescue Elementary. Nevertheless, Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

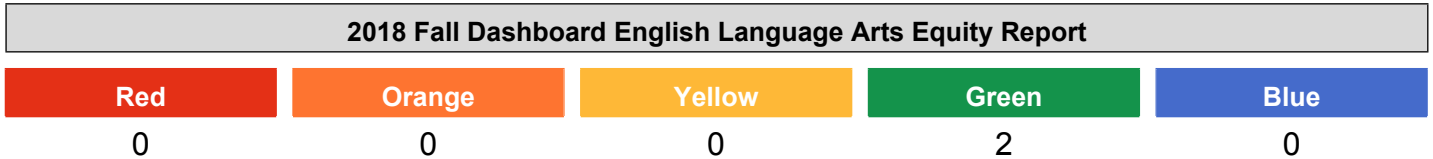
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>50.8 points above standard</p> <p>Declined -3.4 points</p> <p>202 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>25 points above standard</p> <p>Declined -3.1 points</p> <p>69 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>19.2 points above standard</p> <p>Maintained -2.8 points</p> <p>31 students</p>

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 49.3 points above standard Increased 37.4 points 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Green 54.3 points above standard Declined -8.3 points 166 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	52.2 points above standard Maintained -2.8 points 193 students

Conclusions based on this data:

1. While there was a slight decline, over 76% of Rescue Elementary students performed at or above standard on the Smarter Balance Assessment.
2. Grades 3-5 continue to analyze their class data and utilize the Interim Assessment Blocks to assess student mastery on content standards and provide students with practice on the SBAC platform.

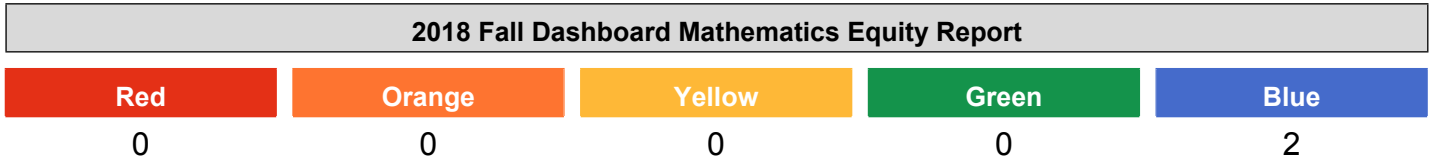
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>39.8 points above standard</p> <p>Increased 14.3 points</p> <p>202 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>14 points above standard</p> <p>Increased</p> <p>23.1 points 69 students</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>8.6 points above standard</p> <p>Increased</p> <p>21.7 points 31 students</p>

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 25.3 points above standard Increased 29.6 points 26 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	 Blue 42.7 points above standard Increased 12.6 points 166 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 6 students	Less than 11 Students - Data Not Displayed for Privacy 2 students	41.4 points above standard Increased 14.9 points 193 students

Conclusions based on this data:

1. Rescue Elementary showed a 14.3 point increase on the math portion of the Smarter Balance Assessment.
2. Most notably, 83% of 4th grade students achieved at standard or above standard on the math portion of the Smarter Balance Assessment
3. Grades 3-5 continue to analyze their class data and utilize the Interim Assessment Blocks to assess student mastery on content standards and provide students with practice on the SBAC platform.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
15	33.3%	53.3%		13.3%

Conclusions based on this data:

1. Rescue Elementary students continue to make progress in their proficiency of the English language.
2. The ELPAC provides a good base line that Rescue is using to continue providing instructional support for English Learners.

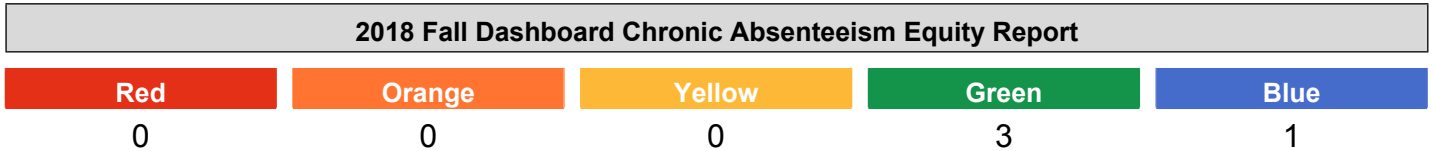
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>4.6% chronically absent</p> <p>Declined 0.5%</p> <p>479 students</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0% chronically absent</p> <p>Declined 5.6%</p> <p>16 students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2 students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6 students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.4% chronically absent</p> <p>Declined 2.3%</p> <p>155 students</p>	<p>Students with Disabilities</p>  <p>Blue</p> <p>1.7% chronically absent</p> <p>Declined 9.3%</p> <p>60 students</p>

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.7% chronically absent Declined 0.9% 65 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Green 4.1% chronically absent Maintained 0.1% 389 students

Conclusions based on this data:

1. Rescue Elementary currently has a 4.6% chronic absenteeism rate, which is a 0.5% decline from 2017.
2. While the Hispanic subgroup has a 7.7% chronic absenteeism rate, it is an improvement of 0.9% from 2017.
3. Rescue Elementary continues to provide support to families to ensure that all students have good attendance.

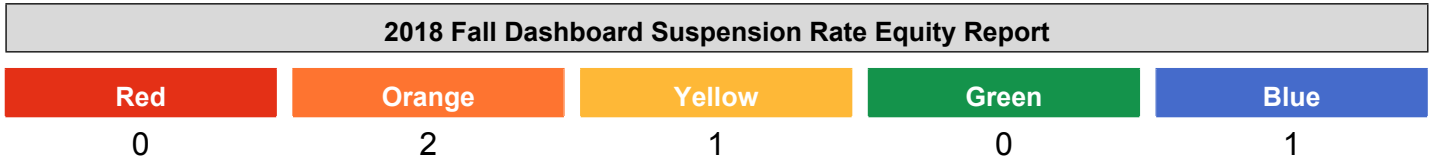
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 1.4% suspended at least once Increased 0.4% 484 students	<p>English Learners</p>  No Performance Color 0% suspended at least once Maintained 0% 16 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 6 students	<p>Socioeconomically Disadvantaged</p>  Yellow 2.6% suspended at least once Maintained -0.1% 155 students	<p>Students with Disabilities</p>  Orange 3.3% suspended at least once Increased 1.8% 60 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 7 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least once Declined -3.8% 66 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 4 students	 Orange 1.5% suspended at least once Increased 1% 393 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.6% suspended at least once	1% suspended at least once	1.4% suspended at least once

Conclusions based on this data:

- The suspension rate has dropped from blue into the orange category. This is due to an increase of suspensions from 1% to 1.4%. In actual numbers, there were 4 students suspended in 2017 and 6 students suspended in 2018. Such a small number does not accurately reflect the programs at Rescue Elementary. Nevertheless, Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Rescue Elementary School will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

The District will provide quality educational services to maximize academic achievement for all individual students and student groups.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balance Assessment Results	School-wide SBAC data revealed that 76.05% of students in grades 3-5 met or exceeded the ELA standards and 70.43% of students in grades 3-5 met or exceeded the math standards.	During the 2018-19 school year, 80% of students in grades 3-5 will meet or exceed the ELA standards and 75% of students in grades 3-5 will meet or exceed the math standards.
District Benchmark Assessment Results	<p>DIBELS data revealed that 80% of Kindergarten students met the end of year benchmark for Phoneme Segmentation and 80% met the end of year benchmark for Nonsense Word Fluency.</p> <p>In first grade, 61% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 71% met the standard for Nonsense Word Fluency (Whole Words Read). 62% of first graders met the standard for fluency reading at least 47 correct words per minute with 90% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>On the DORF, 68% of second graders met the fluency benchmark and 81% met the accuracy benchmark. 80% of second graders met the standard on the the End of</p>	<p>By the end of the 2018-19 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 82% will meet the end of year benchmark for Nonsense Word Fluency.</p> <p>By the end of the 2018-19 school year, 65% of 1st grade students will meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 71% will meet the standard for Nonsense Word Fluency (Whole Words Read). 65% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 90% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>By the end of the 2018-19 school year, 70% of second graders will meet the fluency benchmark and 85% will meet the accuracy</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>the Year Go Math assessment scoring at least 80% or better.</p> <p>In grades 3-5, the average percent meeting the DORF fluency benchmark score was 75%. The average percent meeting the DORF accuracy benchmark was 73%. 47% of all 3rd through 5th grade students scored 80% or better on the Go Math End of the Year assessment.</p>	<p>benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>By the end of the 2018-19 school year, 80% of students in grades 3-5 will meet the fluency benchark on the DORF and 78% will meet the DORF accuracy benchmark. 50% of all 3rd through 5th grade students will score 80% or better on the Go Math End of the Year assessment.</p>
<p>Student Reading Inventory (SRI) Lexile Scores</p>	<p>First Grade: 55% of all first grade students' Lexile is within the grade level band (190-450).</p> <p>Second Grade: 66% of all 2nd grade students' Lexile is within the grade level band (450-620)</p> <p>Third Grade: 85% of all 3rd grade students' Lexile is within the grade level band (620-790)</p> <p>Fourth Grade: 70% of all 4th grade students' Lexile is within the grade level band (790-875)</p> <p>Fifth Grade: 62% of all 5th grade students' Lexile is within the grade level band (875-980)</p>	<p>By the end of the 2018-19 school year:</p> <p>First Grade: 58% of all first grade students will achieve a Lexile score within the grade level band (190-450).</p> <p>Second Grade: 70% of all 2nd grade students will achieve a Lexile score within the grade level band (450-620).</p> <p>Third Grade: 87% of all 3rd grade students will achieve a Lexile score within the grade level band (620-790).</p> <p>Fourth Grade: 73% of all 4th grade students will achieve a Lexile score within the grade level band (790-875).</p> <p>Fifth Grade: 65% of all 5th grade students will achieve a Lexile score within the grade level band (875-980).</p>

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

Rescue Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and students will improve Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process.

Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of instructional strategies and materials:

Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring is provided for students that need support in ELA and math skills. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Sub Costs)
Amount	1,394.10
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Kindergarten Assessment Day
Amount	9,975.24
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Intervention Paraeducator
Amount	15,980.40
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Classroom Paraeducators
Amount	7,596.48
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Transitional Kindergarten Classroom Paraeducator
Amount	40,780.02
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading/Math Paraeducators
Amount	1,859.20
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	3rd and 4th Grade Math Tutoring
Amount	2,277.03
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	5th Grade Math Tutoring
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	ESGI License
Source	District Funded

Budget Reference	4000-4999: Books And Supplies
Description	Jupiter Grades License

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:

Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, TenMarks, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, and student band performances, will also be offered. Enrichment Club is offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as "I Love Reading Week" to promote literacy for all.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Reflex Math
Amount	1500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	TenMarks Licenses
Amount	1500
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Enrichment Club

Amount	776
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Spelling Bee
Amount	327
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Oral Interpretation
Amount	217
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nature Bowl
Amount	1,100
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Reading Counts License
Amount	3,000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Library Collection Purchases
Amount	6000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Art Program/Teacher

Strategy/Activity 4

Staff Development & Professional Collaboration:

Rescue Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. All grade levels are given a release day for GLAD unit planning.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,700
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Training
Amount	2,672
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GLAD Training Substitute Costs
Amount	3,173
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GLAD Planning Day Substitute Costs

Strategy/Activity 5

Involvement of Staff, Parents & Community:

Rescue Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

Our school will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

LCAP Goal

The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, California Healthy Kids Survey, LCAP Survey, Aeries Discipline and Attendance, and the CAASPP Dashboard was also used in developing this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the 2017-18 school year. The survey indicated that 85% of students surveyed feel safe at school most or all of the time. Sixty-nine percent of all students surveyed feel well connected with Rescue Elementary and 31% feel moderately connected. No students felt that they were not connected to Rescue Elementary. Seventy-two percent of students reported a high level of caring and support by staff members towards students and 28% reported a moderately level of caring and support. No students reported that they were not cared for by staff. Ninety-five percent of students surveyed feel that they are treated with respect by school staff.	For the 2018-19 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 90%. Students feeling connected to Rescue Elementary will be increased to an overall score of 75%. Students feeling cared for by staff will be increased to an overall score of 77%. Students feeling they are treated with respect by school staff will be increased to an overall score of 97%.
LCAP Survey	The 2018 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Rescue Elementary. There is a common desire to provide information regarding the school's safety plan and assurance of	The 2019 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.

Metric/Indicator	Baseline	Expected Outcome
	emergency preparedness drills that are implemented for students so they know what to do in the event of an emergency. Rescue Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students.	
Aeries Discipline and Attendance Report	According to Aeries reports, Rescue Elementary's average suspension rate for the 2017-2018 school year was 1%. Average attendance rate for 2017-2018 was 96.18%.	Rescue Elementary's average suspension rate will be reduced below 1% for the 2018-19 school year. Average attendance rate will increase to 97% for the 2018-19 school year.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

Rescue Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Red Ribbon Week

Strategy/Activity 2

School Climate & Community Building:

Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1300
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	The Street Beat Assembly
Amount	1300
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	A Touch of Understanding Assembly
Amount	1000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	B-Street Festival 32 Assembly
Amount	1000
Source	Donations
Budget Reference	0000: Unrestricted

Description	Playground Equipment
Amount	2500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Comfort Corner Classroom Materials

Strategy/Activity 3

Staff Collaboration & Professional Development:

Rescue Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. Teachers will attend Love and Logic training provided by the El Dorado County Office of Education. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	875
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic Training
Amount	3507
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Love and Logic Substitutes

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Staff Survey	Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey.	During the 2018-19 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in "good repair" or higher as measured by the 2018-19 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2017-18 school year.	If received during the 2018-19 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Rescue Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to [Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral

Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset]. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Secretary Trainings
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Custodial Trainings

Strategy/Activity 2

Facilities & Technology Infrastructure:

Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	8,600
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Budget Reference	None Specified
Description	School Bench Repair
Amount	2,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	School Landscaping
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	School Murals

