Rescue Union School District

6-Feb-19

	GREEN VALLEY		JACKSON		LAKE FOREST	LAKEVIEW	RESCUE		MARINA VILLAGE		PLEASANT GROVE	Tot.
TR. KDG	21		38		19	19	20		0		0	**117**
KDG.*	58		75		65	75	91		0		0	**364**
FIRST	58		68		57	84	83		0		0	**350**
SECOND	59		77		74	90	66		0		0	**366**
THIRD	62		66		69	84	76		0		0	**357**
FOURTH	80		81		70	88	70		0		0	**389**
FIFTH	64		84		69	108	73		0		0	**398**
SIXTH	0		0		0	0	0		291		163	**454**
SEVENTH	0		0		0	0	0		274		188	**462**
EIGHTH	0		0		0	0	0		247		158	**405**
SDC			18								15	
*COOL School												
TOTAL	402		507		423	548	479		812		524	**3698**
Ending 17-18	423		489		426	559	461		760		540	3672
Difference	-21		18		-3	-11	18		52		-16	26

**Low Housing Projection 2017-18	Variance
100	17
389	-25
348	2
349	17
362	-5
363	26
393	5
393	61
348	114
438	-33
0	33
0	0
3483	215

**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**	**3698**				
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*	*10*				
Avg Diff		*-5*	*-1*	*-2*	*-5*	*-2*	*-0.3*				

ITEM#: 3
Date: February 12, 2019

Rescue Union School District

AGENDA ITEM: Lakeview Elementary Mural

BACKGROUND:

The Lakeview Elementary Parent Teacher Organization (PTO) is requesting consent from the Board for a mural of the California Distinguished School logo to be painted on the exterior wall of the library.

STATUS/DISCUSSION:

Lakeview was the recipient of the California Distinguished School Award in 2018. California Distinguished Schools Awardees are encouraged to publicize their status by using the logo and by identifying themselves as a recipient of the award. The logo would be 4 feet in diameter and will be painted by artist Laura Bermudez who recently completed a mural for Lake Forest Elementary School.

FISCAL IMPACT:

The cost is anticipated to be $845.00 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 Lakeview for the PTO sponsored mural.

ITEM#: 4
DATE: February 12, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Retirement Incentive for Non-Management Classified/Confidential Employees**

BACKGROUND:

The California School Employees Association (CSEA) Rescue Chapter #737 requested a retirement incentive during negotiations.
The District reviewed many factors including cost savings, past retirement incentives, enrollment and staffing projections, and determined that a certificated retirement incentive would be appropriate.

STATUS:

CSEA and the District have signed a TA for the 2018-19 school year. The District has created the attached retirement incentive for classified (non-management) and confidential staff. The qualification, assumptions, payout, timeline are summarized in the attachment.

FISCAL IMPACT:

Any incentive offered must show a cost savings to the district. Cost and savings varies depending on retirees, but under the most conservative scenario, the district would create a net savings.

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 2018-19 retirement incentive for Non-Management Classified/Confidential Employees of the Rescue Union School District.

**DRAFT **

Pending Board Review and Approval

Rescue Union School District

Classified (Non-Management) Retirement Incentive

2018-19 School Year

Qualifications for Incentive

- Active Rescue Union School District (RUSD) employee as of board approval date* of incentive offer
- Permanent represented or confidential classified employee (Non-Management)
- At least ten (10) years of full-time equivalent service in RUSD as of 6/30/19
- Age fifty (55) or older by 6/30/19
- Acceptance of retiree incentive assumes participant will enter into PERS. If participant chooses not to retire with pension system, they may not be re-employed with RUSD at any time in the future and may only short term-substitute in RUSD
- Interested parties must sign irrevocable retirement letter by April 1 stating retirement from district no later than 6/30/2019
- Letter of resignation is irrevocable if there are 10 participants, or at the Board's discretion at the April Board Meeting they approve the incentive with less than 10 applicants due to a savings being generated by makeup of participants
- If Board does not approve incentive at April 9 board meeting all letters of resignation are revocable

** RUSD Board may approve the incentive on February 12 with the requirement that 10 applicants accept. Please note that if there are less than 10 retirements received, the incentive would be voided. However, the Board may take action at the April 9 board meeting to approve the incentive for less than 10 applicants, if the incentive can show a savings to the District, which would change the approval date.*

Assumptions for Incentive

- District has averaged four retirees per year over the last five years (assumes first four retirees with no savings and highest cost to district)
- Assumes six retirees at the lowest savings (worst case scenario)
- Assumes replacement staff on Step B of salary schedule
- Need 10 retirees to recoup sufficient savings (over three years) for incentive to show a cost savings
- 28 employees qualify for incentive as of 06/30/2019

Incentive Payout

- All qualified retirees receive $5k
- Plus $500 for each full year (1.0 FTE) of paid service in RUSD, less than 1.0 will be prorated and rounded (<.50 = 0) to the nearest whole year. (*Example is employee is .50 FTE for 20 years - 0.5 FTE x 20 Years = 10 FTE x $1,000 = $10,000)*
- Plus $175 for each year up to age 65 (e*xample if age is 56 as of 6/30/19, employee will receive 9 years x $175 = $1,575)*
- Retiree incentive payout ranges from $10,675 to $18,700
- Payout will be by prior to end of the fiscal year
- Incentive is not STRS/PERS creditable
- Employees must open a 403(b) or 457 plan that accepts employer directed contributions
- Funds are to be deposited in the tax deferred account

Estimated Timeline/Other Details (Dates may change)

- All employees who qualified must sign an incentive sheet confirming/declining participation
- February 12th - Board takes action to approve offer of incentive
- February to April 1 – Interested participants meet with financial advisor, CalPERS, other parties to determine ability to accept incentive
- April 1 at 3:00 PM – Those wishing to participate in incentive sign irrevocable letter of interest and submit to the District Office. If district receives 10 participants or more, incentive is official.
- April 9th – If less than 10 participants for incentive, Board may takes action to accept/approve incentive. If plan is not approved, resignation letters are revocable.
- April – Participants setup 403/457 employer contribution plans
- May – Incentive is paid out to participant's 403b/457 plans

ITEM#: 5
DATE: February 12, 2019

Rescue Union School District

AGENDA ITEM: **Openers for 2019-2020 CSEA Negotiations**

BACKGROUND:

At the January 22, 2019 Regular Board meeting, the Board of Trustees set February 12, 2019 to conduct the required public comment on negotiations re-openers with CSEA bargaining unit. The following topics will be discussed during 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

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:

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

RESCUE UNION SCHOOL DISTRICT
2390 BASS LAKE ROAD
RESCUE, CA 95672

NOTICE

OF
PUBLIC HEARING

NOTICE IS HEREBY GIVEN that the Board of Trustees of the Rescue Union School District will hold a public hearing at the District Office Board Room, located at 2390 Bass Lake Road, Rescue, CA, on Tuesday, February 12, 2019 at 6:30 p.m.

The Public Hearing for Public Comment on Openers for CSEA Bargaining, 2019-2020, will be held during the regular Board Meeting.

If you wish to address the Board regarding this item, you may do so during the hearing.

If you have any questions, please call Candice Harris, Director of Human Resources at the District Office at (530) 672-4816.

Posted : 2/1/19

ITEM#: 6
DATE: February 12, 2019

Rescue Union School District

AGENDA ITEM: **Openers for 2019-2020 RUFT Negotiations**

BACKGROUND:

At the January 22, 2019 Regular Board meeting the Board of Trustees set February 12, 2019 to conduct the required public comment on negotiations re-openers with RUFT bargaining unit. The following topics will be discussed during the upcoming bargaining session

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 2019-2020:

-All articles of the contract

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:

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

RESCUE UNION SCHOOL DISTRICT
2390 BASS LAKE ROAD
RESCUE, CA 95672

NOTICE

OF
PUBLIC HEARING

NOTICE IS HEREBY GIVEN that the Board of Trustees of the Rescue Union School District will hold a public hearing at the District Office Board Room, located at 2390 Bass Lake Road, Rescue, CA, on Tuesday, February 12, 2019 at 6:30 p.m.