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Smarter Balance Assessment, Lexile measurements, DIBELS and District assessment metrics were used to evaluate this goal.</p>	<p>Expected outcomes are formally established in Fall 2018 for the 2018-19 school year. The actual outcome section reflects the metric data from the 2017-18 school year</p>	<p>Metric Results for 2017-18:</p> <p>SMARTER Balance Assessment: School-wide SBAC data revealed that 76.05% of students in grades 3-5 met or exceeded the ELA standards and 70.43% of students in grades 3-5 met or exceeded the math standards.</p> <p>Lexile Measurements: First Grade: 55% of all first grade students' Lexile is within the grade level band (190-450). Second Grade: 66% of all 2nd grade students' Lexile is within the grade level band (450-620) Third Grade: 85% of all 3rd grade students' Lexile is within the grade level band (620-790) Fourth Grade: 70% of all 4th grade students' Lexile is within the grade level band (790-875) Fifth Grade: 62% of all 5th grade students' Lexile is within the grade level band (875-980) DIBELS data revealed that 80% of Kindergarten students met the end of year benchmark for Phoneme Segmentation and 80% met the end of year benchmark for Nonsense Word Fluency.</p> <p>In first grade, 61% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 71% met the standard for Nonsense Word Fluency (Whole Words Read). 62% of first graders met the standard for fluency reading at least 47 correct words per minute with 90% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>DIBELS and District Assessments: On the DORF, 68% of second graders met the fluency benchmark and 81% met the accuracy benchmark. 80% of second graders met the standard on the the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>In grades 3-5, the average percent meeting the DORF fluency benchmark score was 75%. The average percent meeting the DORF accuracy benchmark was 73%. 47% of all 3rd through 5th grade students scored 80% or better on the Go Math End of the Year assessment.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of instruction with content standards:</p> <p>1.1 Continue to use district adopted curriculum to bring students to grade level benchmarks in reading and writing & supplement with a variety of resources as needed.</p> <p>1.2 Use grade level/cross grade level articulation meetings to check alignment of English Language Arts instruction to California Standards and to plan instructional strategies across the grade level.</p> <p>1.3 Full implementation of district adopted ELA curriculum to bring students to grade level benchmarks in Language Arts & supplement with a variety of resources as needed.</p>	<p>Alignment of instruction with content standards:</p> <p>1.1 Continue to use district adopted curriculum to bring students to grade level benchmarks in reading and writing & supplement with a variety of resources as needed.</p> <p>1.2 Use grade level/cross grade level articulation meetings to check alignment of English Language Arts instruction to California Standards and to plan instructional strategies across the grade level.</p> <p>1.3 Full implementation of district adopted ELA curriculum to bring students to grade level benchmarks in Language Arts & supplement with a variety of resources as needed.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.4 Full implementation of district adopted math curriculum to bring students to grade level benchmarks in math & supplement with a variety of resources as needed.</p> <p>1.5 Utilization of Step Up to Writing with core curriculum to teach writing components in accordance with California State Standards.</p> <p>1.6 Use grade level/cross grade level articulation meetings to check alignment of math instruction to California Standards with the use of the Mathematical Practices.</p>	<p>1.4 Full implementation of district adopted math curriculum to bring students to grade level benchmarks in math & supplement with a variety of resources as needed.</p> <p>1.5 Utilization of Step Up to Writing with core curriculum to teach writing components in accordance with California State Standards.</p> <p>1.6 Use grade level/cross grade level articulation meetings to check alignment of math instruction to California Standards with the use of the Mathematical Practices.</p>		
<p>Improvement of instructional strategies and materials:</p> <p>2.1 Continue leveled reading.</p> <p>2.2 Complete reading assessments (DIBELS, Reading Counts, etc.) and use reading data to flexibly group students for leveled reading and to determine the best instruction to meet student needs. Use end of the year assessments to create the following year's classes.</p> <p>2.3 Use grade level midyear assessments in grades K-2 to assess standards mastery in mathematics.</p> <p>2.4 Use SBAC Interim Block Assessments (IAB)</p>	<p>Improvement of instructional strategies and materials:</p> <p>2.1 Continue leveled reading.</p> <p>2.2 Complete reading assessments (DIBELS, Reading Counts, etc.) and use reading data to flexibly group students for leveled reading and to determine the best instruction to meet student needs. Use end of the year assessments to create the following year's classes.</p> <p>2.3 Use grade level midyear assessments in grades K-2 to assess standards mastery in mathematics.</p> <p>2.4 Use SBAC Interim Block Assessments (IAB)</p>	<p>2.2 Assessment days, three days per teacher (sub costs) 1000-1999: Certificated Personnel Salaries District Funded</p>	<p>2.2 Assessment days, three days per teacher (sub costs) 1000-1999: Certificated Personnel Salaries District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and Interim Comprehensive Assessments (ICA) in grades 3-5 to assess standards mastery in mathematics while continuing to further acclimate students to the SBAC technology platform.	and Interim Comprehensive Assessments (ICA) in grades 3-5 to assess standards mastery in mathematics while continuing to further acclimate students to the SBAC technology platform.		
2.5 Use grade level/cross grade level articulation meetings to check alignment of all standards being taught.	2.5 Use grade level/cross grade level articulation meetings to check alignment of all standards being taught.		
2.6 Use grade level Differentiation Meetings to strategize interventions and share instructional techniques to reach underperforming students while still challenging high performers.	2.6 Use grade level Differentiation Meetings to strategize interventions and share instructional techniques to reach underperforming students while still challenging high performers.		
2.7 Use grade level and cross grade level meetings to monitor progress of instruction and assessment. Analyze data as a grade level.	2.7 Use grade level and cross grade level meetings to monitor progress of instruction and assessment. Analyze data as a grade level.		
2.8 Improve instruction by using current technology to support underperforming students (LCD Projectors, Elmos, Promethean Boards, and tablets).	2.8 Improve instruction by using current technology to support underperforming students (LCD Projectors, Elmos, Promethean Boards, and tablets).		
2.9 Utilize supplementary materials to support underperforming students in reading, writing, and test taking.	2.9 Utilize supplementary materials to support underperforming students in reading, writing, and test taking.		
2.10 Utilize supplementary materials to support underperforming students in math fluency and other math skills.	2.10 Utilize supplementary materials to support underperforming students in math fluency and other math skills.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Extended learning time:</p> <p>3.1 Before/After school tutoring program for targeted students in grades 3-5.</p> <p>3.2 Provide an in school integrated Enrichment program. Within the school day, teachers will differentiate instruction to meet the individual needs of students.</p> <p>3.3 Provide a before school Enrichment Club for 4th and 5th grade students</p> <p>3.4 Provide an after school Enrichment program consisting of a variety of choices for students K-5.</p>	<p>Extended learning time:</p> <p>3.1 Before/After school tutoring program for targeted students in grades 3-5.</p> <p>3.2 Provide an in school integrated Enrichment program. Within the school day, teachers will differentiate instruction to meet the individual needs of students.</p> <p>3.3 Provide a before school Enrichment Club for 4th and 5th grade students</p> <p>3.4 Provide an after school Enrichment program consisting of a variety of choices for students K-5.</p>	<p>3.1 Tutoring 1000-1999: Certificated Personnel Salaries Site Formula Funds 3984</p>	<p>3.1 Tutoring 1000-1999: Certificated Personnel Salaries Site Formula Funds 2,543.35</p>
<p>Increased educational opportunity and support services:</p> <p>4.1 Encourage consultation and research by general education teachers, special education staff, Title 1 staff, principal, and parents for the purpose of making recommendations to improve achievement.</p> <p>4.2 Student Success Team Coordinator to arrange/conduct, follow-up on actions, and maintain the files for Student Success Team meetings.</p> <p>4.3 Paraeducators work with small groups during reading and Benchmark reading time.</p>	<p>Increased educational opportunity and support services:</p> <p>4.1 Encourage consultation and research by general education teachers, special education staff, Title 1 staff, principal, and parents for the purpose of making recommendations to improve achievement.</p> <p>4.2 Student Success Team Coordinator to arrange/conduct, follow-up on actions, and maintain the files for Student Success Team meetings.</p> <p>4.3 Paraeducators work with small groups during reading and Benchmark reading time.</p>	<p>4.3 and 4.4 Title I Paraeducators 2000-2999: Classified Personnel Salaries Title I 39250</p>	<p>4.3 and 4.4 Title I Paraeducators 2000-2999: Classified Personnel Salaries Title I 57309.51</p>
		<p>4.5 Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 24700</p>	<p>4.5 Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 24711.47</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.4 Paraeducators work with small groups during math instruction in grades 4 and 5.	4.4 Paraeducators work with small groups during math instruction in grades 4 and 5.		
4.5 Paraeducators work with Transitional Kindergarten and Kindergarten classes for 3 hours (District funded 2 hours and Title I funded 1 hour).	4.5 Paraeducators work with Transitional Kindergarten and Kindergarten classes for 3 hours (District funded 2 hours and Title I funded 1 hour).		
4.6 Utilize a Title I paraeducator in kindergarten to boost students who need support in reading, writing, spelling, and math.	4.6 Utilize a Title I paraeducator in kindergarten to boost students who need support in reading, writing, spelling, and math.		
4.7 Utilize a paraeducator to support English Language Learners (grades K-5) in accordance with the LCAP.	4.7 Utilize a paraeducator to support English Language Learners (grades K-5) in accordance with the LCAP.		
4.8 Level students for math instruction and support in 5th grade.	4.8 Level students for math instruction and support in 5th grade.		
4.9 Evaluate students with district assessments.	4.9 Evaluate students with district assessments.		
4.10 Participate in El Dorado County Spelling Bee.	4.10 Participate in El Dorado County Spelling Bee.		
4.11 Participate in Oral Interpretation Festival.	4.11 Participate in Oral Interpretation Festival.		
4.12 Participate in Nature Bowl.	4.12 Participate in Nature Bowl.		
4.13 Administer CELDT (ELPAC) test to ELL students.	4.13 Administer CELDT (ELPAC) test to ELL students.		
4.14 English Language Learners will receive additional instructional support in English Language Development	4.14 English Language Learners will receive additional instructional support in English Language Development by the ELL Paraeducator		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
by the ELL Paraeducator and classroom teacher. ELL students will be clustered together by grade level.	and classroom teacher. ELL students will be clustered together by grade level.		
<p>Staff development and professional collaboration:</p> <p>5.1 Staff will have opportunity to share ideas/strategies with each other at staff meetings and grade level collaboration meetings.</p> <p>5.2 Staff will collaborate to analyze data, set goals, create pacing calendars and share best practices.</p> <p>5.3 Staff in grades 4 and 5 will receive Guided Language Acquisition Design (GLAD) to promote English acquisition, academic achievement, and cross-cultural skills.</p> <p>5.4 Kindergraten through 3rd grade will participate in a planning day to prepare GLAD units</p> <p>5.5 Kindergarten through 3rd grade will participate in Love and Logic workshops that provide strategies in working with student behavior.</p>	<p>Staff development and professional collaboration:</p> <p>5.1 Staff will have opportunity to share ideas/strategies with each other at staff meetings and grade level collaboration meetings.</p> <p>5.2 Staff will collaborate to analyze data, set goals, create pacing calendars and share best practices.</p> <p>5.3 Staff in grades 4 and 5 will receive Guided Language Acquisition Design (GLAD) to promote English acquisition, academic achievement, and cross-cultural skills.</p> <p>5.4 Kindergraten through 3rd grade will participate in a planning day to prepare GLAD units</p> <p>5.5 Kindergarten through 3rd grade will participate in Love and Logic workshops that provide strategies in working with student behavior.</p>	5.3 GLAD Registration Title I 9250	5.3 GLAD Registration Title I 9250
<p>Involvement of staff, parents and community: (including interpretation of student assessment results):</p> <p>6.1 Hold School Site Council meetings to monitor plan and budget.</p>	<p>Involvement of staff, parents and community: (including interpretation of student assessment results):</p> <p>6.1 Hold School Site Council meetings to monitor plan and budget.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6.2 Communicate student progress to parents through report cards, progress reports and conferences.	6.2 Communicate student progress to parents through report cards, progress reports and conferences.		
6.3 Send home the school newsletter to inform parents of school events.	6.3 Send home the school newsletter to inform parents of school events.		
6.4 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children (done at parent/teacher conferences).	6.4 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children (done at parent/teacher conferences).		
6.5 Give parents an overview of the grade level expectations & curriculum at back-to-school night, during parent/teacher conferences.	6.5 Give parents an overview of the grade level expectations & curriculum at back-to-school night, during parent/teacher conferences.		
6.6 Provide parents with various workshops to help their child at home (i.e. discipline, homework, etc.).	6.6 Provide parents with various workshops to help their child at home (i.e. discipline, homework, etc.).		
Auxiliary services for students and parents: 7.1 Provide a smooth transition from preschool to kindergarten by assessing students to determine their mastery of baseline concepts as measure on the Transitional Kindergarten report card	Auxiliary services for students and parents: 7.1 Provide a smooth transition from preschool to kindergarten by assessing students to determine their mastery of baseline concepts as measure on the Transitional Kindergarten report card	7.1 Incoming Kindergarten Assessments 1000-1999: Certificated Personnel Salaries Site Formula Funds 1905	7.1 Incoming Kindergarten Assessments 1000-1999: Certificated Personnel Salaries Site Formula Funds 1905
Monitoring program implementation and results:	Monitoring program implementation and results:		
8.1 In grade level teams, teachers will regularly review the reading data to	8.1 In grade level teams, teachers will regularly review the reading data to		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ensure that the leveled reading groups are fluid and flexible.</p> <p>8.2 The principal and teachers will regularly review reading data to monitor intervention plans to meet their needs.</p> <p>8.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>8.4 The principal and teachers will analyze assessment results to identify under performing students to develop intervention plans to meet their needs.</p> <p>8.5 Program implementation will be monitored by the principal and shared with the School Site Council.</p>	<p>ensure that the leveled reading groups are fluid and flexible.</p> <p>8.2 The principal and teachers will regularly review reading data to monitor intervention plans to meet their needs.</p> <p>8.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>8.4 The principal and teachers will analyze assessment results to identify under performing students to develop intervention plans to meet their needs.</p> <p>8.5 Program implementation will be monitored by the principal and shared with the School Site Council.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Academic and Intervention programs and strategies were implemented well at Rescue Elementary. In each grade level, standards were taught and supports were provided to offer differentiation strategies to students that needed to be challenged and those that needed support. Staff received professional development and collaboration planning time to continue developing instructional practices for their classes and meet student needs. Communication was provided frequently amongst staff and members of the community regarding student achievement, academic timelines, and school activities and events.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The reading group intervention program was very effective in leveling students and providing differentiated instruction for our students in grades 3-5. The SBAC scores demonstrate that students are performing very well as a result of the academic instruction and preparation for the assessment using Interim Assessment Blocks. Many Student Study Team meetings were held to provide accommodations for struggling students to assist them with grade level academic standards. The actual metrics data is indicative of the efforts given in these strategies. We will continue to provide additional support to meet the needs of all students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