The Public Hearing for Public Comment on Openers for RUFT Bargaining, 2019-2020, will be held during the regular Board Meeting.

If you wish to address the Board regarding this item, you may do so during the hearing.

If you have any questions, please call Candice Harris, Director of Human Resources at the District Office at (530) 672-4816.

Posted : 2/1/19

Item #: 7
Date: February 12, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Job Description and Salary Schedule: Occupational Therapist (OT)

BACKGROUND:

Since 2016-17, OT contracted service has increased over 50%, and it is anticipated to continue to increase due to limited options for service and increasing need of students. Rescue USD currently contracts with two outside agencies for occupational therapist service, which is budgeted to exceed $200,000 for the 2018-19 school year.

To help control cost, and provide a broader level of service and support, the creation of an occupational therapist position has been presented. This position along with a support staff position (Certified Occupational Therapist Assistant - COTA) would allow the District to eliminate the need for contracting out for the majority of OT service.

There is minimal ability to expand services, provide training to staff, and work as a collaborative special education team with the current OT contracted staff unless the District wishes to pay more; however, by having OT professionals that are District employees all of these activities can occur and the cost would be the same.

STATUS:

This position will be under the Classified Management group and salary schedule due to the need to directly supervise the COTA position and direct the District's OT services. The COTA position will be presented to the board for approval once the job description and salary schedule are determined and negotiated with CSEA.

The Board will consider approval of the job description and revised classified management salary schedule for the Occupational Therapist

FISCAL IMPACT:

It is projected that the costs related to the occupational therapist position will be cost neutral and possibly create a savings from the elimination of the outside contract for service.

BOARD GOAL:

Board Focus Goal I - STUDENT NEEDS

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.
B. Curriculum and Instruction: Provide a meaningful, innovative learning environment using Common Core, and other student content standards and research-based, progressive, effective

instructional methodology, instructional materials, staff development and technology that will ensure student success in career and college.

Board Focus Goal II – FISCAL ACCOUNTABILITY

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

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

The District Staff recommends that the Board of Trustees approve the job description and revised classified management salary schedule for the Occupational Therapist position.

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: OCCUPATIONAL THERAPIST

CLASSIFICATION: Classified Management

SUPERVISOR: Director, Student Support Services

BASIC FUNTION: The Occupational Therapist will participate as a member of the educational team to assess student performance in areas of disability; develop assessment reports; identify student abilities within educational, developmental or functional parameters; develop goals and objective for consideration in the IEP meeting; develop individual occupational therapy intervention plans based on educational needs; maintain appropriate documentation and reports; and provide staff development training and consultative support to education personnel.

REPRESENTATIVE DUTIES:

- Provide occupational therapy services to special needs students enrolled in the educational programs of the Rescue Union School District
- Evaluate student performance in a variety of areas including fine motor tasks, sensory impairments, perceptual motor skills, self-care, posture and movement, and need for adaptive equipment using a variety of evaluation and assessment procedures and methods, including standardized and/or criterion-referenced measures, interviews, questionnaires and rating scales, skilled clinical observations, and review of records
- Write assessment reports identifying the students' needs and proposed treatment strategies
- Write individual student goals and objectives as part of the IEP plan, monitors student response to intervention, modifies strategies as indicated to attain goals, and maintains progress records.
- Participate in IEP meetings
- Identify, evaluate and design adaptive equipment to assist students in self-care and academic activities. Orders specialized equipment for student use, as appropriate
- Monitor therapy programs and educational staff trained to incorporate appropriate occupational therapy treatment strategies into the educational program
- Assist in developing transition plans for students moving to other environments and recommends termination of service when benefit has been achieved
- Responsible for case management for student as it pertains to occupational therapy; maintain appropriate student assessment, evaluation, and education records
- Provide in-service and training, for school district personnel and parents on the role of occupational therapy as an educational service, sensory-motor development as related to learning, identification of sensory-motor deficits, and remediation strategies
- Administer the occupational therapy program as needed in terms of budget recommendations, space and equipment recommendations, staffing recommendations, occupational therapy program development and evaluation, and supervision/direction of any support staff or others (i.e., student interns, certified occupational therapy assistants) assigned to the occupational therapy program
- Act as a liaison between students, families, school personnel, and community agencies
- Complete and submit a variety of forms, evaluations, and program reports

- Maintain an in-depth knowledge of the laws and policies governing Special Education and Early Intervention in California that pertains to the delivery of occupational therapy services
- Attend program-related meetings, trainings, and workshops
- Other related duties as assigned

EDUCATION AND EXPERIENCE: Bachelor's degree in Occupational Therapy from an accredited institution and certification as an Occupational Therapist registered by the American Occupational Therapy Certification Board. One year supervised experience providing occupational therapy services including the construction and use of assistive devices, special toys, and equipment.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Principles and methods of occupation therapeutic techniques
- Theory of physical and mental rehabilitation underlying the practices of occupational therapy
- Objectives of occupational therapy treatment and services
- Skeletal anatomy
- Neuromuscular function or dysfunction
- Kinesiology and occupational therapy modalities
- Principles of consultation, training, and supervision

ABILITY TO:

- Identify and analyze areas of developmental and sensory motor dysfunction
- Develop and implement appropriate treatment plans
- Consult with classroom staff regarding motor, sensory, perceptual, and self-care programs
- Communicate effectively in oral and written form with students, staff, parents, and other agencies regarding technical information
- Establish and maintain cooperative and effective working relationships with others
- Work independently

WORKING CONDITIONS:

ENVIRONMENT: Indoor work environment

PHYSICAL ABILITIES: Sit for extended periods of time; see and read a computer screen and printed matter with or without vision aids; hear and understand speech at normal levels; stand, walk, and bend over; reach overhead; grasp, push, pull, and move, lift and/or carry up to 25 pounds to waist height; operate a vehicle in the course of carrying out assigned duties

LICENSES AND REQUIREMENTS:

- A valid California driver's license and evidence of insurability
- Department of Justice clearance
- TB test clearance

Board Approved:

Rescue Union School District

Classified Management Salary Schedule

2018 - 2019

Revised 02/12/2019

DRAFT

Established Classification	Work Days	Step: 1	2	3	4	5	6	7	8	9	10	11-15	16-20
Assistant Superintendent- Business Services - Classified	222	108,164	110,868	113,640	116,480	119,393	122,377	125,437	128,573	131,787	135,082	141,836	148,928
Chief Business & Operations Official	225	103,510	106,098	108,750	111,469	114,256	117,112	120,040	123,041	126,117	129,270	135,733	142,520
Director of Human Resources **Media/Technology Director**	225	102,800	105,370	108,004	110,704	113,472	116,309	119,217	122,197	125,252	128,383	134,802	141,542
Facilities Director	225	85,733	87,877	90,074	92,325	94,634	96,999	99,424	101,910	104,458	107,069	112,423	118,044
Personnel Services Coordinator **Transportation Director** **Information Technology Manager** **Food Services Director** *(2 Districts RUSD & BUSD)*	225	69,600	71,340	73,123	74,951	76,825	78,746	80,714	82,732	84,800	86,920	91,266	95,830
Occupational Therapist	185	64,529	66,142	67,795	69,490	71,228	73,008	74,833	76,704	78,622	80,587	84,617	88,848
Food Services Director	225	64,529	66,142	67,795	69,490	71,228	73,008	74,833	76,704	78,622	80,587	84,617	88,848
Maintenance & Operations Coordinator	225	60,199	61,704	63,247	64,828	66,449	68,110	69,813	71,558	73,347	75,181	78,940	82,887
Custodial Supervisor	225	56,279	57,686	59,128	60,607	62,122	63,675	65,267	66,898	68,571	70,285	73,799	77,489

Board Approved: XXXXXX — Position - Occupational Therapist Eff -2/13/19

Board Approved: 5-22-18 — 1% salary increase, effective 7-1-17 / 2 YR AGREEMENT, 1% salary increase effective 7-1-18

Board Approved: 12-13-16 — Position - Custodial Supervisor, effective 12-14-16

ITEM #: 8
DATE: February 12, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Resolution No: 19-02
Local Teaching Assignments Credential Authorization

BACKGROUND:

Education Code Sections 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/ Standard Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught.