One additional Title I Paraeducator was hired during the school year increasing the actual expenditure from the projected \$39,250 to \$57,309.51. There was one less tutoring session offered this year decreasing the actual expenditures from the projected \$3984 to \$2,543.35.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There will be a shift in the development of goals in the single school plan to further align with the Rescue Union School District's LCAP plan. The format will change in accordance with this shift for the 2018-19 school year and beyond. Goals will be consolidated from 6 goals to 3 goals. Please see the Planned Improvement sections to see the 2018-19 goals and their format.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Smarter Balance Summative Assessment, Parent Survey Results, and Digital Literacy Compliance Reports were used to evaluate this goal.</p>	<p>Expected outcomes are formally established in Fall 2018 for the 2018-19 school year. The actual outcome section reflects the metric data from the 2017-18 school year</p>	<p>Metric Results for 2017-18:</p> <p>Smarter Balance Assessment (SBAC): School-wide SBAC data revealed that 76.05% of students in grades 3-5 met or exceeded the ELA standards and 70.43% of students in grades 3-5 met or exceeded the math standards.</p> <p>According to the Rescue Community Survey, 84% of those surveyed felt that Rescue Elementary's implementation of technology is meeting and enhancing their child's needs.</p> <p>All students participated in Digital Literacy. The Digital Literacy Program completion certificates are on file at the District Office.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Access to hardware:</p> <p>1.1 Teachers have desktops to carry out their professional duties (Planning lessons, communication, updating grades, etc.).</p> <p>1.2 Kindergarten - 1st grade classrooms contain 6 tablets or Chromebooks for their classroom's use.</p> <p>1.3 Second grade classrooms have a class</p>	<p>Access to hardware:</p> <p>1.1 Teachers have desktops to carry out their professional duties (Planning lessons, communication, updating grades, etc.).</p> <p>1.2 Kindergarten - 1st grade classrooms contain 6 tablets or Chromebooks for their classroom's use.</p> <p>1.3 Second grade classrooms have a class</p>	<p>1.2-1.4 Chromebooks District Funded</p>	<p>1.2-1.4 Chromebooks District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>set of Chromebooks to share among the grade level, plus 5 additional Chromebooks.</p> <p>1.4 Grades 3 - 5 have a class set of Chromebooks in each classroom for student use.</p> <p>1.5 A computer lab is available for Kindergarten through 2nd grade to use on a regular basis.</p> <p>1.6 The Maker Space lab provides a variety of STEM stations including 3D printing, IPAD applications, Use of Chromebooks, and several other Technology applications for all students to use grades K-5.</p> <p>1.7 All classrooms have use LCD projectors, Promethean Boards, TV/Tablet combo, & ELMOS and utilize them to deliver instruction.</p>	<p>set of Chromebooks to share among the grade level, plus 5 additional Chromebooks.</p> <p>1.4 Grades 3 - 5 have a class set of Chromebooks in each classroom for student use.</p> <p>1.5 A computer lab is available for Kindergarten through 2nd grade to use on a regular basis.</p> <p>1.6 The Maker Space lab provides a variety of STEM stations including 3D printing, IPAD applications, Use of Chromebooks, and several other Technology applications for all students to use grades K-5.</p> <p>1.7 All classrooms have use LCD projectors, Promethean Boards, TV/Tablet combo, & ELMOS and utilize them to deliver instruction.</p>		
<p>Use of Computer Programs and Applications:</p> <p>2.1 Classes use the Reading Counts Program to determine the Lexile levels of students and monitor their reading progress.</p> <p>2.2 Classes use the Reflex Math Program to improve math fact fluency for all students.</p> <p>2.3 Classes use the technology components of the Go Math adoption to enhance daily instruction</p>	<p>Use of Computer Programs and Applications:</p> <p>2.1 Classes use the Reading Counts Program to determine the Lexile levels of students and monitor their reading progress.</p> <p>2.2 Classes use the Reflex Math Program to improve math fact fluency for all students.</p> <p>2.3 Classes use the technology components of the Go Math adoption to enhance daily instruction</p>	<p>2.1 Reading Counts License 4000-4999: Books And Supplies District Funded</p>	<p>2.1 Reading Counts License 4000-4999: Books And Supplies District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and offer support to parents and students at home.</p> <p>2.4 Classes utilize the Typing Agent program to focus on typing skills for students.</p> <p>2.5 Classes use other supplementary programs (such as TenMarks) to focus on academic needs and practice test taking skills in preparation for the SBAC assessment.</p> <p>2.6 Grades 4 and 5 uses the Jupiter Grades Program to display student progress and communicate with parents and family members.</p> <p>2.7 Kindergarten teachers use the ESGI online assessment platform for assessing emergent readers and monitor their development.</p>	<p>and offer support to parents and students at home.</p> <p>2.4 Classes utilize the Typing Agent program to focus on typing skills for students.</p> <p>2.5 Classes use other supplementary programs (such as TenMarks) to focus on academic needs and practice test taking skills in preparation for the SBAC assessment.</p> <p>2.6 Grades 4 and 5 uses the Jupiter Grades Program to display student progress and communicate with parents and family members.</p> <p>2.7 Kindergarten teachers [and 1st grade teachers] use the ESGI online assessment platform for assessing emergent readers and monitor their development.</p>		
<p>Use of Technology to Support Intervention:</p> <p>3.1 Before/After school tutoring program utilizes programs to focus on reading fluency for struggling learners. (See Goal #1 3.1)</p> <p>3.2 Classes utilize the Reflex Math Program to focus on math fact fluency for struggling learners.</p> <p>3.3 Reading Counts diagnostic tests are given periodically to monitor student progress and establish leveled reading groups for students. (See Goal #1 2.2)</p>	<p>Use of Technology to Support Intervention:</p> <p>3.1 Before/After school tutoring program utilizes programs to focus on reading fluency for struggling learners. (See Goal #1 3.1)</p> <p>3.2 Classes utilize the Reflex Math Program to focus on math fact fluency for struggling learners.</p> <p>3.3 Reading Counts diagnostic tests are given periodically to monitor student progress and establish leveled reading groups for students. (See Goal #1 2.2)</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3.4 Grades 3-5 utilize TenMarks diagnostic tests to determine skill mastery and needs for students to work on in mathematics.</p> <p>3.5 Learning Center uses Scootpad to provide ELA and Math intervention activities for students.</p>	<p>3.4 Grades 3-5 utilize TenMarks diagnostic tests to determine skill mastery and needs for students to work on in mathematics.</p> <p>3.5 Learning Center uses Scootpad to provide ELA and Math intervention activities for students.</p>		
<p>Staff development and professional collaboration:</p> <p>4.1 Technology Teacher is working with students grades 1-5 to help them master technology skills in accordance with the District Technology Scope and Sequence.</p> <p>4.2 Staff receive training to utilize various computer programs and applications (i.e. Go Math Online Resources, Reflex Math, Typing Agent, etc.).</p> <p>4.3 Staff receive training to utilize the application for SBAC practice and assessment administration.</p>	<p>Staff development and professional collaboration:</p> <p>4.1 Technology Teacher is working with students grades 1-5 to help them master technology skills in accordance with the District Technology Scope and Sequence.</p> <p>4.2 Staff receive training to utilize various computer programs and applications (i.e. Go Math Online Resources, Reflex Math, Typing Agent, etc.).</p> <p>4.3 Staff receive training to utilize the application for SBAC practice and assessment administration.</p>		
<p>Involvement of staff, parents and community: (including interpretation of student assessment results):</p> <p>5.1 The school newsletter sent home monthly to inform parents of school events.</p> <p>5.2 Staff utilize email and digital communications to connect with the community to discuss student progress and classroom activities.</p>	<p>Involvement of staff, parents and community: (including interpretation of student assessment results):</p> <p>5.1 The school newsletter sent home monthly to inform parents of school events.</p> <p>5.2 Staff utilize email and digital communications to connect with the community to discuss student progress and classroom activities.</p>	<p>5.8 Sound System Upgrade 0000: Unrestricted Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 150</p>	<p>5.8 Sound System Upgrade 0000: Unrestricted Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 150</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.3 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.	5.3 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.		
5.4 At back-to-school night, during parent/teacher conferences and California Standards parent night, parents will be given an overview of the technology expectations and availability for students and how they can help support them.	5.4 At back-to-school night, during parent/teacher conferences and California Standards parent night, parents will be given an overview of the technology expectations and availability for students and how they can help support them.		
5.5 School will provide the Aeries Parent Portal for parents to access their child's attendance records and provides means of communication between school and home.	5.5 School will provide the Aeries Parent Portal for parents to access their child's attendance records and provides means of communication between school and home.		
5.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.	5.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.		
5.7 School will send weekly email blasts of upcoming events to families.	5.7 School will send weekly email blasts of upcoming events to families.		
5.8 Upgrade to the portable sound system.	5.8 Upgrade to the portable sound system.		
Auxiliary services for students and parents:	Auxiliary services for students and parents:		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>6.1 Provide a continued smooth transition from grade level to grade level seeing student growth in their usage and understanding of technology applications as measured by the District Technology Scope and Sequence.</p>	<p>6.1 Provide a continued smooth transition from grade level to grade level seeing student growth in their usage and understanding of technology applications as measured by the District Technology Scope and Sequence.</p>		
<p>Monitoring technology implementation and results:</p> <p>7.1 The principal and teachers will regularly review program data to ensure instruction is meeting student needs.</p> <p>7.2 The principal and teachers will regularly review program data (Reading Counts, Reflex Math, etc.) on students to monitor student progress and develop intervention plans to meet student needs.</p> <p>7.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>7.4 The principal and teachers will analyze the SBAC practice test scores to identify under performing students to develop intervention plans to meet their needs.</p> <p>7.5 Program implementation will be monitored by the principal and shared with the School Site Council.</p>	<p>Monitoring technology implementation and results:</p> <p>7.1 The principal and teachers will regularly review program data to ensure instruction is meeting student needs.</p> <p>7.2 The principal and teachers will regularly review program data (Reading Counts, Reflex Math, etc.) on students to monitor student progress and develop intervention plans to meet student needs.</p> <p>7.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>7.4 The principal and teachers will analyze the SBAC practice test scores to identify under performing students to develop intervention plans to meet their needs.</p> <p>7.5 Program implementation will be monitored by the principal and shared with the School Site Council.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The implementation of technology has been very successful. All students in grades 3-5 have 1:1 access to Chromebooks and grades K-2 have access to banks of Chromebooks and tablets for stations. Grades K-2 not have exclusive use of the school computer lab freeing up more time for whole class technology instruction. Several technology programs and applications have become intricate parts of academic instruction and are used on a daily basis. Communication has been enhanced between staff and the community through the use of the Aeries Parent Portal and Jupiter Grades.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Technology implementation has become an intricate part of students' everyday learning experience. Students utilize hardware and software programs to enhance their learning experiences.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Technology strategies/activities will be incorporated into Goal #1 under the Planned Improvements section as part of the new format to align with the Rescue Union School District LCAP for the 2018-19 school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Support teaching and learning processes to provide a consistent, high quality, challenging, and engaging learning environment for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Professional development evaluations and staff/community survey results will measure the effectiveness of these strategies.</p>	<p>Expected outcomes are formally established in Fall 2018 for the 2018-19 school year. The actual outcome section reflects the metric data from the 2017-18 school year</p>	<p>Metrics for 2017-18:</p> <p>According to the Rescue Community Survey, 96% of those surveyed stated that the school library enhances their child's education.</p> <p>All staff surveyed stated GLAD training was very effective professional development. Requests were made to provide Social Emotional Learning training for the 2018-19 school year.</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Library Collection: Alignment of instruction with content standards</p> <p>1.1 Staff will complete and analyze annual school collection history and determine priorities for purchase.</p> <p>1.2 Staff and community members will continue to support the goal of 2+ books per student, each week.</p> <p>1.3 Library staff will complete annual CDE Online School Library Survey.</p> <p>1.4 Scholastic book fair will take place twice a</p>	<p>Library Collection: Alignment of instruction with content standards</p> <p>1.1 Staff will complete and analyze annual school collection history and determine priorities for purchase.</p> <p>1.2 Staff and community members will continue to support the goal of 2+ books per student, each week.</p> <p>1.3 Library staff will complete annual CDE Online School Library Survey.</p> <p>1.4 Scholastic book fair will take place twice a year. Books will be</p>	<p>1.4 Book Purchases 0000: Unrestricted Donations 3000</p>	<p>1.4 Book Purchases 0000: Unrestricted Donations 3000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
year. Books will be purchased for the library from the book fair profits.	purchased for the library from the book fair profits.		
<p>Library Access and Use: Improvement of instruction strategies and materials</p> <p>2.1 Track information on number of classes that use the library and compare yearly with the goal of 100% of classes using the library weekly.</p> <p>2.2 The library provides barrier-free access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed.</p>	<p>Library Access and Use: Improvement of instruction strategies and materials</p> <p>2.1 Track information on number of classes that use the library and compare yearly with the goal of 100% of classes using the library weekly.</p> <p>2.2 The library provides barrier-free access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed.</p>		
<p>Library Program Elements: Increased educational opportunity:</p> <p>3.1 Continue to support “I Love Reading Week” and other school wide reading incentive programs to increase student comprehension and fluency (including Reading Counts).</p> <p>3.2 Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively.</p> <p>3.3 Provide reading motivational events and activities, author visits, assemblies, celebrations, etc.</p>	<p>Library Program Elements: Increased educational opportunity:</p> <p>3.1 Continue to support “I Love Reading Week” and other school wide reading incentive programs to increase student comprehension and fluency (including Reading Counts).</p> <p>3.2 Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively.</p> <p>3.3 Provide reading motivational events and activities, author visits, assemblies, celebrations, etc.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3.4 Library is part of the school's technology infrastructure.</p> <p>3.5 Collaborative planning and teaching with classroom teacher by Library/Media Coordinator.</p> <p>3.6 Students will receive recognition for meeting Reading Counts goals. A Reading Counts bulletin board will be displayed in the library highlighting students who achieved goals.</p>	<p>3.4 Library is part of the school's technology infrastructure.</p> <p>3.5 Collaborative planning and teaching with classroom teacher by Library/Media Coordinator.</p> <p>3.6 Students will receive recognition for meeting Reading Counts goals. A Reading Counts bulletin board will be displayed in the library highlighting students who achieved goals.</p>		
<p>Monitoring program implementation and results:</p> <p>4.1 Library Program will support the instructional program and will be measured by annual parent survey.</p> <p>4.2 Library/Media Coordinator will provide annual update on library access, use and collection data.</p> <p>4.3 Process is in place to prioritize library collection, program priorities and determine funding options.</p>	<p>Monitoring program implementation and results:</p> <p>4.1 Library Program will support the instructional program and will be measured by annual parent survey.</p> <p>4.2 Library/Media Coordinator will provide annual update on library access, use and collection data.</p> <p>4.3 Process is in place to prioritize library collection, program priorities and determine funding options.</p>		
<p>Intervention and Assistance for struggling students:</p> <p>5.1 Classes will be broken down into smaller, leveled reading groups to support student needs and give them more individualized instruction.</p> <p>5.2 Paraeducators will work with reading groups</p>	<p>Intervention and Assistance for struggling students:</p> <p>5.1 Classes will be broken down into smaller, leveled reading groups to support student needs and give them more individualized instruction.</p> <p>5.2 Paraeducators will work with reading groups</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>during reading and Benchmark time. (See Goal #1 4.3)</p> <p>5.3 Math classes will be leveled in grades 4 and 5 to support students. (See Goal #1 4.4)</p> <p>5.4 The Learning Center will work with students in the areas of reading, writing, and math.</p> <p>5.6 Before/After school tutoring will be offered for struggling students in the areas of reading and math. (See Goal #1 3.1)</p>	<p>during reading and Benchmark time. (See Goal #1 4.3)</p> <p>5.3 Math classes will be leveled in grades 4 and 5 to support students. (See Goal #1 4.4)</p> <p>5.4 The Learning Center will work with students in the areas of reading, writing, and math.</p> <p>5.6 Before/After school tutoring will be offered for struggling students in the areas of reading and math. (See Goal #1 3.1)</p>		
<p>Professional Development and Collaboration:</p> <p>6.1 Teachers will receive professional development in areas of curriculum and implementation in accordance with the California Standards.</p> <p>6.2 Staff in grades 4 and 5 will receive Guided Language Acquisition Design (GLAD) to promote English acquisition, academic achievement, and cross-cultural skills. (See Goal #1 5.3)</p> <p>6.3 Staff in grades K-3 will receive a planning day to design GLAD units for their grade level (See Goal # 1 5.4)</p> <p>6.3 Kindergarten through 3rd grade teachers will participate in professional development in student behavior management by attending Love and Logic</p>	<p>Professional Development and Collaboration:</p> <p>6.1 Teachers will receive professional development in areas of curriculum and implementation in accordance with the California Standards.</p> <p>6.2 Staff in grades 4 and 5 will receive Guided Language Acquisition Design (GLAD) to promote English acquisition, academic achievement, and cross-cultural skills. (See Goal #1 5.3)</p> <p>6.3 Staff in grades K-3 will receive a planning day to design GLAD units for their grade level (See Goal # 1 5.4)</p> <p>6.3 Kindergarten through 3rd grade teachers will participate in professional development in student behavior management by attending Love and Logic</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>workshops (See Goal #1 5.5)</p> <p>6.4 Teachers will participate in collaboration and articulation days throughout the year to discuss assessments, pacing guides, and best practices.</p> <p>6.5 Teacher representatives will participate in the District Curriculum Committee to discuss new curriculum and assessment implementation. Representatives will share information with staff.</p>	<p>workshops (See Goal #1 5.5)</p> <p>6.4 Teachers will participate in collaboration and articulation days throughout the year to discuss assessments, pacing guides, and best practices.</p> <p>6.5 Teacher representatives will participate in the District Curriculum Committee to discuss new curriculum and assessment implementation. Representatives will share information with staff.</p>		
<p>Involvement of staff, parents and community:</p> <p>7.1 The school newsletter sent home monthly to inform parents of school events.</p> <p>7.2 Staff utilize email and digital communications to connect with the community to discuss student progress and classroom activities.</p> <p>7.3 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.</p> <p>7.4 At back-to-school night, during parent/teacher conferences and California Standards parent night, parents will be given an overview of the methods, activities,</p>	<p>Involvement of staff, parents and community:</p> <p>7.1 The school newsletter sent home monthly to inform parents of school events.</p> <p>7.2 Staff utilize email and digital communications to connect with the community to discuss student progress and classroom activities.</p> <p>7.3 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.</p> <p>7.4 At back-to-school night, during parent/teacher conferences and California Standards parent night, parents will be given an overview of the methods, activities,</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and class expectations and how they can support their children at home.</p> <p>7.5 School will provide the Aeries Parent Portal for parents to as means of communication between school and home.</p> <p>7.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.</p>	<p>and class expectations and how they can support their children at home.</p> <p>7.5 School will provide the Aeries Parent Portal for parents to as means of communication between school and home.</p> <p>7.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.</p>		
<p>Monitoring implementation and results:</p> <p>8.1 The principal and Library staff will regularly review program data to ensure the program is meeting student needs.</p> <p>8.2 The principal and teachers will regularly review academic program data to monitor student progress and develop intervention plans to meet student needs.</p> <p>8.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>8.4 Program implementation will be monitored by the principal and shared with the School Site Council and the Parent Teacher Committee.</p>	<p>Monitoring implementation and results:</p> <p>8.1 The principal and Library staff will regularly review program data to ensure the program is meeting student needs.</p> <p>8.2 The principal and teachers will regularly review academic program data to monitor student progress and develop intervention plans to meet student needs.</p> <p>8.3 Teachers will communicate student progress to parents at least three times per year.</p> <p>8.4 Program implementation will be monitored by the principal and shared with the School Site Council and the Parent Teacher Committee.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The Rescue Elementary Library program is the heart of our school. The strategies/activities listed above promote a love of reading for our students and our library is the Reading Counts Coordinator highlighting student progress as their Lexile levels improve. As listed in the Goal #1 Annual Review, leveled reading groups are established throughout the year to support student need and maximize development.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Rescue Elementary Library program is very well run and impacts all students in grades TK-5. Teachers have been grateful for the professional development and collaboration opportunities. This is an ongoing strategy that will continue into the 2018-19 school year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies/Activities from this goal will be incorporated into Goal #1 Planned Improvements for the 2018-19 school year in accordance with the shift in alignment with the Rescue Union School District LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Enhance learning for all subgroups of students including English Language Learners, foster youth, socio-economically disadvantaged, and at-risk students through access to quality instruction, academic intervention and social support programs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>The California Healthy Kids Survey is used to measure how safe and connected students feel at Rescue Elementary School.</p>	<p>Expected outcomes are formally established in Fall 2018 for the 2018-19 school year. The actual outcome section reflects the metric data from the 2017-18 school year.</p>	<p>The California Healthy Kids Survey was administered to 5th grade students during the 2017-18 school year. The survey indicated that 85% of students surveyed feel safe at school most or all of the time. Sixty-nine percent of all students surveyed feel well connected with Rescue Elementary and 31% feel moderately connected. No students felt that they were not connected to Rescue Elementary. Seventy-two percent of students reported a high level of caring and support by staff members towards students and 28% reported a moderately level of caring and support. No students reported that they were not cared for by staff. Ninety-five percent of students surveyed feel that they are treated with respect by school staff.</p>
<p>The Rescue Union School District LCAP Survey</p>	<p>Expected outcomes are formally established in Fall 2018 for the 2018-19 school year. The actual outcome section reflects the metric data from the 2017-18 school year.</p>	<p>The 2018 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Rescue Elementary. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students so they know what to do in the event of an emergency. Rescue Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students.</p>
<p>Aeries Discipline and Attendance Report</p>	<p>Expected outcomes are formally established in Fall 2018 for the 2018-19 school year. The actual outcome section reflects the metric data from the 2017-18 school year.</p>	<p>According to Aeries reports, Rescue Elementary's average suspension rate for the 2017-2018 school year was 1%. Average attendance rate for 2017-2018 was 96.18%.</p>

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Improvement of instruction strategies and materials:</p> <p>1.1 Kindergarten through fifth grade students will receive monthly bully prevention education including a focus on digital citizenship.</p> <p>1.2 Continue to educate students about how to deal with bullies/bully prevention (Reach One Alliance).</p> <p>1.3 Continue Character Counts program.</p> <p>1.4 Continue to implement the Bucketfiller Program and integrate it with the procedures and routines to improve school environment.</p> <p>1.5 Provide "A Touch of Understanding" Assembly to promote awareness of students that have special needs</p> <p>1.6 Provide the B Street Theatre Festival 32 Assembly</p> <p>1.7 PE equipment will be purchased to support PE classes and for use during recesses.</p> <p>1.8 Provide Art, P.E. and Music materials to support students and the curriculum.</p> <p>1.9 Provide an Art teacher to deliver monthly instruction to classes grades 1-5.</p>	<p>Improvement of instruction strategies and materials:</p> <p>1.1 Kindergarten through fifth grade students will receive monthly bully prevention education including a focus on digital citizenship.</p> <p>1.2 Continue to educate students about how to deal with bullies/bully prevention (Reach One Alliance).</p> <p>1.3 Continue Character Counts program.</p> <p>1.4 Continue to implement the Bucketfiller Program and integrate it with the procedures and routines to improve school environment.</p> <p>1.5 Provide "A Touch of Understanding" Assembly to promote awareness of students that have special needs</p> <p>1.6 Provide the B Street Theatre Festival 32 Assembly</p> <p>1.7 PE equipment will be purchased to support PE classes and for use during recesses.</p> <p>1.8 Provide Art, P.E. and Music materials to support students and the curriculum.</p> <p>1.9 Provide an Art teacher to deliver monthly instruction to classes grades 1-5.</p>	<p>1.4 Bucketfiller Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC) 650</p>	<p>1.4 Bucketfiller Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 650</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.10 Provide yard duties with on-going training (topics to include: rules/expectations, consequences, rewards, actively supervising, roles/responsibilities and how to support one another).</p> <p>1.11 Select students will participate in group therapy once a week to focus on anger management, making good choices and peer relationships.</p>	<p>1.10 Provide yard duties with on-going training (topics to include: rules/expectations, consequences, rewards, actively supervising, roles/responsibilities and how to support one another).</p> <p>1.11 Select students will participate in group therapy once a week to focus on anger management, making good choices and peer relationships.</p>		
<p>Intervention Support Services:</p> <p>2.1 Administer CELDT test to ELL students.</p> <p>2.2 English Learners will receive additional instructional support in English Language Development by the EL Paraeducator and classroom teacher. EL students will be clustered together by grade level.</p> <p>2.3 English Learners will receive pull out support services during the school day with the English Language Development Coordinator and the EL Paraeducator.</p> <p>2.4 Paraeducators will work with students in small groups in reading or math to support their learning. (See Goal #1 - 4.3 & 4.4)</p> <p>2.5 Before/After school tutoring is available to support students in</p>	<p>Intervention Support Services:</p> <p>2.1 Administer CELDT test to ELL students.</p> <p>2.2 English Learners will receive additional instructional support in English Language Development by the EL Paraeducator and classroom teacher. EL students will be clustered together by grade level.</p> <p>2.3 English Learners will receive pull out support services during the school day with the English Language Development Coordinator and the EL Paraeducator.</p> <p>2.4 Paraeducators will work with students in small groups in reading or math to support their learning. (See Goal #1 - 4.3 & 4.4)</p> <p>2.5 Before/After school tutoring is available to support students in Language Arts and Math. (See Goal #3 - 5.6)</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Language Arts and Math. (See Goal #3 - 5.6)</p> <p>2.6 Special Education Staff in the Learning Center will help support student needs daily.</p> <p>2.7 Counseling services will be available two days per week for students that need support.</p> <p>2.8 School will work with EDCOE Foster Youth Services and SARB to support students in need.</p>	<p>2.6 Special Education Staff in the Learning Center will help support student needs daily.</p> <p>2.7 Counseling services will be available two days per week for students that need support.</p> <p>2.8 School will work with EDCOE Foster Youth Services and SARB to support students in need.</p>		
<p>Extended Learning Time:</p> <p>3.1 Rescue will continue to provide athletic opportunities for students (cross-country, and girls and boys basketball teams) to increase fitness opportunities.</p> <p>3.2 Rescue will hold a "Fun Run" for students to bolster school spirit and provide fitness opportunities.</p> <p>3.3 Rescue will provide a "Gaga Ball Pit" structure for the playground to encourage students to participate in organized activities during recess</p> <p>3.4 Intramurals will be held for grades 4 and 5 to promote team building fitness activities</p>	<p>Extended Learning Time:</p> <p>3.1 Rescue will continue to provide athletic opportunities for students (cross-country, and girls and boys basketball teams) to increase fitness opportunities.</p> <p>3.2 Rescue will hold a "Fun Run" for students to bolster school spirit and provide fitness opportunities.</p> <p>3.3 Rescue will provide a "Gaga Ball Pit" structure for the playground to encourage students to participate in organized activities during recess</p> <p>3.4 Intramurals will be held for grades 4 and 5 to promote team building fitness activities</p>	<p>3.3 Gaga Ball Pit None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000</p>	<p>3.3 Gaga Ball Pit None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000</p>
<p>Staff development and professional collaboration:</p> <p>4.1 Work with staff on procedures that promote students to be respectful,</p>	<p>Staff development and professional collaboration:</p> <p>4.1 Work with staff on procedures that promote students to be respectful,</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>responsible and safe citizens.</p> <p>4.2 Conduct monthly School Culture and Climate Committee meetings to discuss school climate.</p>	<p>responsible and safe citizens.</p> <p>4.2 Conduct monthly School Culture and Climate Committee meetings to discuss school climate.</p>		
<p>Involvement of staff, parents and community:</p> <p>5.1 The school newsletter will be sent out monthly to inform parents of school events and will include information related to anti-bullying and behavior expectations.</p> <p>5.2 Red Ribbon Week Activities to promote Drug Free School and School Spirit.</p> <p>5.3 WATCH D.O.G. program will be implemented encouraging male role models to serve on campus, supporting student learning and safety on campus.</p> <p>5.4 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.</p> <p>5.5 Encourage input from parents about our school.</p> <p>5.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC</p>	<p>Involvement of staff, parents and community:</p> <p>5.1 The school newsletter will be sent out monthly to inform parents of school events and will include information related to anti-bullying and behavior expectations.</p> <p>5.2 Red Ribbon Week Activities to promote Drug Free School and School Spirit.</p> <p>5.3 WATCH D.O.G. program will be implemented encouraging male role models to serve on campus, supporting student learning and safety on campus.</p> <p>5.4 Hold Title I parent meeting to explain the program, gain input for the direction of the program, and explain what parents can do to help their children.</p> <p>5.5 Encourage input from parents about our school.</p> <p>5.6 School will provide an updated website for parents that includes an updated calendar of school events, teacher webpages that share curriculum and classroom information, PTC community information, and contact information.</p>	<p>5.2 Red Ribbon Week 0000: Unrestricted Site Formula Funds 182.48</p>	<p>5.2 Red Ribbon Week 0000: Unrestricted Site Formula Funds 182.48</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
community information, and contact information.			
<p>Auxiliary services for students and parents:</p> <p>6.1 Work with the Parent Teacher Council to provide events that support students</p> <p>6.2 Work with Student Council to discuss school activities and the promotion of inclusion.</p> <p>6.3 Share school events and goals with School Site Council.</p>	<p>Auxiliary services for students and parents:</p> <p>6.1 Work with the Parent Teacher Council to provide events that support students</p> <p>6.2 Work with Student Council to discuss school activities and the promotion of inclusion.</p> <p>6.3 Share school events and goals with School Site Council.</p>		
<p>Monitoring program implementation and results:</p> <p>7.1 Healthy Kids Survey in fifth grade.</p> <p>7.2 Data on discipline reports, referrals and suspensions.</p> <p>7.3 Data on students referred to the student success team for behavior concerns.</p> <p>7.4 Discuss behavior procedures with School Culture and Climate Committee.</p> <p>7.5 Parent survey data with regards to Curriculum Effectiveness, Learning Environment, Communication, and Safety.</p>	<p>Monitoring program implementation and results:</p> <p>7.1 Healthy Kids Survey in fifth grade.</p> <p>7.2 Data on discipline reports, referrals and suspensions.</p> <p>7.3 Data on students referred to the student success team for behavior concerns.</p> <p>7.4 Discuss behavior procedures with School Culture and Climate Committee.</p> <p>7.5 Parent survey data with regards to Curriculum Effectiveness, Learning Environment, Communication, and Safety.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All Rescue subgroups received quality instructional programs including enrichment and intervention to meet their needs. Assemblies and activities were provided to promote social emotional development of all students. Professional development was provided to staff and committee avenues are available to support the needs of staff as well.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The metrics above illustrate that students feel safe at school and that their needs are being met. Families are very satisfied with the learning experiences and supports that their students receive.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies/Activities for this goal will be added to either Goals #1 or #2 under the 2018-19 school year Planned Improvement section in alignment with the Rescue Union School District LCAP plan.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Attract, support, and retain employees who are committed, diverse, knowledgeable, and dedicated to providing quality education for our students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Teacher Vacancies	100% of teacher positions will be filled by fully credentialed teachers	100% of teacher positions were filled by fully credentialed teachers
Teacher Misassignments	All teachers will be appropriately assigned based on their credentials.	All teachers were appropriately assigned based on their credentials.
CSEA Survey Results	Professional development needs for non-instructional classified staff will be addressed.	Professional development needs for non-instructional classified staff were addressed in the following areas: 1. Secretaries received trainings in Aeries and customer services procedures. 2. Custodians were trained in specific cleaning procedures and customer services. 3. Paraeducators were given collaboration and training time with the Student Services Department throughout the school year.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2017. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual	Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2017. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>professional goals by October of 2017.</p> <p>1.3 The administrator will meet with teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals.</p> <p>1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits.</p>	<p>professional goals by October of 2017.</p> <p>1.3 The administrator will meet with teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals.</p> <p>1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits.</p>		
<p>Staff Evaluation/Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p>	<p>Staff Evaluation/Hiring Support:</p> <p>2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.</p> <p>2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.</p>		
<p>Staff Support:</p> <p>3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that teachers can discuss best teaching practices, design trimester benchmark assessments and support one another in a collegial manner.</p>	<p>Staff Support:</p> <p>3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level.</p> <p>3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that teachers can discuss best teaching practices, design trimester benchmark assessments and support one another in a collegial manner.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>3.3 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE TIP program. Participating Teachers commit to spending 60 hours each year on TIP related activities/professional development. TIP teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as TIP Support Providers for our Participating Teachers..</p> <p>3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed.</p> <p>3.5 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.</p>	<p>3.3 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE TIP program. Participating Teachers commit to spending 60 hours each year on TIP related activities/professional development. TIP teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as TIP Support Providers for our Participating Teachers..</p> <p>3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed.</p> <p>3.5 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The principal met with each teacher throughout the 2017-18 school year to develop and monitor professional goals based on the 6 Domains of Teaching. The principal conducted formal and informal observations of teacher instruction and provided evaluation write ups to staff members that were on the evaluation cycle for the 2017-18 school year. One teacher participated in year 1 of TIP and two teachers served as the Support Providers for teachers in TIP.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal meetings were very effective as teachers created SMART goals that were evaluated throughout the school year. Evidence including student work samples, lesson planning, GLAD units, etc. were shared during the goal evaluation process to measure progress on goals. The principal engaged in professional conversations with teachers during the evaluation process and provided feedback on areas of strength and areas for growth. Support Providers provided quality guidance and support to the teachers they mentored.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Strategies/Activities for this goal will be added to either Goals #1 or #2 under the 2018-19 school year Planned Improvement section in alignment with the Rescue Union School District LCAP plan.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 6