STATUS:

In order to accommodate the needs of the schools, the administration has selected the best-qualified teachers to teach in the following subject areas. Each teacher's college transcripts have been evaluated for this authorization to be valid.

Pleasant Grove Middle School

Name	Credential	Subject	Verification Units
Warren, Katrina	Multiple Subject	Math	Math

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal III – STAFF NEEDS:

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

RECOMMENDATION:

The Superintendent recommends the Board approve Resolution No.19-02: Local Teaching Assignments Credential Authorization.

RESCUE UNION SCHOOL DISTRICT
Resolution No. 19-02

LOCAL TEACHING ASSIGNMENTS CREDENTIAL AUTHORIZATION

WHEREAS, the Governing Board of the Rescue Union School District recognizes its responsibility to provide adequate teaching staff to meet the educational needs of its middle school and elementary students; and

WHEREAS, the Board has considered the qualified applicants for teaching positions at all schools in the Rescue Union School District and has determined the need for the limited teaching authorizations hereinafter stated;

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Rescue Union School District authorizes and approves the following teaching assignments in accordance with the regulations adopted by the California Commission on Teacher Credentialing, the applicable provisions of the California Education Code Sections 44256(b) and 44258.2:

EDUCATION CODE SECTIONS 44256(b) and 44258.2 allow, by resolution of the Governing Board, the holder of a Multiple Subject/Standard Elementary Teaching Credential (44256(b)) or Single Subject Teaching Credential (44258.2) to teach, with his or her consent, any subject in departmentalized classes below grade 9 if the teacher has completed 12 semester units, or 6 upper division or graduate semester units, in the subject to be taught. The following teachers have met these criteria:

Pleasant Grove Middle School			
Warren, Katrina	Math (7)	4 period	44256(b)

PASSED AND ADOPTED by the Board of Trustees of the Rescue Union School District at its regular meeting held on February 12, 2019 in the Rescue District Boardroom by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

_____

Board President Date

_____

Clerk of the Board of Trustees Date

ITEM #: 9
DATE: February 12, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: California Healthy Kids Survey Results

BACKGROUND:

The CalSCHLS system, which includes the California Healthy Kids Survey (CHKS), is the largest statewide survey of resiliency, protective factors, risk behaviors, and school climate in the nation. Across California the CHKS has led to a better understanding of the relationships between students' health behaviors and academic performance. The information gathered from this survey, along with additional climate measures, is incorporated into the Local Control and Accountability Plan regarding school climate and engagement.

The CalSCHLS system was created by the California Department of Education (CDE) in 1997 to efficiently and cost-effectively provide school districts and their partner communities with quality local data which can be used to improve student academic performance and social-emotional, behavioral and physical health of all youth. It assess key indicators linked to success in school and career, and life. The majority of district in California now use CalSCHLS data as Local Control and Accountability Plan (LCAP) indicators.

STATUS:

The Board will receive information regarding Rescue Union School District's results for the California Healthy Kids Survey administered to 5th and 7th grade students. The CHKS core module provides data on nearly all domains of school climate including:

- Perceived school safety
- Violence
- Bullying
- Caring adult relationships
- High expectations
- Opportunities for meaningful participation
- Substance abuse

FISCAL IMPACT:

N/A

BOARD GOAL(S):

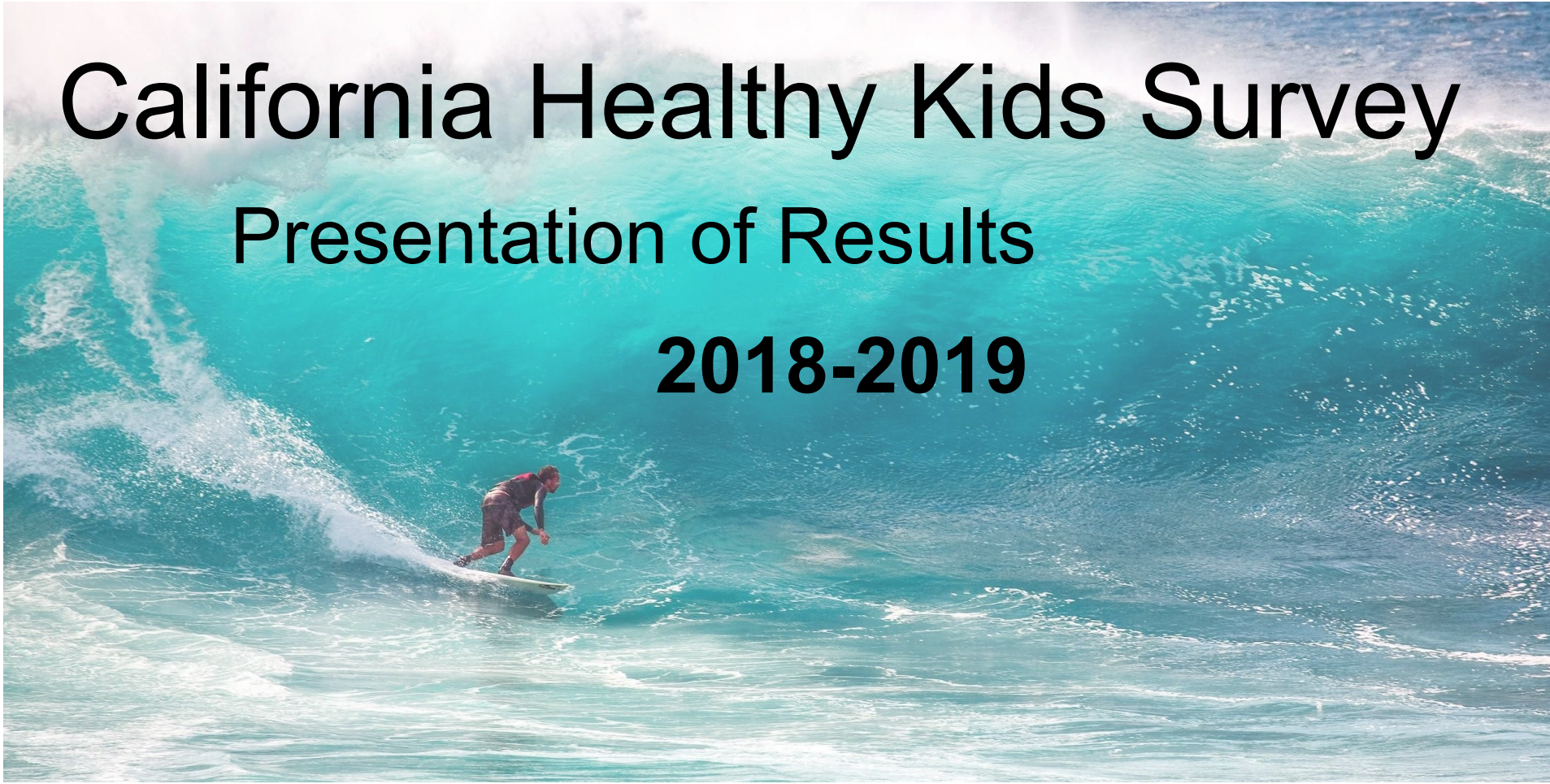
Board Focus Goal I - STUDENT NEEDS

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.