Create and maintain a safe, clean campus that is conducive to the learning process.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the Facility Inspection Tool.	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.
Williams Act/Uniform Complaints	100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	1 Williams Act/Uniform Complaints was received. 100% of necessary deficits identified through the Williams Act/Uniform Complaint process were addressed.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Maintain Facilities and Grounds:</p> <p>1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council.</p> <p>1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns.</p> <p>1.3 Staff will complete School Dude tickets if there are items needing repair or replacement.</p> <p>1.4 The administrator will communicate directly on a daily basis with the Lead</p>	<p>Maintain Facilities and Grounds:</p> <p>1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council.</p> <p>1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns.</p> <p>1.3 Staff will complete School Dude tickets if there are items needing repair or replacement.</p> <p>1.4 The administrator will communicate directly on a daily basis with the Lead</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns.</p> <p>1.6 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus.</p> <p>1.7 Teachers will alert the administrator regarding safety or health concerns on campus.</p>	<p>Custodian regarding facility needs.</p> <p>1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns.</p> <p>1.6 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus.</p> <p>1.7 Teachers will alert the administrator regarding safety or health concerns on campus.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The School Safety Plan was developed and shared with the Rescue School Site Council in accordance with Facilities guidelines.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Safety Plan was developed and approved in October 2017. Monthly meetings were held between the principal and the Facilities Director regarding work orders and site needs. Monthly meetings were also held between the principal and the Yard Supervisors regarding calendar events, safety, and health concerns.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities/Strategies in this goal may be added to Goal #3 under the Planned Improvement section in alignment with the Rescue Union School District LCAP plan.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	54707.02
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	154,641.95

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	11,900.00
Donations	4,000.00
LCFF - Supplemental	37,688.35
Parent Teacher Association/Parent Faculty Club (PTA/PFC)	3,650.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	33,600.00
Site Formula Funds	9,096.58
Title I	43,953.02
Title II Part A: Improving Teacher Quality	10,754.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	4,382.48
1000-1999: Certificated Personnel Salaries	26,643.13
2000-2999: Classified Personnel Salaries	76,191.34
4000-4999: Books And Supplies	5,600.00
5000-5999: Services And Other Operating Expenditures	3,700.00
5800: Professional/Consulting Services And Operating Expenditures	875.00
None Specified	37,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	10,800.00
4000-4999: Books And Supplies	District Funded	1,100.00
0000: Unrestricted	Donations	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,277.03
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	35,411.32
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC)	3,650.00
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	33,600.00
0000: Unrestricted	Site Formula Funds	382.48
1000-1999: Certificated Personnel Salaries	Site Formula Funds	4,214.10
4000-4999: Books And Supplies	Site Formula Funds	4,500.00
1000-1999: Certificated Personnel Salaries	Title I	3,173.00
2000-2999: Classified Personnel Salaries	Title I	40,780.02
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	6,179.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	3,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	875.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Megan Brown	Classroom Teacher
Renee Mallot	Classroom Teacher
Mary Nugent	Classroom Teacher
Dustin Haley	Principal
Monica Hendrix	Parent or Community Member
Stefanie Lyster	Parent or Community Member
Marti Zizek	Parent or Community Member
Sheri Allen	Other School Staff
Scott Miller	Parent or Community Member
Jim Mog	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/4/2017.

Attested:

Principal, Dustin Haley on

SSC Chairperson, Marti Zizek on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California School Dashboard State Indicators

BACKGROUND:

The District began receiving funding under the Local Control Funding Formula (LCFF) for the 2013-2014 school year. The LCFF accountability system requires that LEA's develop a three-year Local Control Accountability Plan (LCAP) and complete annual updates. The performance of schools and districts under the new Local Control Accountability Planning process will be reported out for various state and local indicators on the new California School Dashboard.

STATUS:

The District is analyzing progress relative to the state measured priorities, including Suspension Rate, El Progress, Academic Progress, and Chronic Absenteeism. At the December 11 Regular Board Meeting, trustees received information regarding Rescue Union School District's status for the Suspension Rate and El Progress Indicators. The Academic Progress and Chronic Absenteeism indicators are now being presented.

FISCAL IMPACT:

N/A

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 III – COMMUNICATION/COMMUNITY INVOLVEMENT

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

RECOMMENDATION:

Information and discussion only.

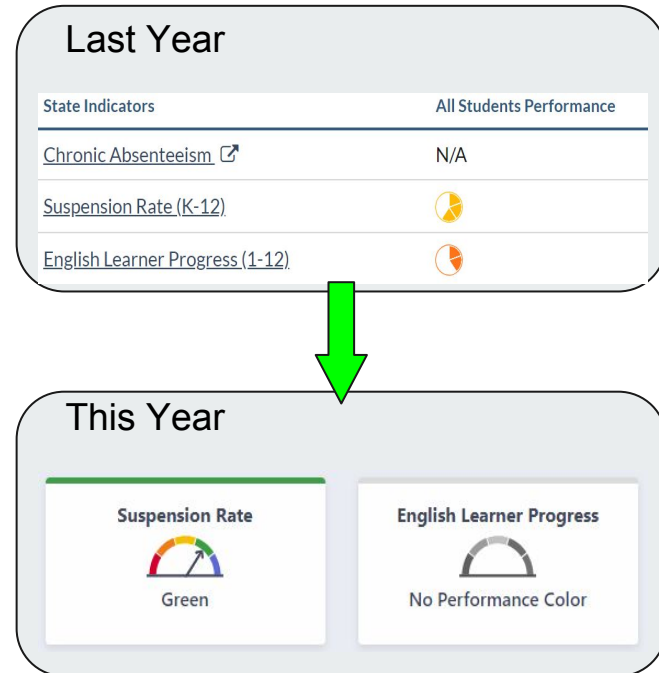


California School Dashboard Results for Rescue Union School District

2018-2019 (Academic Indicator and Chronic Absenteeism)

Our New Accountability System

- A Different Accountability System, now with a New Look!
 - Changes to make reports more “parent friendly”
 - Still uses multiple measures vs. results from one test (API)
- Indicators that Align to State Priorities
 - [i.e. Chronic Absenteeism, Suspension Rate, Academics, EI Progress]



Status and Change



- **Status** is still based on the most recent year of data for the indicator.
- **Change** is determined by calculating the difference between the performance from the most recent year data and the prior year data.

Status and Change

- New icons, same colors scale

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a grey color dial with the words 'No Performance Color'.





Academic Indicators

2017-2018

English Language Arts



Blue

Mathematics





Green



Academic Indicators

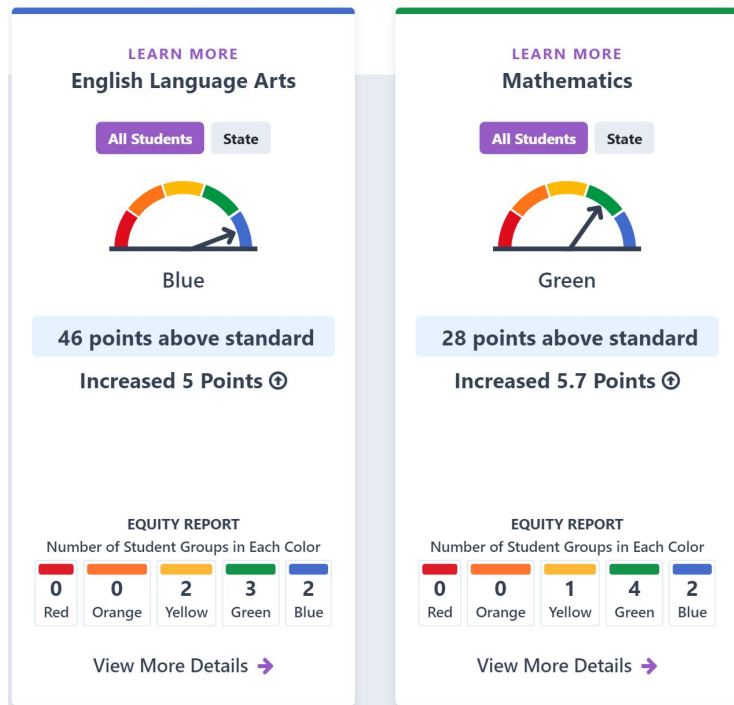
2016-2017

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
English Language Arts (3-8)		7	0
Mathematics (3-8)		7	2

In 2017, our District received an overall score of Green for both ELA and Math, with 2 groups (English Learners and Socioeconomically Disadvantaged) falling in the Red or Orange category for math.

Academic Indicators

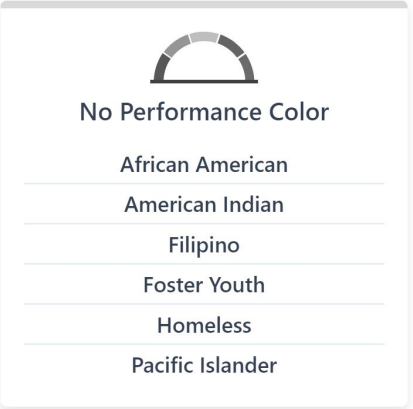
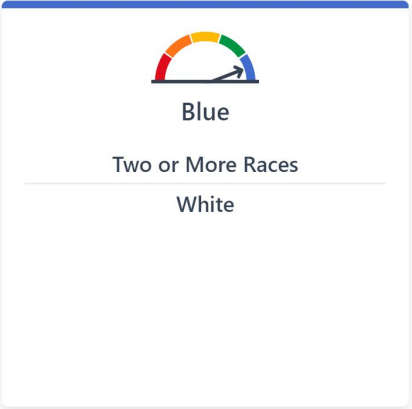
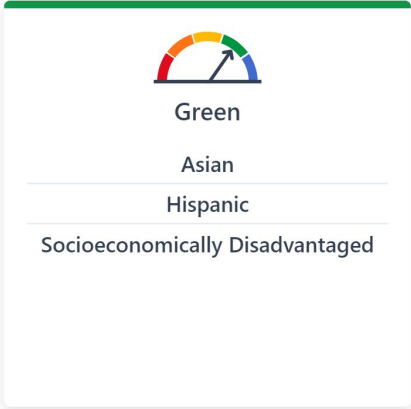
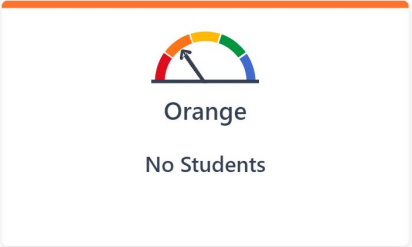
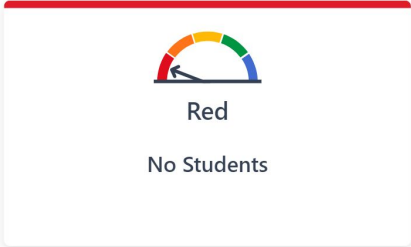
2017-2018



In 2018, our District received an overall score of Blue for ELA and Green for Math, with **NO** student groups falling in the Red or Orange category!

We increased 5 points in ELA and 5.7 points in Math!

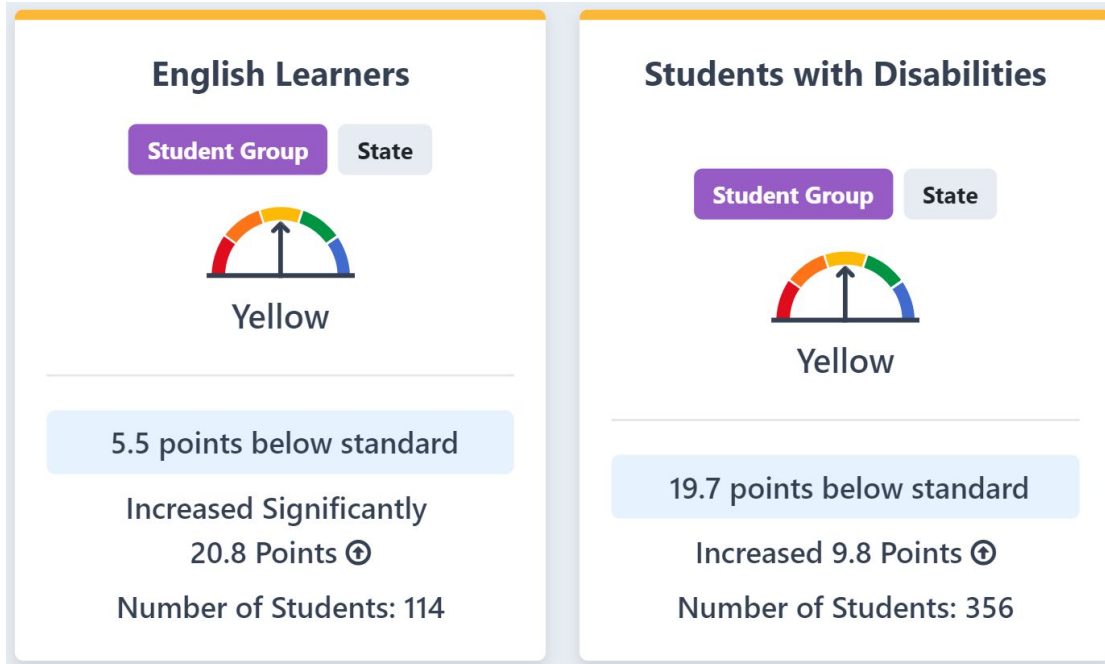
Student Group Academic Performance (ELA)



These results include all students across the district.