RECOMMENDATION:

Information and discussion only.



California Healthy Kids Survey

Presentation of Results

2018-2019

California Healthy Kids Survey (CHKS)

THE SURVEY

The California Department of Education (CDE) has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being.

California Healthy Kids Survey

THE STUDENTS

Each year, Rescue Union Students in grades 5 and 7 participate in the California Healthy Kids Survey. Students in 5th grade require active consent, while students in 7th grade require passive consent.

California Healthy Kids Survey

THE IMPACT

In order to improve school climate and the overall social, emotional, and physical health of our students, the results of the California Healthy Kids Survey are examined alongside other data including:

- Parent LCAP survey results
- Student listening circle feedback
- Reports from teachers, classified employees, and administrators
- Previous CHKS results
- Discipline referrals and suspension rates
- Behavioral observations
- Attendance rates

California Healthy Kids Survey

Elementary Results

Table A1.1

Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	394
Final number	198
Response Rate	50%

Our response rate is unchanged from 2017-2018.

California Healthy Kids Survey

Elementary Results

Table A3.1

Gender of Sample

	Grade 5 %
Female	55
Male	45

Question ES A.2: Are you female or male?

Note: Cells are empty if there are less than 10 respondents.

2017-2018

Female - 60%

Male - 40%

California Healthy Kids Survey

Elementary Results

2018-19 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Green Valley Elementary	63
Jackson Elementary	57
Lake Forest Elementary	56
Lakeview Elementary	33
Rescue Elementary	51

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

Summary of Key Indicators - Elementary

2018-2019

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness†	80	A4.4
Academic motivation†	92	A4.4
Caring adults in school†	80	A4.3
High expectations-adults in school†	91	A4.3
Meaningful participation†	48	A4.3
Facilities upkeep†	83	A4.11
Parent involvement in schooling†	84	A8.2
Social and emotional learning supports†	80	A5.1
Anti-bullying climate†	80	A7.6
School Safety		
Feel safe at school†	87	A7.1
Been hit or pushed	42	A7.2
Mean rumors spread about you	50	A7.2
Called bad names or target of mean jokes	49	A7.2
Saw a weapon at school¶	11	A7.5
School Disciplinary Environment		
Students well behaved†	63	A6.4
Students treated fairly when break rules†	60	A6.1
Students treated with respect†	88	A6.1
Substance Use and Mental Health		
Alcohol or drug use	16	A9.1
Marijuana use	0	A9.1
Cigarette use	1	A10.1
E-cigarette use	1	A10.1
Experienced sadness†	16	A11.4

2017-2018

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness†	50	A4.4
Academic motivation†	68	A4.4
Caring adult relationships†	54	A4.3
High expectations†	55	A4.3
Meaningful participation†	17	A4.3
School Safety		
Feel safe at school‡	86	A7.1
Been hit or pushed	37	A7.2
Mean rumors spread about you	44	A7.2
Been called bad names or mean jokes made about you	45	A7.2
Saw a weapon at school§	9	A7.4
Disciplinary Environment		
Students well-behaved‡	61	A6.2
Students treated fairly when break school rules‡	59	A6.1
Students treated with respect‡	89	A6.1
Lifetime Substance Use		
Alcohol or drug use	16	A9.1
Cigarette smoking	0	A10.1
E-cigarette	0	A10.1

Summary of Key Indicators - Elementary

2018-2019

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 5 %	Table
School Engagement and Supports		
School connectedness†	80	A4.4
Academic motivation†	92	A4.4
Caring adults in school†	80	A4.3
High expectations-adults in school†	91	A4.3
Meaningful participation†	48	A4.3
Facilities upkeep†	83	A4.11
Parent involvement in schooling†	84	A8.2
Social and emotional learning supports†	80	A5.1
Anti-bullying climate†	80	A7.6
School Safety		
Feel safe at school†	87	A7.1
Been hit or pushed	42	A7.2
Mean rumors spread about you	50	A7.2
Called bad names or target of mean jokes	49	A7.2
Saw a weapon at school¶	11	A7.5
School Disciplinary Environment		
Students well behaved†	63	A6.4
Students treated fairly when break rules†	60	A6.1
Students treated with respect†	88	A6.1
Substance Use and Mental Health		
Alcohol or drug use	16	A9.1
Marijuana use	0	A9.1
Cigarette use	1	A10.1
E-cigarette use	1	A10.1
Experienced sadness†	16	A11.4

Due to changes in the types and numbers of questions that factor into the overall percentage for each indicator and the way that some indicators are now reported (some indicators now combine "all of the time" and "most of the time") a comparison of results from year to year may be unreliable. However, "bright spots" and "areas of concern" are still shown.

"Bright Spots"

School connectedness 80%
Academic motivation 92%
Caring adults in school 80%
High expectations 91%
Social emotional supports 80%
Feel safe at school 87%
Anti-bully climate 80%
Facilities upkeep 83%
Parent Involvement 84%
Students treated with respect 88%
Marijuana use 0%
Cigarette or e-cigarette use 1%

"Areas of Concern"

Meaningful participation 48%
Been hit or pushed (even once) 42%
Mean rumors spread about you (even once) 50%
Called bad names (even once) 49%
Saw a weapon 11%
Experienced Sadness 16% (Baseline for elementary)

California Healthy Kids Survey

Middle School Results

Table A1.1

Student Sample for Core Module

	Grade 7	Grade 9	Grade 11	NT[A]
Student Sample Size				
Target sample	450	–	–	–
Final number	425	–	–	–
Response Rate	94%	–	–	–

Note: [A]NT includes continuation, community day, and other alternative school types.

Middle school participation rate is up 5% from 2017-2018.

California Healthy Kids Survey

Middle School Results

Table A3.1

Gender of Sample

	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Male	51	–	–	–
Female	49	–	–	–

Question HS/MS A.3: What is your sex?
Note: Cells are empty if there are less than 10 respondents.

Male vs. female participation rate is unchanged from the 2017-2018 survey.

California Healthy Kids Survey

Middle School Results

2018-19 CHKS Secondary Survey Response Rates

Eligible Schools	7th %	9th %	11th %	NT %
Marina Village Middle	96			
Pleasant Grove Middle	92			

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2018-19 public school and 2017-18 enrollment data files. Directly funded charter schools have been excluded from the list.

Summary of Key Indicators - Middle School

2018-2019 Results

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness†	67	–	–	–	A4.6
Academic motivation†	79	–	–	–	A4.6
Chronic truancy (twice a month or more often)§	1	–	–	–	A4.2
Caring adult relationships‡	66	–	–	–	A4.5
High expectations‡	79	–	–	–	A4.5
Meaningful participation‡	31	–	–	–	A4.5
Facilities upkeep†	64	–	–	–	A4.13
Parent involvement in school†	62	–	–	–	A4.6
School Safety					
School perceived as very safe or safe	71	–	–	–	A5.1
Experienced any harassment or bullying§	35	–	–	–	A5.2
Had mean rumors or lies spread about you§	45	–	–	–	A5.3
Been afraid of being beaten up§	18	–	–	–	A5.4
Been in a physical fight§	11	–	–	–	A5.4
Seen a weapon on campus§	9	–	–	–	A5.6
Substance Use and Mental Health					
Current alcohol or drug use¶	3	–	–	–	A6.5
Current marijuana use¶	1	–	–	–	A6.5
Current binge drinking¶	0	–	–	–	A6.5
Very drunk or “high” 7 or more times, ever	0	–	–	–	A6.7
Been drunk or “high” on drugs at school, ever	1	–	–	–	A6.9
Current cigarette smoking¶	0	–	–	–	A7.3
Current electronic cigarette use¶	1	–	–	–	A7.3
Experienced chronic sadness/hopelessness§	19	–	–	–	A8.4
Considered suicide§	10	–	–	–	A8.5