Results at individual school sites will vary.

ELA Performance by Student Group (YELLOW)



EI Students increased 20.8 points and Students with Disabilities increased almost 10 points!

ELA Performance by Student Group (GREEN)

Asian

Student Group

State



Green

74.8 points above standard

Declined -5.9 Points ⬇️

Number of Students: 131

Hispanic

Student Group

State



Green

18.9 points above standard

Increased 12.7 Points ⬆️

Number of Students: 364

Socioeconomically Disadvantaged

Student Group

State



Green

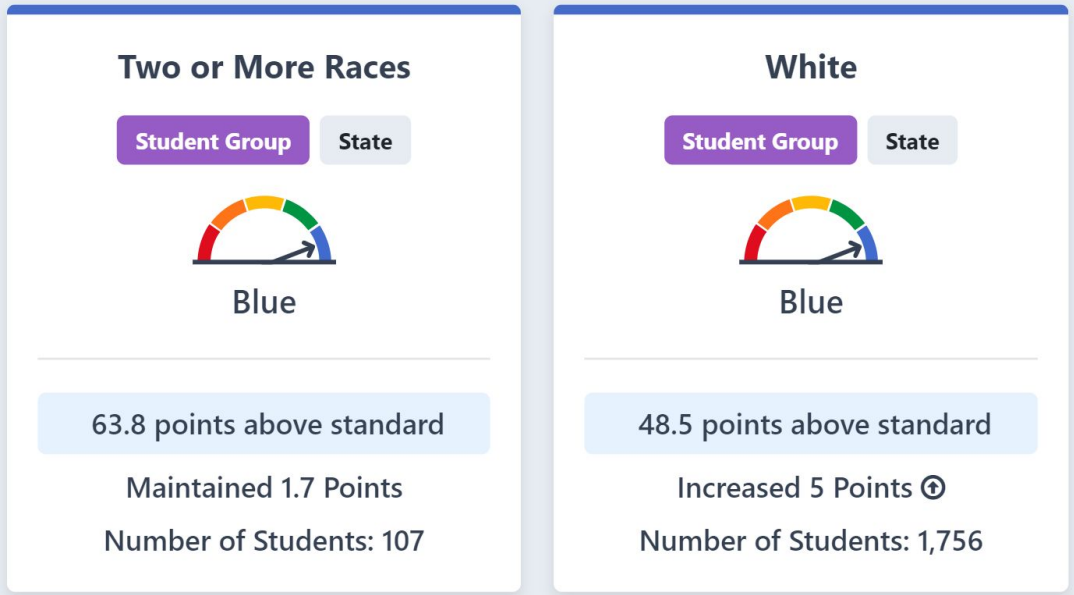
7.8 points above standard

Increased Significantly

15.5 Points ⬆️

Number of Students: 422

ELA Performance by Student Group (BLUE)



Student Group Academic Performance (Math)




Red
No Students




Orange
No Students




Yellow
Students with Disabilities



Green
English Learners
Hispanic
Socioeconomically Disadvantaged
White



Blue
Asian
Two or More Races



No Performance Color
African American
American Indian
Filipino
Foster Youth
Homeless
Pacific Islander

These results include all students across the district.

Results at individual school sites will vary.

Math Performance by Student Group (YELLOW)

Students with Disabilities

Student Group

State



Yellow

36.5 points below standard

Increased 8.2 Points ↕

Number of Students: 358

Students with Disabilities increased almost 8.2 points!

Math Performance by Student Group (GREEN)

English Learners

Student Group State



Green

18.7 points below standard

Increased Significantly
16.5 Points Ⓞ

Number of Students: 114

Hispanic

Student Group State



Green

4.5 points below standard

Increased 10.6 Points Ⓞ

Number of Students: 364

Socioeconomically Disadvantaged

Student Group State



Green

16.3 points below standard

Increased Significantly
18.3 Points Ⓞ

Number of Students: 423

White

Student Group State



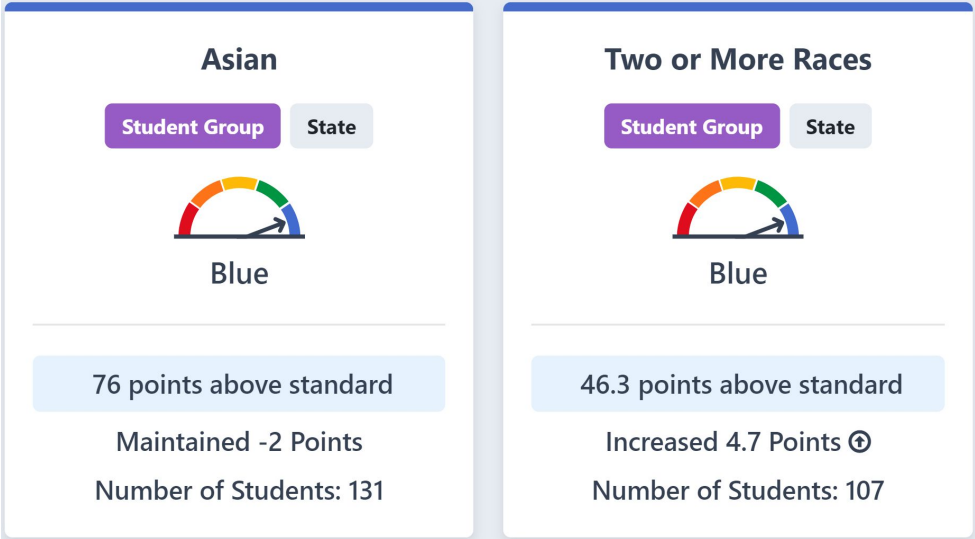
Green

30 points above standard

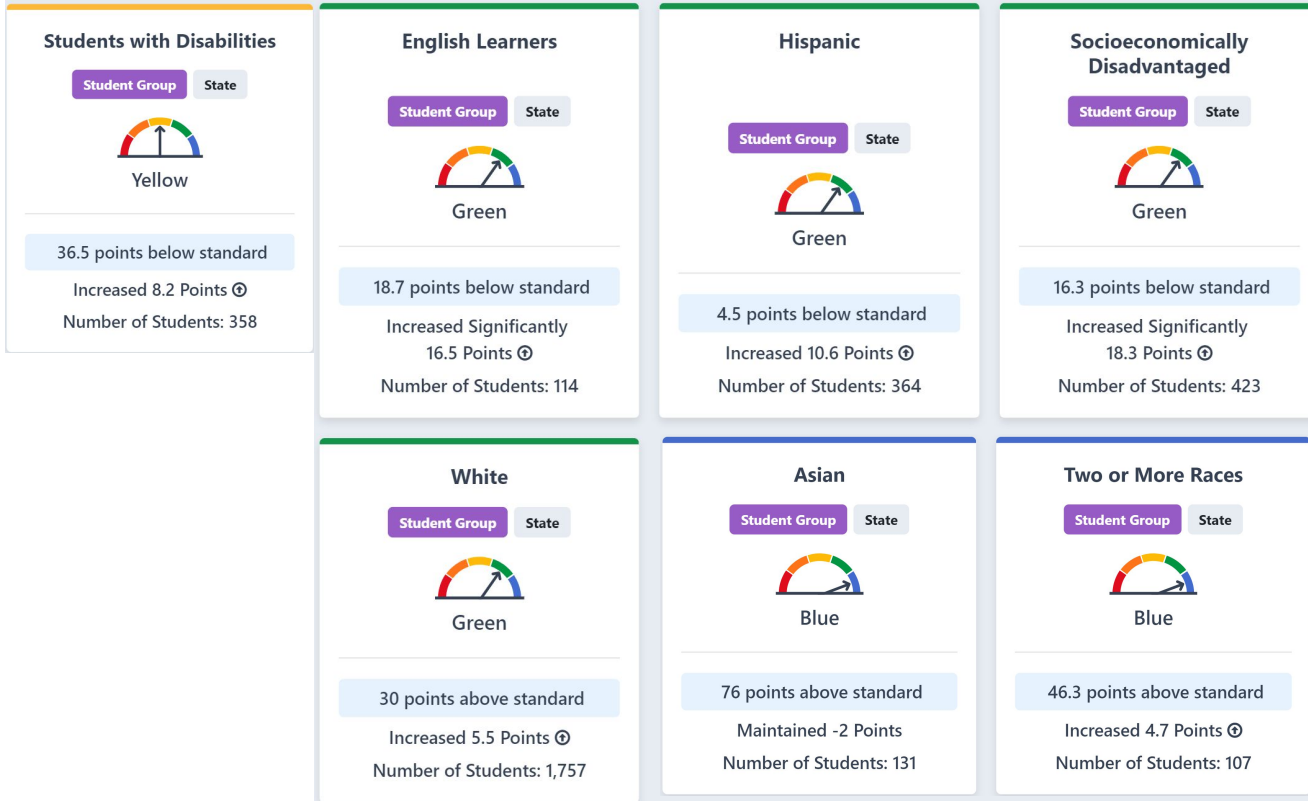
Increased 5.5 Points Ⓞ

Number of Students: 1,757

Math Performance by Student Group (BLUE)



Math Performance by Student Group



In Math, **EVERY** student group across the district maintained or increased!





Academic Performance Indicator

What next?

- Quality professional development is continuing, led by our site principals, our EI Coordinator, and teacher leaders. Teachers and students are working more with academic vocabulary and accountable talk. Professional development centered on integrated and designated instruction is also continuing as is Guided Language Acquisition and Design (GLAD) instruction.
- Paraeducator and support staff also continue to receive training to better work with our students. In fact, paraeducators are scheduled to attend the upcoming CSEA paraeducator conference for the first time.
- Wednesday collaboration time provides the time necessary for teachers to identify students' needs and schedule appropriate interventions.
- Smarter Balanced Interim Assessments are scheduled to continue. These serve as a good predictor of student readiness and provide students with an opportunity to become familiar with the format and rigor of the test.

Chronic Absenteeism

2017-2018

Chronic Absenteeism



Green



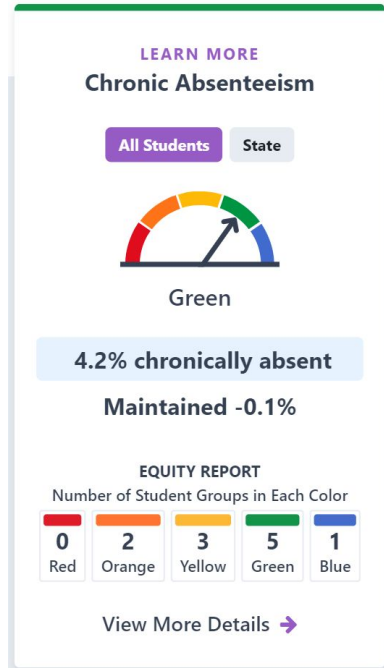
What is Chronic Absenteeism?

The number of days a pupil is absent ÷ the total number of days a pupil is enrolled in a regularly taught school day of the district = the absentee percentage.

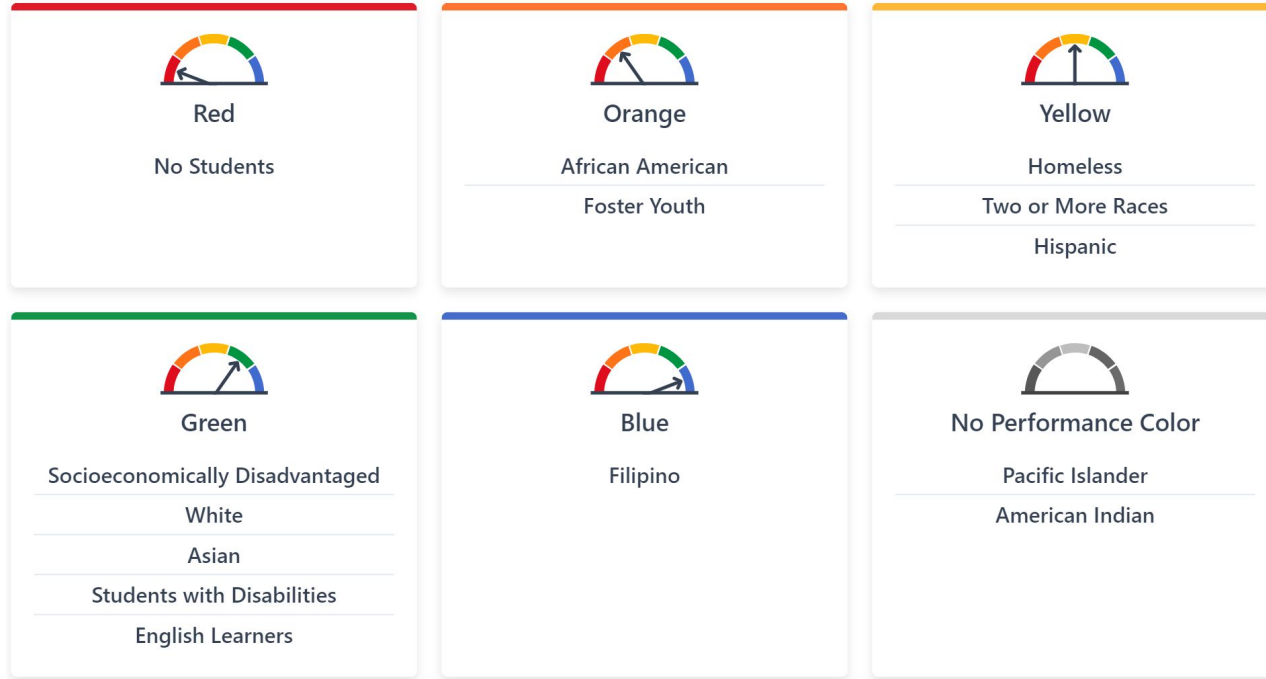
If the absentee percentage is TEN PERCENT or more, the student is chronically absent.

The number of students who are chronically absent ÷ An unduplicated count of the number of students enrolled during the academic year = The chronic absenteeism rate.