2017 - 2018 Results

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness†	33	–	–	–	A4.6
Academic motivation†	46	–	–	–	A4.6
Chronic truancy (twice a month or more often)§	1	–	–	–	A4.2
Caring adult relationships‡	33	–	–	–	A4.5
High expectations‡	48	–	–	–	A4.5
Meaningful participation‡	17	–	–	–	A4.5
Facilities upkeep	17	–	–	–	A4.13
School Safety and Substance Use					
School perceived as very safe or safe	79	–	–	–	A5.1
Experienced any harassment or bullying§	32	–	–	–	A5.2
Had mean rumors or lies spread about you§	36	–	–	–	A5.3
Been afraid of being beaten up§	17	–	–	–	A5.4
Been in a physical fight§	12	–	–	–	A5.4
Seen a weapon on campus§	9	–	–	–	A5.6
Been drunk or “high” on drugs at school, ever	0	–	–	–	A6.9
Mental and Physical Health					
Current alcohol or drug use¶	3	–	–	–	A6.5
Current binge drinking¶	0	–	–	–	A6.5
Very drunk or “high” 7 or more times	0	–	–	–	A6.7
Current cigarette smoking¶	0	–	–	–	A7.3
Current electronic cigarette use¶	1	–	–	–	A7.3
Experienced chronic sadness/hopelessness§	18	–	–	–	A8.4
Considered suicide§	na	–	–	–	A8.5

Summary of Key Indicators - Middle School

2018-2019

Table A2.1

Key Indicators of School Climate and Student Well-Being

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness†	67	–	–	–	A4.6
Academic motivation†	79	–	–	–	A4.6
Chronic truancy (twice a month or more often)§	1	–	–	–	A4.2
Caring adult relationships‡	66	–	–	–	A4.5
High expectations‡	79	–	–	–	A4.5
Meaningful participation‡	31	–	–	–	A4.5
Facilities upkeep†	64	–	–	–	A4.13
Parent involvement in school†	62	–	–	–	A4.6
School Safety					
School perceived as very safe or safe	71	–	–	–	A5.1
Experienced any harassment or bullying§	35	–	–	–	A5.2
Had mean rumors or lies spread about you§	45	–	–	–	A5.3
Been afraid of being beaten up§	18	–	–	–	A5.4
Been in a physical fight§	11	–	–	–	A5.4
Seen a weapon on campus§	9	–	–	–	A5.6
Substance Use and Mental Health					
Current alcohol or drug use¶	3	–	–	–	A6.5
Current marijuana use¶	1	–	–	–	A6.5
Current binge drinking¶	0	–	–	–	A6.5
Very drunk or "high" 7 or more times, ever	0	–	–	–	A6.7
Been drunk or "high" on drugs at school, ever	1	–	–	–	A6.9
Current cigarette smoking¶	0	–	–	–	A7.3
Current electronic cigarette use¶	1	–	–	–	A7.3
Experienced chronic sadness/hopelessness§	19	–	–	–	A8.4
Considered suicide§	10	–	–	–	A8.5

Due to changes in the types and numbers of questions that factor into the overall percentage for each indicator and the way that some indicators are now reported (some indicators now combine "all of the time" and "most of the time") a comparison of results from year to year may be unreliable. However, "bright spots" and "areas of concern" are still shown.

"Bright Spots"

Academic motivation 79%
High expectations 79%
Feel safe at school 71%
Current alcohol or drug use 3%
Current marijuana use 1%
Current binge drinking 0%
Current cigarette use 0%
Current e-cigarette use 1%

"Areas of Concern"

Meaningful participation 31%
Mean rumors spread about you (even once) 45%
Saw a weapon 9%
Experienced Sadness 19%
Considered suicide 10%

What's next?

CHKS results for each individual school will be shared with site administrators.

Site leadership teams, School Site Councils, Safety Teams, Student Councils, and other groups will be planning ways to strategically improve school climate, perceptions of safety, and overall student health and well-being.

Additionally, measures have been put into place to improve school climate, such as:

- Increased counseling services
- PBIS Teams at every site
- Training for all employees on Trauma Informed Practices

What’s next?

- Behaviorists supports provided by a licensed behaviorist
- Planned additional behavioral supports from a team of four independence facilitators (IFs).
- Additional training for counselors, psychologists and IFs.
- Site based climate boosting programs such as CORE 3, Where Everybody Belongs (WEB), Student Council Welcome Committees, Impact Leadership and Service Teams, Buddy Classes, etc.

ITEM#: 10
DATE: February 12, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Low Performing Student Block Grant (LPSBG) Budget Proposal 2018-2021

BACKGROUND:

The Low Performing Student Block Grant (LPSBG) provides funds for local educational agencies (LEAs) serving students identified as low-performing on state English language arts or mathematics assessments, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF), or eligible for special education services.
As a condition of receiving (LPSBG) funds, a school district is required to develop and adopt a plan delineating how the LPSBG funds will be spent. The plan must be approved in a public meeting of the governing board of the school district prior to March 1, 2019.

STATUS:

A three year budget plan has been developed to support students identified as low-performing on state English language arts or mathematics assessments, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula. Projected revenues ($292,448) are based on 148 qualifying students at $1,976.00 per student. Identified needs targeted in the plan include:

- Supports to address social-emotional challenges
- Professional development for teachers, administrators, and support staff, including Guided Language Acquisition Design (GLAD) training and Differentiated Instruction.
- Professional development supports for new teachers participating in the Teacher Induction Program.

FISCAL IMPACT:

Increase of $292,448 to the District's budget.

BOARD GOAL(S):

Board Focus Goal I – STUDENT NEEDS:

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

Board Focus Goal IV – STAFF NEEDS:

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

Board Focus Goal VI – CULTURE OF EXCELLENCE:

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

RECOMMENDATION:

Recommended for approval

Low Performing Students Block Grant (LPSBG) Plan

LEA Name: Rescue Union Elementary School District Board Adoption Date: February 12, 2019

Background

The Low Performing Students Block Grant (LPSBG) provides funds for local educational agencies (LEAs) serving students identified as low-performing on state English language arts or mathematics assessments, who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula (LCFF) or eligible for special education services.

These funds are designated to address the persistent achievement gap in California's public schools and to provide resources and evidence-based practices to initiate and sustain authentic, systemic change.

Describe how the funds will increase or improve evidence-based services for the pupils identified in EC Section 41570 (d) to accelerate increases in academic achievement.

Professional development activities for certificated staff: LPSBG funds will be used to provide training to teachers in instructional approaches such as Guided Language Acquisition Design (GLAD) and differentiated instruction. Ensuring that all teachers are well trained and able to provide the most effective first instruction will improve the performance for low performing students who are non-eligible for supplemental funding through the LCFF and who do not receive special education support.

Additionally, targeted professional development will be provided to our beginning teachers through the Teacher Induction Program (TIP). This will ensure that all teachers are well prepared to meet the needs of all students, especially those who are academically low-performing. Research shows that most students achieve higher scores and gains on academic achievement tests when their teachers have participated in an induction program (Ingersoll, 2012). In fact, students in classrooms where the teacher participates in Beginning Teacher Induction Programs achieve results on par with much more experienced teachers (Fletcher et al, 2008).

Instructional materials: LPSBG funds will be used to provide curriculum and materials to improve the Social Emotional Learning (SEL) of students who are not eligible for LCFF funded supplemental supports or special education services.