Chronic Absenteeism



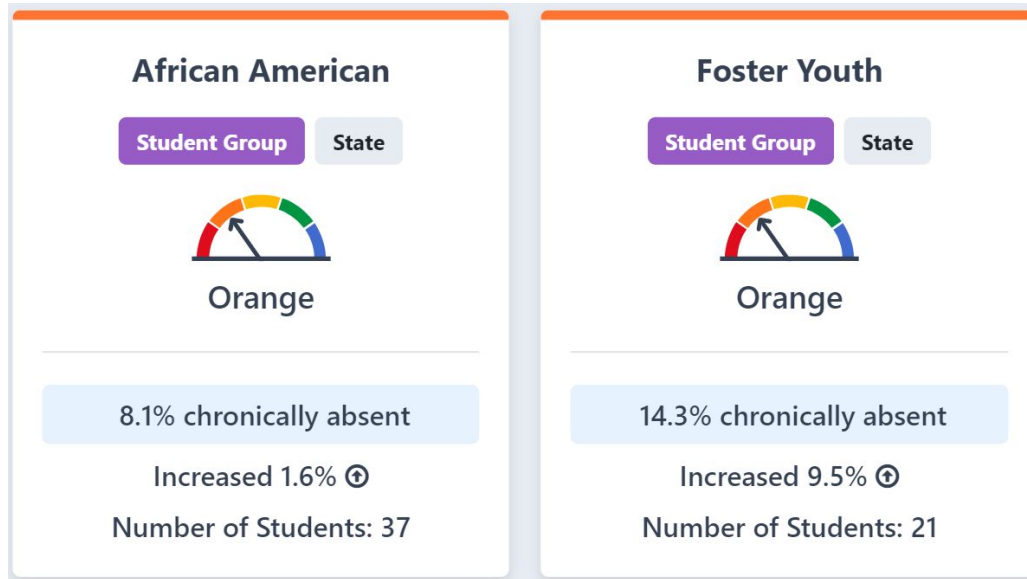
Chronic Absenteeism by Student Group



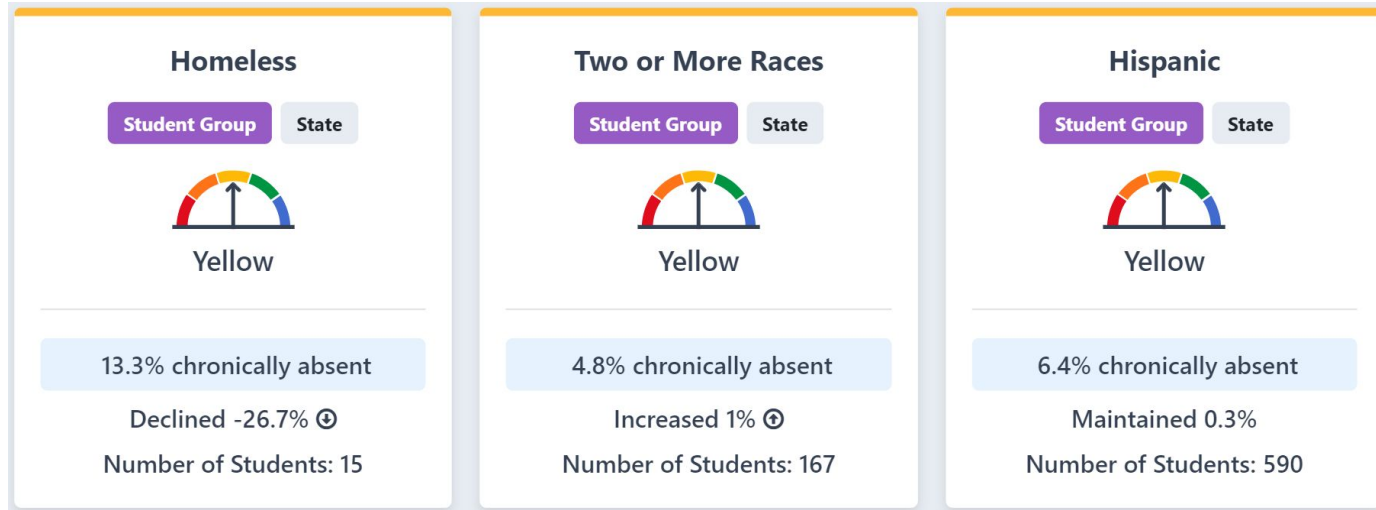
These results include all students across the district.

Results at individual school sites will vary.

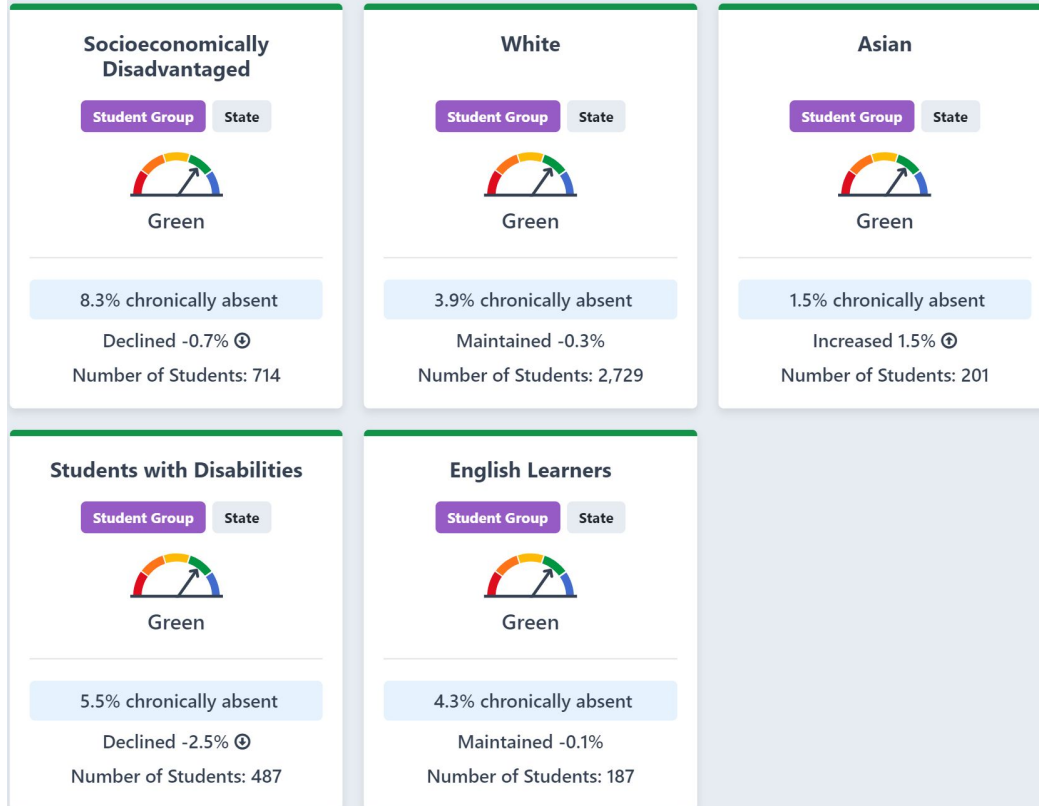
Chronic Absenteeism by Student Group (ORANGE)



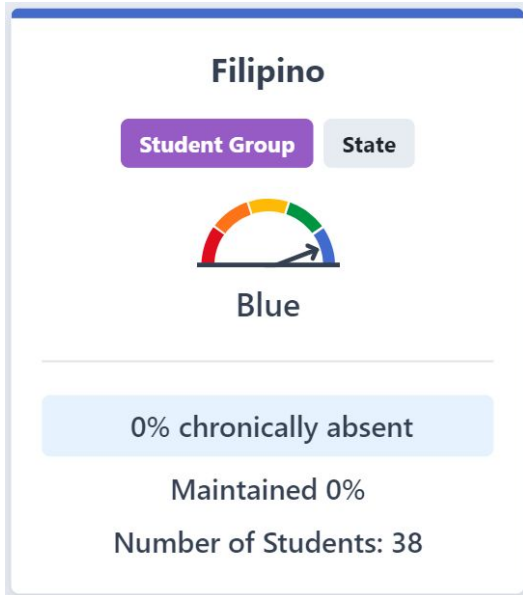
Chronic Absenteeism by Student Group (YELLOW)



Chronic Absenteeism by Student Group (GREEN)



Chronic Absenteeism by Student Group (BLUE)





Chronic Absenteeism

RUSD has the second lowest Chronic Absenteeism rate in all of El Dorado County.

This can be attributed, in part, to our teachers, secretaries, and administrators, who work diligently with parents and SARB to ensure that students do not miss school.



Chronic Absenteeism

What next?

- Continued monitoring of student absence and early intervention.
- Postcards (from CSBA Conference) sent to families to explain the importance of regular school attendance and other forms of personal communication.
- Partnership with El Dorado County School Attendance Review Board (SARB)

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Schoolwide Title I Programs at Green Valley and Rescue

BACKGROUND:

In general, a Title I, Part A school may operate as a SWP only if a minimum of 40 percent of the students in the school, or residing in the attendance area served by the school, are from low-income families [ESSA Section 1114(a)(1)]. However, a school that serves less than 40 percent of children from low-income families may operate as a SWP if the school receives a waiver from the State educational agency [ESSA Section 1114(a)(1)(B)].

Whereas Title I, Part A targeted assistance (TAS) programs only provide educational services to identified individual students, SWP allows staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis on SWP schools is to serve all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. SWP maximizes the impact of Title I, Part A. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Green Valley Elementary School and Rescue Elementary School currently operate as “targeted” Title I schools and as such are only permitted to provide educational services to identified individual students. Administration from both school sites and District Office leadership feel that a schoolwide approach would better serve students.

The schoolwide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented SWP touches on all aspects of the school’s operation and offers an appropriate option for schools seeking to improve achievement for all students, particularly the lowest achieving.

On April 10, 2018 The RUSD Board of Trustees approved Green Valley Elementary School and Rescue Elementary School to begin the process to move to schoolwide Title I programs.

STATUS:

Each site has now

1. Established a school planning team composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the SWP plan, and parents and community members.
2. Conducted a comprehensive needs assessment.
3. Developed a comprehensive SWP plan based on the results of the comprehensive needs assessment. The plan will be developed with the involvement and support of all

stakeholder groups, contain all the required components of a SWP, and will be reviewed and approved by the SSC before being recommended to the local governance board.

If approved, each site will be permitted to operate schoolwide programs.

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

RECOMMENDATION:

District Administration recommends the Board of Trustees approve the plans for Green Valley and Rescue Elementary Schools to begin to operate Schoolwide Title I programs.



Green Valley Elementary School

Title I Schoolwide Plan

2018 – 2019

Rescue Union School District

Michelle Winberg, Principal

Introduction

The recently reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a schoolwide program and in the writing of a schoolwide plan. By completing the provided template, Green Valley Elementary School will develop a new plan or update current schoolwide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school; o The local education agency;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel; and
 - Technical assistance providers; School staff

- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and

- If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, and schools implementing comprehensive

support and improvement activities or targeted support and improvement activities under section 1111(d).

Plan Components

The Green Valley Elementary Schoolwide Title I Plan is designed to meet state standards and guide systemic improvement in academic achievement. The plan is comprised of four main components listed below:

- Component One: Comprehensive Needs Assessment
- Component Two: Schoolwide Reform Strategies
- Component Three: Activities to Ensure Mastery
- Component Four: Coordination and Integration

Narrative Sections

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Green Valley Elementary School must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Budget Implication Sections

The budget implication sections must be sufficient in detail to show how Title I funds support the Green Valley Elementary schoolwide program and provide students with a well-rounded education.

Component One: Comprehensive Needs Assessment

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, Green Valley Elementary School must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, Green Valley Elementary School should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the Green Valley Elementary School community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment process.

Narrative:

Green Valley Elementary began the process of a Title I Schoolwide Comprehensive Needs Assessment during the 2017-18 school year. The Title I Schoolwide plan went into effect during the 2018-19 school year. Annually, a schoolwide Title I committee (School Site Council) reviews the plan and the current needs of our students and makes adjustments according to these needs. Preliminary student data from the present school year is provided to instructional staff. At the beginning of each year, staff review summative data from the previous year and administer baseline assessments to determine where students are academically on baseline reading and math standards. Staff review assessment data results to

determine student needs based on their academic performance. This is done several times throughout the school year to monitor student progress and program effectiveness.

Summarize the Results and Conclusions:

Based on the data from the Baseline and Smarter Balanced assessments, grade levels created academic goals in the area of Math and Language Arts that would assist in increasing proficiency levels at the grade level. The areas identified address specific areas addressed as an area for improvement and also further address building level areas of improvement. Most goals show a progression of skills to each subsequent grade level, however there were some areas where a grade level had a specific concept that was necessary to address.

Goals are as follows:

Kindergarten:

Reading: With prompting and support students will identify all letters and sounds, be able to blend, and identify high frequency words according to the end of the year benchmarks.

Math: Students will be able to count to 100, recognize and write numbers 0 – 20 while counting with 1:1 correspondence as measured by the end of the year benchmarks.

Grades 1 – 3:

Reading: Students will be able to use multiple comprehension strategies to better understand a story or instructional text. Students will also focus on decoding and work attacking strategies to achieve reading fluency levels as measured by the end of the year benchmarks.

Math: Students will strengthen their understanding of place value and mastery of addition, subtraction, multiplication, and division fact fluency as measured by the end of the year benchmarks.

Grades 4 – 5:

Reading: Students will explain how an author uses reasons and evidence to support particular points in a text.

Math: Students will strengthen their understanding of place value, fractions, decimals, and order of operations as measured by end of the year benchmarks.

Budget Implications:

Title I Paraeducators assist students in their progress toward these goals. Reading Counts, Science Research Associates (SRA), Read Live, Starfall, ST Math and Reflex Math are supplemental programs that have been purchased to assist all students at their instructional level as well as grade level standards.

Component Two: Schoolwide Reform Strategies

Provide a description of schoolwide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Evidence-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The general education teachers, Title I paraeducators, and special services staff focus on the individual needs of students by re-teaching and supporting them in areas in which they exhibit weaknesses and implement reform strategies through a concerted effort. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Instructional strategies will follow the methodology of guided curriculum instruction. In math, the emphasis will be on problem-solving with students exploring mathematical strategies and explaining mathematical reasoning. In reading, the emphasis will be on using proven strategies for guided reading, reading fluency, reading comprehension, and analysis.

To determine if students' needs have been met, teachers will examine classroom work, informal math and reading assessments, results of the standards-based assessments including chapter assessments, trimester assessments, and supplemental program assessments that are given throughout the year. In addition, we will utilize the Smarter Balanced Assessment to make comparisons on the percentages of our proficiencies. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students district-wide. Grade level meetings will address the progress of students and ways in which to meet their individual needs.

Budget Implications:

Six Title I Paraeducators and two EL Paraeducators are utilized to provide intervention services.

Benchmark/Evaluation:

Students' progress is continually monitored through informal assessments, formal assessments, through the use of District-adopted curriculum, and supplemental programs. Trimester assessments are also administered and reviewed. Grades 3 through 5 review the Smarter Balanced Assessment results to evaluate student performance and trends. Grade level teams monitor the data and alter students being pulled based on growth and/or mastery of a concept. Based on need, some students may receive more intensive support while others may only need maintenance of effort. Monthly, grade level members meet and alter support of students based on the data.

Component Three: Activities to Ensure Mastery

Provide a description of schoolwide reform strategies that: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; and 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Green Elementary School utilizes several supplemental online programs to assist in the intervention of students. Read Live is an online program that works on decoding and comprehension. Kindergarten and first grade classrooms also use Starfall to assist students with learning letter sounds and patterns. In addition, Green Valley uses the Reading Counts program to assess student's Lexile Level and provide books for students to read at their level supporting their reading comprehension. Reflex Math is an online math supplemental program that focuses on math fact fluency. Students work on mastering their math facts through various activities. ST Math is an online math supplemental program that is utilized by students to focus on math concepts. All of these programs allow for differentiation and the ability to meet the needs of all students. Intervention teachers use the data from these programs to assess the areas of intervention they will do with small groups and individual students.

Budget Implications:

Read Live, Starfall, Reflex Math, and ST Math programs (Reading Counts is paid for by the District)

Benchmark/Evaluation:

All teachers check the data of their students a minimum of one time a week. Intervention teachers check in weekly with teachers regarding any concerns or changes. Smarter Balanced Assessment and end of the year benchmark assessments will also be evaluated to determine if these programs provide an increase in the proficiency levels of students based on the mastery of goals written in Component One.

Component Four: Coordination and Integration

Provide a description of schoolwide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include:

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting primary children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program.

Evidence: Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Green Valley Elementary offers a multi-tiered system of support for students for academic and social emotional support. Teachers are currently participating in professional development in Social Emotional Learning support as well as Multi-tiered Systems of Support (MTSS). During the 2018-19 school year an emphasis is placed on developing a Response to Intervention model for behavior

support utilizing classroom and schoolwide supports. Staff participated in a Needs Assessment tool to determine areas of strength and those that need improvement. Each classroom is implementing a reset station called “The Calm Zone” for students that need an opportunity to compose themselves so they can return to the learning environment. Teachers are receiving training on how to use the “Calm Zone” effectively within their classrooms. We have a full time school counselor who provides weekly age/grade appropriate small group counseling for grades 1 – 5 in the following areas:

- **Social and General Problem Solving Skills** (i.e. Greetings, Joining in, Inviting Someone to Play, Giving Compliments, Asking for Help)
- **Getting Along with Others/Building Positive Peer Relationships** (i.e. Using Kind Talk, Showing Interest in Others, Being Flexible, Compromising, Being a Good Sport)
- **Social Response Skills** (i.e. Listening, Following Directions, Waiting, Reading Social Cues)
- **Ability to Cope with Anger** (i.e. Triggers, Responses, Recognizing Body Language/Signals, Strategies to Regulate Anger)

Teachers complete a Needs Assessment screener to determine students that may need support in a group. In addition, each classroom receives weekly guidance lessons and some students receive individual support as needed.

Teachers have participated in a number of professional development opportunities surrounding Social Emotional Learning (SEL). Green Valley continues to move forward with implementing Positive Behavior Intervention Supports (PBIS) which provides a school-wide system for supporting students.

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Back to School Night, Open House, Family Engagement activities and parenting classes. Information is disseminated to parents through weekly email blasts, monthly newsletters, school website, parent displays, brochures, formal and informal meetings, personal phone calls and emails, and Blackboard Messenger.

A Needs Assessment is done at the end of each year to identify students that would benefit from summer school. During the month of July, services are

provided to identified students to attempt to boost our efforts in their academic progress in reading and math.

In the Fall of each year, teachers will give baseline assessments, review informal/formal assessments along with district adopted assessments to identify students that are in need of additional interventions. Classroom data and administering the formal/informal assessments continue to be used in identifying students with needs throughout the year. Students that make minimal or no academic gains with the intervention assistance are referred to our Student Study Team (SST) to determine if further testing and consideration need to be made for special education services.

Budget Implications:

Paraeducators; PBIS Training Cost plus sub cost; Calm Zone materials

Benchmark/Evaluation:

Evaluation of academic and social emotional learning data drives the decisions on what students need interventions and what types of interventions that will take place. This evaluation will take place throughout the school year and will measure the effectiveness of the intervention supports.



Rescue Elementary School

Title I School-wide Plan

2018 – 2019

Rescue Union School District

Dustin Haley, Principal

Introduction

The recently reauthorized Elementary and Secondary Education Act (ESEA), commonly known as ESSA, requires certain components be included in planning for a school-wide program and in the writing of a school-wide plan. By completing the provided template, Rescue Elementary School will develop a new plan or update current school-wide/school improvement plans that will meet the new requirements. If completing the template for a new SW program, the Comprehensive Needs Assessment (CNA) – Component 1 section must be completed. Otherwise that section is optional and may be used as a tool to re-evaluate the SW program that is in place, as long as the school and LEA assure that a CNA has been conducted at some point in the monitoring/revision process required under the law (Section 1114(b)(3))

- The plan shall be developed or revised with the involvement of:
 - Parents;
 - Other members of the community to be served;
 - Individuals who will carry out the plan, including teachers, principals, other school leaders, administrators, paraprofessionals present in the school;
 - To the extent feasible, tribes and tribal organizations present in the community; and
 - If appropriate
 - Specialized instructional support personnel; and
 - Technical assistance providers; School staff

- The plan shall be available to the Local Educational Agency (LEA), parents, and the public; information in the plan should be in an understandable and uniform format and, to the extent practicable, provided in a language that parents can understand; and

- If appropriate and applicable, the plan shall be developed in coordination and integration with other federal, state, and local services, resources, and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, and schools implementing comprehensive

support and improvement activities or targeted support and improvement activities under section 1111(d).

Plan Components

The Rescue Elementary School School-wide Title I Plan is designed to meet state standards and guide systemic improvement in academic achievement. The plan is comprised of four main components listed below:

- Component One: Comprehensive Needs Assessment
- Component Two: School-wide Reform Strategies
- Component Three: Activities to Ensure Mastery
- Component Four: Coordination and Integration

Narrative Sections

The narrative sections in the template must be completed in sufficient detail to document how the component has been thoroughly and thoughtfully addressed. Rescue Elementary School must annually review the plan and revise, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. (ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

Budget Implication Sections

The budget implication sections must be sufficient in detail to show how Title I funds support the Rescue Elementary School school-wide program and provide students with a well-rounded education.

Component One: Comprehensive Needs Assessment

To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, Rescue Elementary School must conduct a comprehensive needs assessment. Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, Rescue Elementary School should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.

Evidence: A systematic effort involving multiple stakeholders to acquire an accurate and thorough picture of strengths and weaknesses of the Rescue Elementary School community, thus identifying student needs through a variety of information-gathering techniques. A data analysis summary must be included which incorporates benchmarks used to evaluate program results. The results of your data analysis must guide the reform strategies that you will implement to improve instruction for all students.

Briefly describe the school's Comprehensive Needs Assessment process.

Narrative:

Rescue Elementary began the process of a Title I School-wide Comprehensive Needs Assessment during the 2017-18 school year. The Title I School-wide plan went into effect during the 2018-19 school year. Annually, a school-wide Title I committee (School Site Council) reviews the plan and the current needs of our students and makes adjustments according to these needs. Preliminary student data from the present school year is provided to instructional staff. At the beginning of each year, staff review summative data from the previous year and administer baseline assessments to determine where students are academically on baseline reading and math standards. Staff review assessment data results to

determine student needs based on their academic performance. This is done several times throughout the school year to monitor student progress and program effectiveness. In addition, parents are asked to complete a survey which provides information and feedback regarding the strengths of our programs and any potential recommendations parents may have.

Summarize the Results and Conclusions:

Based on the data from the Baseline and Smarter Balanced assessments, grade levels created academic goals in the area of Math and Language Arts that would assist in increasing proficiency levels at the grade level. These areas identified address specific areas addressed as an area for improvement and also further address building level areas of improvement. Most goals show a progression of skills to each subsequent grade level, however there were some areas where a grade level had a specific concept that was necessary to address.

Goals are as follows:

Kindergarten:

Reading: With prompting and support students will identify all letters and sounds, be able to blend, and identify high frequency words according to the end of the year benchmarks.

Math: Students will be able to count to 100, recognize and write numbers 0 – 20 while counting with 1:1 correspondence as measured by the end of the year benchmarks.

Grades 1 – 3:

Reading: Students will be able to use multiple comprehension strategies to better understand a story or instructional text. Students will also focus on decoding and work attacking strategies to achieve reading fluency levels as measured by the end of the year benchmarks.

Math: Students will strengthen their understanding of place value and mastery of addition, subtraction, multiplication, and division fact fluency as measured by the end of the year benchmarks.

Grades 4 – 5:

Reading: Students will explain how an author uses reasons and evidence to support particular points in a text.

Math: Students will strengthen their understanding of place value, fractions, decimals, and order of operations as measured by end of the year benchmarks.

Budget Implications:

Title I paraeducators assist students in their progress in these goals. Reading Counts, Science Research Associates (SRA), and Reflex Math are supplemental programs that have been purchased to assist all students at their instructional level as well as grade level standards.

Component Two: School-wide Reform Strategies

Provide a description of school-wide reform strategies, that may include interventions that provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging state academic standards.

Evidence: Evidence-based research strategies based on identified needs and designed to raise the achievement level of all students on content standards. Provide information on how the selected strategies will increase student achievement in underperforming subgroups, if applicable. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

The general education teachers, Title I paraeducators, and special services staff focus on the individual needs of students by re-teaching and supporting them in areas in which they exhibit weaknesses in and implement reform strategies through a concerted effort. Students are instructed in a variety of strategies in whole group, small group, and individual settings. Instructional strategies will follow the methodology of guided curriculum instruction. In math, the emphasis will be on problem-solving with students exploring mathematical strategies and explaining mathematical reasoning. In reading, the emphasis will be on using proven strategies for guided reading, reading fluency, reading comprehension, and analysis. To determine if students' needs have been met, teachers will examine classroom work, informal math and reading assessments, results of the standards-based assessments including chapter assessments, trimester assessments, and supplemental program assessments that are given throughout the year. In addition, we will utilize the Smarter Balance Assessment to make comparisons on the percentages of our proficiencies. All reform strategies are consistent with the district goals and ways in which we measure the instructional needs of students district-wide. Grade level meetings will address the progress of students and ways in which to meet their individual needs.

Budget Implications:

Eight Title I paraeducators and one EL paraeducator are utilized to provide intervention services.

Benchmark/Evaluation:

Students' progress is continually monitored through informal assessments, formal assessments, through the use of District adopted curriculum, and supplemental programs. Trimester assessments are also administered and reviewed. Grades 3 through 5 review the Smarter Balance Assessment results to evaluate student performance and trends. Grade level teams monitor the data and alter students being pulled based on growth and/or mastery of a concept. Based on need some students may receive more intense support while others may only need maintenance of effort. Monthly, grade level members meet and alter support of students based on the data.

Component Three: Activities to Ensure Mastery

Provide a description of school-wide reform strategies that: 1) use methods and instructional strategies that strengthen the academic program in the school; 2) increase the amount and quality of learning time; and 3) help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Evidence: Evidence-based research strategies or activities that strengthen and enrich the academic program by: extending the school day; embedding reading and/or mathematics curricula into other instructional areas; or other strategies as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Rescue Elementary School utilizes three supplement online programs to assist in the intervention of students. Raz Kids is an online program that works on decoding and comprehension. Rescue also uses the Reading Counts program to assess a student's Lexile Level and provide books for students to read at their level supporting their reading comprehension. Reflex Math is an online math supplemental program that focuses on math fact fluency. Students work on mastering their math facts through various activities. TenMarks is an online math supplemental program that is utilized by students in grades 3 – 5. This program also assesses students' individual levels and provides them with lessons and activities at their level. In addition, teachers are able to assign grade level content to their classroom of students to supplement what is being taught in the classroom. All of these programs allow for differentiation and the ability to meet the needs of all students. Intervention teachers use the data from these programs to assess the areas of intervention they will do with small groups and individual students.

Budget Implications:

Raz Kids, Reflex Math, and TenMarks programs (Reading Counts is paid for by the District)

Benchmark/Evaluation:

All teachers check the data of their students one time a week as a minimum. Intervention teachers check data on individual students they are tracking daily. Smarter Balanced Assessment and end of the year benchmark assessments will also be evaluated to determine if these programs provide an increase the proficiency levels of students based on the mastery of goals written in Component One.

Component Four: Coordination and Integration

Provide a description of school-wide reform strategies that address the needs of all children in the school, but particularly the needs those at risk of not meeting the challenging state academic standards, through activities which may include:

- Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
- Implementation of a school-wide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects; and
- Strategies for assisting primary children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the school-wide program.

Evidence: Evidence-based research strategies or activities such as student support services; behavior intervention systems; tiered systems of support; teacher recruitment and/or retention activities; or other activities as appropriate. Include a description of how the reform strategies will be evaluated for effectiveness.

Narrative:

Rescue Elementary offers a multi-tiered system of support for students for academic and social emotional support. Teachers are currently participating in professional development in Social Emotional Learning support as well as Multi-tiered Systems of Support (MTSS). During the 2018-19 school year an emphasis is

placed on developing a Response to Intervention model for behavior support utilizing classroom and schoolwide supports. Staff participated in a Needs Assessment tool to determine areas of strength and those that need improvement. Each classroom is implementing a reset station called “The Breakroom” for students that need an opportunity to compose themselves so they can return to the learning environment. Teachers are receiving training on how to use the Breakroom effectively within their classrooms. Counseling Services are being provided 3 days per week. Our counselor is providing weekly small group (Greatness Group) counseling for grades 1 – 5 in the following areas:

- **Social and General Problem Solving Skills** (i.e. Greetings, Joining in, Inviting Someone to Play, Giving Compliments, Asking for Help)
- **Getting Along with Others/Building Positive Peer Relationships** (i.e. Using Kind Talk, Showing Interest in Others, Being Flexible, Compromising, Being a Good Sport)
- **Social Response Skills** (i.e. Listening, Following Directions, Waiting, Reading Social Cues)
- **Ability to Cope with Anger** (i.e. Triggers, Responses, Recognizing Body Language/Signals, Strategies to Regulate Anger)

Teachers complete a Needs Assessment screener to determine students that may need support in a “Greatness Group.” In addition, each classroom receives guidance activities from our school counselor one time a month and will provide individual support as needed. Additional paraeducator support is provided to our Kindergarten classes to assist with student academic and social emotional needs.

Teachers will participate in a number of professional development opportunities including Love and Logic and Positive Behavior Intervention Supports (PBIS) providing them strategies and an evaluation of school-wide, classroom, and individual student systems for supporting student development.

Parents are provided with professional development at the local level. Parents are encouraged to attend the following events: Back to School Night, Open House, Family Engagement activities and parenting classes. Information is disseminated to parents through weekly email blasts, monthly newsletters, school web site, parent displays, brochures, formal and informal meetings, personal phone calls and emails, and Blackboard Messenger.

A Needs Assessment is done at the end of each year to identify students that would benefit from summer school. During the month of July, services are provided to these identified students to attempt to boost our efforts in their academic progress in reading and math.

In the Fall of each year, teachers will give baseline assessments, review informal/formal assessments along with district adopted assessments to identify students that are in need of additional interventions. Classroom data and the continuation of administering the formal/informal assessments continue to be used in identifying students with needs throughout the year. Students that make minimal or no academic gains with the intervention assistance are referred to our Student Study Team (SST) to determine if further testing and consideration need to be made for special education services.

Budget Implications:

Four paraeducators; Love and Logic registration and teacher substitutes;
Breakroom materials

Benchmark/Evaluation:

Evaluation of academic and social emotional learning data drives the decisions on what students need interventions and what types of interventions that will take place. This evaluation will take place throughout the school year and will measure the effectiveness of the intervention supports.