Additional supports for pupils: LPSBG funds will be used to hire and train classified support personnel to assist students, especially those who are not eligible for LCFF funded supplemental supports or special education services, in developing the Social Emotional

Learning (SEL) necessary to find academic success in our schools. Research has shown a strong correlation between SEL and academics. One meta-analysis study suggests that students receiving SEL support demonstrated an 11 percentile-point gain in achievement compared to those students who did not participate in an SEL program (Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011). The classified support personnel will provide SEL lessons and teach students various strategies and techniques for regulating their emotions. They will also be available to help hyper or hypo aroused students, "reset" and re-engage with the learning that is occurring in the classroom.

Describe how the effectiveness of services will be measured. With the ultimate goal of increasing academic achievement of low performing students who are not eligible for LCFF supplemental support or special education services, we will use the Smarter Balanced Interim and Summative Assessments to measure the effectiveness of our services. Additionally, we will use locally defined benchmark assessments to monitor the academic performance of students and the California Healthy Kids Survey (CHKS) and LCAP Parent Advisory Survey to assess students' SEL progress.

Describe how the services align with and are described in the school district's Local Control Accountability Plan (LCAP). Our District LCAP prioritizes educational services that lead to academic success for all students. This includes professional development related to instruction as well as social emotional supports that are necessary to ensure that each child reaches his or her fullest potential. Specifically, the Guided Language Acquisition Design (GLAD) and differentiated instruction professional development described above aligns with Goal 7, Action 1 of the LCAP. The classified Social Emotional Learning support aligns with Goal 1, Action 3 and Goal 8, Actions 1 and 2.

The LCAP Goal and Action language are listed below for reference:

Goal 7 The District will provide quality educational services to maximize academic achievement for all individual students and student groups.

- Action 1 Professional development opportunities will be provided for teachers to ensure quality educational opportunities for students
- Action 3 Classified Instructional Staff (Gen Ed aides, SPED aides, library media coordinators) will support students at all sites.

Goal 8 The District will provide safe, clean, student-centered learning environments that are responsive to the social emotional needs of all children and families.

- Action 1 The District will support Social Emotional Learning (SEL) including anti-bullying, character education, PBIS, Trauma Informed Practice, and restorative justice programs at each school site.
- Action 2 The District will provide personnel to ensure safe learning environments that meet the social emotional needs of all students. These positions include counselors, yard duty supervisors, custodians, Maintenance and Operations staff, nurses, health aides, psychologists, and facilitators of trauma support groups.

Low Performing Students Block Grant (LPSBG) Plan
Budget and Planned Activities

Projected revenues are based on 148 qualifying students at $1,976.00 per student.

Total Projected Revenue:	$292,448
Total Projected Indirect Costs:	$ 10,587
Total Available Funds:	$281,861
Total Budgeted Expenses:	$297,100
Total Contribution from other sources:	$ 25,739 (Source not determined at this time)

Identified Needs:

- Students are presenting social emotional challenges that are impeding learning. Additional support personnel would benefit all students. (Classified Support)

- As of the 2018-2019 school year, fifteen teachers are still needing Guided Language Acquisition Design (GLAD) training

- Teachers would benefit from additional training on differentiation and Universal Design for Learning

Actions/Expenditures

Action 1

Planned Activity: RUSD will hire four 6-hour classified paraeducators to provide SEL support and instruction for students with social emotional needs. Services may include trauma informed practices, de-escalation strategies, mindfulness, etc.

District administration, psychologists, and counselors will provide training to ensure that these paraeducators have the requisite skills necessary to intervene appropriately and effectively.

SEL responsive services will directly benefit the students exhibiting social emotional concerns and indirectly benefit all students as classrooms are more regulated and conducive to instruction and learning.

Projected Expenditures: - $222,600

Object Code	Action	Expense
1000	Extra duty compensation for psychologists and counselors to develop training modules for Classified Social Emotional Response Team (Budget estimated using 15 hours of extra duty @$40 per hour)	$600
2000	Salary for 4 paraeducators @ 6 hours for 193 days (Budget estimated using $17/hr) - 2019-2020 Salary for 4 paraeducators @ 6 hours for 193 days (Budget estimated using $18/hr) - 2020-2021	$79,000 $83,500
3000	Benefits for certificated (21%) and classified staff (27%)	$44,000
4000	SEL curriculum and materials	$5,500
5000	Training opportunities for Psychologists, Counselors, Administrators, and Paraeducators	$10,000

Action 2

Planned Activity: RUSD will provide training and release time for any teachers still needing to attend Guided Language Acquisition Design (GLAD).

Projected Expenditures: - $60,500

Object Code	Action	Expense
1000	Substitutes to release teachers for GLAD training (Budget assumes 15 teachers to be released for 7 days each @ $170 per day) Substitutes to release coaches for Jenny Maguire Math Training (10 total [2 per elementary site] for 4 Days)	$18,000 $6800
2000		
3000	Benefits related to 1xxx (21%)	$4,000

4000		
5000	Registration for 15 teachers to participate in GLAD training @ $1,850 each. Consultant Expenses with Jenny Maguire f 4 days @ $925 day	$28,000 $3,700

Action 3

Planned Activity: RUSD will provide support to new teachers through the Teacher Induction Process (TIP) to ensure that they have the skills necessary to meet the needs of all students, especially those who are underperforming academically.

Projected Expenditures: - $24,500

Object Code	Action	Expense
1000	Teacher Induction Participating Mentor Teacher Stipends (7) @ $2,600 (2019-2020) 28 half days of release time (2 per beginning teacher and 2 per mentor) for TIP Teachers and mentors (2019-2020)	$18,200 $2,000
2000		
3000	Benefits related to 1xxx (21%)	$4,300
4000		
5000		

ITEM # 11
DATE: February 12, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **School Calendars for 2019-2020 and 2020-2021**

BACKGROUND:

During the 2018-2019 school year, the District Calendar Committee (including parents, classified staff, confidential employees, teachers, and management) met to develop the school calendars for 2019-20 and 2020-2021. The committee analyzed the impact of scheduled breaks on ADA prior to making this formal recommendation. The recommended calendar for 2019-2020 has been approved by RUFT and CSEA. Additionally, the calendar for 2020-2021 has been tentatively approved by RUFT and CSEA, pending the El Dorado Union High School District's adoption of the draft we reviewed.

STATUS:

Annually, a District Calendar Committee is convened to discuss calendar options. A teacher, a classified representative, and a parent from each site were recommended to be on the District committee and confidential staff also participated. Under the guidance of the Assistant Superintendent of Curriculum and Instruction, the committee has prepared a recommended calendar for 2019--2020. RUFT and CSEA have ratified the recommended calendar. Additionally, the calendar for 2020-2021 has been tentatively approved by RUFT and CSEA, pending the El Dorado Union High School District's adoption of the draft we reviewed.

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 researched-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:

The District recommends that the RUSD Board of Trustees approve the 2019-2020 and 2020-2021 school year calendars. In the event that the El Dorado Union High School District does not adopt the draft our team reviewed, the Calendar Committee would reconvene and bring forward a revised 2020-2021 school calendar.

RESCUE UNION SCHOOL DISTRICT

DRAFT

2019-2020 School Calendar

Board Approved

"Educating for the Future, Together"

- First Day /Last Day of Classes
- Holiday
- Minimum Day
- Early Release Staff Dev / Collaboration
- Staff Development (students do not attend)

AUG '19

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

13

- **12** *Staff Development Day* (Students do not attend)
- **13** *Teacher Work Day* (Students do not attend)
- **14** *FIRST DAY OF CLASSES*

SEP

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

20

- **2** *Labor Day*
- **26-27** *Parent Teacher Conference* (Minimum Day-Middle Schools)

OCT

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

22

- **14** *Staff Development Day* (Students do not attend)
- **31** *Minimum Day-All Schools*

NOV

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

15

- **8** *Teacher Prep. Report Cards* (Minimum Day- All Schools)
- **8** *END FIRST TRIMESTER*
- **11** *Veterans Day* **(observed)**
- **20** *Early Release* - *Middle Schools only*
- **18-22** *Parent Teacher Conference* (Minimum Day - Elem. Schools)
- **25-29** *Thanksgiving Break*

DEC

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

15

- **20** *Minimum Day-All Schools*
- **23** *Winter Break Begins*

JAN '20

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

19

- **1** *New Year's Day*
- **6** *Winter Break Ends*
- **20** *Martin Luther King Jr. Day*

FEB

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

18

- **10** *Lincoln's Day (observed)*
- **17** *President's Day* (Washington's Day observed)
- **28** *Teacher Prep. Report Cards* (Minimum Day-All Schools)
- **28** *END SECOND TRIMESTER*

MAR

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

22

APR

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

16

- **6-13** *Spring Break*

SBAC Testing Window
April 14-May 18
(school testing schedules will vary)

MAY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

20

- **22** *Teacher Prep. Report Cards* (Minimum Day-All Schools)
- **25** *Memorial Day*
- **29** *LAST DAY OF CLASSES* (Minimum Day-All Schools)
- **29** *END THIRD TRIMESTER*

Elementary Minimum Days (11)

OCT	31	FEB	28
NOV	8, 18-22	MAY	22, 29
DEC	20		

Minimum Day Dismissal Grades K-5 - 12:45

Early Release Days

Every Wednesday

Except Novemeber 20 for Elementary Schools

Dismissal Grades K-5 - 2:00 p.m.

(Kindergarten starting Sept 23)

Dismissal Grades 6-8- 1:05 p.m.

Middle School Minimum Days (8)

SEP	26, 27	DEC	20
OCT	31	FEB	28
NOV	8	MAY	22, 29

Minimum Day Dismissal Grades 6-8 - 11:40

RESCUE UNION SCHOOL DISTRICT

DRAFT

2020-2021 School Calendar

Board Approved ?

"Educating for the Future, Together"

- First Day /Last Day of Classes
- Holiday
- Minimum Day
- Early Release Staff Dev / Collaboration
- Staff Development (students do not attend)

AUG '20

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

13

- **11** *Staff Development Day* (Students do not attend)
- **12** *Teacher Work Day* (Students do not attend)
- **13** *FIRST DAY OF CLASSES*

SEP

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

21

- **7** *Labor Day*
- **24-25** *Parent Teacher Conference* (Minimum Day-Middle Schools)

OCT

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

21

- **12** *Staff Development Day* (Students do not attend)
- **30** *Minimum Day-All Schools*

NOV

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

15

- **6** *Teacher Prep. Report Cards* (Minimum Day- All Schools)
- **6** *END FIRST TRIMESTER*
- **11** *Veterans Day* **(observed)**
- **18** *Early Release* - *Middle Schools only*
- **16-20** *Parent Teacher Conference* (Minimum Day - Elem. Schools)
- **23-27** *Thanksgiving Break*

DEC

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

14

- **18** *Minimum Day-All Schools*
- **21** *Winter Break Begins*

JAN '21

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

19

- **1** *New Year's Day*
- **4** *Winter Break Ends*
- **18** *Martin Luther King Jr. Day*

FEB

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

18

- **12** *Lincoln's Day (observed)*
- **15** *President's Day* (Washington's Day observed)
- **26** *Teacher Prep. Report Cards* (Minimum Day-All Schools)
- **26** *END SECOND TRIMESTER*

MAR

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

20

- **29** *Spring Break Begins*

APR

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

19

- **5** *Spring Break Ends*

SBAC Testing Window

April ??-May ??

(school testing schedules will vary)

MAY

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20

- **21** *Teacher Prep. Report Cards* (Minimum Day-All Schools)
- **28** *LAST DAY OF CLASSES* (Minimum Day-All Schools)
- **28** *END THIRD TRIMESTER*
- **31** *Memorial Day*

Elementary Minimum Days (11)

OCT	30	FEB	26
NOV	6, 16-20	MAY	21, 28
DEC	18		

Minimum Day Dismissal Grades K-5 - 12:45

Early Release Days

Every Wednesday

Except November 18 for Elementrary Schools

Dismissal Grades K-5 - 2:00 p.m.

(Kindergarten starting Sept 21)

Dismissal Grades 6-8- 1:05 p.m.

Middle School Minimum Days (8)

SEP	24, 25	DEC	18
OCT	30	FEB	26
NOV	6	MAY	21, 28

Minimum Day Dismissal Grades 6-8 - 11:40

ITEM #: 12
DATE: February 12, 2019

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 Green Valley, Jackson, Lake Forest and Lakeview 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	Green Valley Elementary School
Address	2380 Bass Lake Rd. Rescue, CA 95672
County-District-School (CDS) Code	09619786098693
Principal	Michelle Winberg
District Name	Rescue Union Elementary School District
SPSA Revision Date	December 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

At Green Valley School, our students come first. We remain dedicated to the idea that within each child lies a true passion for learning and the ability to develop the academic and social competencies needed for a highly successful future. It is our mission to provide a safe, positive academic environment in which all students will flourish. We want to challenge each student to maximize their learning potential, while guiding them to build connections with one another and our community. We work to enhance and encourage learning by providing a supportive, student-centered environment that emphasizes diversity and global awareness.

School Profile

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 402 students in Transitional Kindergarten through 5th grade. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention. Beginning with the 2017-18 school year, we offer a full day kindergarten program. Green Valley was recognized as a Gold Ribbon School in 2016.

We employ 18 classroom teachers, one full time Special Education teacher and one part time Special Education teacher, two Title I Bilingual Para-educators, a part time Title I Reading Teacher and one part time PE Prep Teacher. We offer band classes to students in grades 4 and 5. Our teachers are highly qualified and dedicated to holding both our students and themselves to high standards. Our support staff includes our principal, two secretaries, a school counselor, librarian, Health Aide, two and a half custodians, 13 para-educators and six yard supervisors. We receive district staffing support for the following positions: Music Teacher, School Nurse and District Psychologist. We offer a 24:1 teacher to student ratio in our classrooms. A speech and language specialist is provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Reading Counts, core literature and Sonday. Math instruction is supplemented with ST Math, Reflex Math and Timed Math. Science instruction is supplemented with Stemscopes and Mystery Science. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Intervention Program, which runs 26 weeks out of the school year. During Intervention time, the Learning Center is also used to support students with intervention needs. Teachers continue to receive staff development and collaboration time to work on Content Standards. Fifteen of our eighteen teachers have been certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Due to Green Valley School's population of socio-economically disadvantaged students, we are a Title I school. As a Title I school, we receive additional funding from the Federal Government. Our cultural demographics include 29.47% Hispanic/Latino, 1.51 Asian, .76% Filipino, 6.30%multi-ethnic, and 61.96% White. 19.5% of our student population are classified as English Learners.

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

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

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

The 2018-2019 school year is Green Valley Elementary's 40th anniversary. In celebrating this milestone, our theme is "40 years of Excellence". We have woven the theme of excellence into everything we do for both academics and citizenship. At Green Valley, we have a positive, proactive philosophy. We are in our second year of implementing PBIS (Positive Behavior Interventions and Supports) at Green Valley. PBIS is an evidence-based approach for developing positive behavior in students and a positive climate for learning. Students are taught and practice "The Gator Way" which is to Be Respectful, Be Responsible and Be Safe. We have student videos that demonstrate "The Gator Way" in all areas of our school (ie: lunchroom, library, office, field etc.) Students are explicitly taught the expectations for all areas of the school. Students earn Gator Way Tickets for positive behavior. Tickets are entered into a weekly drawing for our Wheel Spin as well as used to purchase rewards from their classroom store. Teaching behavior expectations and rewarding students for following them is a more positive approach than waiting for misbehavior to occur before responding. PBIS establishes a climate in which appropriate behavior is the norm. Our school counselor teaches guidance lessons to all classes using the Second Step curriculum. Lessons are grade level specific and focus on body language, social skills and cues, communication skills, building friendships and self esteem. Character traits are featured each month and students from each grade level are honored during awards assemblies for demonstrating strong citizenship.

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 Green Valley School Site Council was the primary group consulted for the planning and preparation of the Single Plan of Student Achievement. Green Valley staff provided analysis towards the development and progress of school goals. This consultation is done throughout the school year during scheduled council meetings and during site collaboration times.

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	0.0%	0.0%	0%	0	0	0
African American	0.2%	1.6%	0.24%	1	7	1
Asian	1.2%	1.6%	1.91%	5	7	8
Filipino	0.9%	1.4%	0.48%	4	6	2
Hispanic/Latino	29.4%	29.7%	30.14%	128	132	126
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	64.5%	62.0%	61.72%	281	276	258
Multiple/No Response	3.9%	0.0%	0%	17	0	0
			Total Enrollment	436	445	418

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		86	80
Grade 1		65	65
Grade 2		75	63
Grade3		66	78
Grade 4		70	63
Grade 5		83	69
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		445	418

Conclusions based on this data:

1. We are currently in declining enrollment. We have fewer Kindergarten students entering than the number of fifth grade students exiting.

2. Our English Learner population is increasing.
3. Our 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	64	79	76	14.7%	17.8%	18.0%
Fluent English Proficient	2	0	2	2.94%	0.0%	2.44%
Reclassified Fluent English Proficient	2	0	4	2.94%	0.0%	4.88%

Conclusions based on this data:

1. The increase in the number of students who were reclassified is one way to measure the success of the EL supports we have in place.

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	72	68	78	70	65	76	70	65	76	97.2	95.6	97.4
Grade 4	82	69	61	80	69	60	80	69	60	97.6	100	98.4
Grade 5	74	85	69	72	83	69	72	83	69	97.3	97.6	100
All Grades	228	222	208	222	217	205	222	217	205	97.4	97.7	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 3	2445.	2444.	2453.	31	29.23	32.89	27	29.23	27.63	23	23.08	26.32	19	18.46	13.16
Grade 4	2477.	2471.	2507.	25	20.29	35.00	28	34.78	36.67	26	21.74	15.00	21	23.19	13.33
Grade 5	2500.	2504.	2525.	15	12.05	21.74	44	42.17	39.13	15	26.51	26.09	25	19.28	13.04
All Grades	N/A	N/A	N/A	24	19.82	29.76	33	35.94	34.15	22	23.96	22.93	22	20.28	13.17

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	27	32.31	36.84	51	43.08	42.11	21	24.62	21.05
Grade 4	26	30.43	35.00	51	44.93	56.67	23	24.64	8.33
Grade 5	22	20.48	33.33	54	61.45	55.07	24	18.07	11.59
All Grades	25	27.19	35.12	52	50.69	50.73	23	22.12	14.15

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	24	29.23	23.68	53	55.38	59.21	23	15.38	17.11
Grade 4	21	17.39	23.33	55	60.87	63.33	24	21.74	13.33
Grade 5	25	26.51	23.19	49	50.60	60.87	26	22.89	15.94
All Grades	23	24.42	23.41	52	55.30	60.98	24	20.28	15.61

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	26	26.15	28.95	59	56.92	59.21	16	16.92	11.84
Grade 4	19	15.94	30.00	71	72.46	61.67	10	11.59	8.33
Grade 5	13	15.66	28.99	71	69.88	57.97	17	14.46	13.04
All Grades	19	18.89	29.27	67	66.82	59.51	14	14.29	11.22

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	30	21.54	36.84	56	55.38	55.26	14	23.08	7.89
Grade 4	25	23.19	38.33	61	66.67	58.33	14	10.14	3.33
Grade 5	26	22.89	30.43	56	61.45	53.62	18	15.66	15.94
All Grades	27	22.58	35.12	58	61.29	55.61	15	16.13	9.27

Conclusions based on this data:

1. In the area of reading, the percent of students above standard increased by 7.93% and in Research/Inquiry it increased by 12.54%
2. In the area of Writing our scores remained flat indicating a need for additional writing instruction
3. The Overall Achievement increased by 8.15%

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	72	68	78	70	65	75	70	65	75	97.2	95.6	96.2
Grade 4	82	69	61	80	69	60	80	69	60	97.6	100	98.4
Grade 5	74	85	69	72	83	69	72	83	69	97.3	97.6	100
All Grades	228	222	208	222	217	204	222	217	204	97.4	97.7	98.1

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	2450.	2447.	2455.	21	20.00	29.33	37	43.08	33.33	27	21.54	21.33	14	15.38	16.00
Grade 4	2478.	2484.	2493.	13	15.94	15.00	31	39.13	48.33	40	28.99	26.67	16	15.94	10.00
Grade 5	2500.	2512.	2517.	18	15.66	18.84	19	20.48	27.54	32	45.78	34.78	31	18.07	18.84
All Grades	N/A	N/A	N/A	17	17.05	21.57	29	33.18	35.78	33	33.18	27.45	20	16.59	15.20

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	44	36.92	42.67	37	38.46	41.33	19	24.62	16.00
Grade 4	24	39.13	33.33	48	31.88	46.67	29	28.99	20.00
Grade 5	24	21.69	27.54	36	48.19	46.38	40	30.12	26.09
All Grades	30	31.80	34.80	41	40.09	44.61	29	28.11	20.59

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	29	32.31	29.33	51	50.77	50.67	20	16.92	20.00
Grade 4	20	20.29	18.33	51	57.97	63.33	29	21.74	18.33
Grade 5	15	18.07	23.19	53	57.83	52.17	32	24.10	24.64
All Grades	21	23.04	24.02	52	55.76	54.90	27	21.20	21.08

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	29	29.23	30.67	57	55.38	53.33	14	15.38	16.00
Grade 4	21	21.74	26.67	53	62.32	63.33	26	15.94	10.00
Grade 5	19	15.66	21.74	44	55.42	56.52	36	28.92	21.74
All Grades	23	21.66	26.47	51	57.60	57.35	26	20.74	16.18

Conclusions based on this data:

1. The Overall Achievement shows the percentage of students who did Not Meet Standard decreased by 3.5% and the number of students meeting the standard increased by 4.18%
2. One of the largest gains lies in the area of Problem Solving and Modeling/Data Analysis. The percent below standard decreased by 5.8% and students at or near standard increased 3.76% and those above standard increased 2.04%
3. We have a large percentage of students (27.45%) who are at nearly met standard and 15.20 % who did not meet standard. Math Intervention is needed as those two categories total 49.77% of students not meeting the standards.

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	1443.5	1459.2	1406.5	17
Grade 1	*	*	*	*
Grade 2	1511.5	1502.3	1520.3	15
Grade 3	1508.9	1514.1	1503.3	16
Grade 4	*	*	*	*
Grade 5	1536.0	1550.4	1521.5	11
All Grades				70

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	*	*	*	*	*	*	*	*	17
Grade 1	*	*	*	*			*	*	*
Grade 2	12	80.00	*	*					15
Grade 3	*	*	*	*	*	*	*	*	16
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			11
All Grades	35	50.00	20	28.57	11	15.71	*	*	70

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	11	64.71	*	*	*	*	*	*	17
Grade 1	*	*			*	*			*
Grade 2	*	*	*	*					15
Grade 3	*	*	*	*	*	*	*	*	16
Grade 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			11
All Grades	43	61.43	19	27.14	*	*	*	*	70

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	*	*	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*			15
Grade 3	*	*	*	*	*	*	*	*	16
Grade 4	*	*	*	*	*	*			*
Grade 5			*	*	*	*	*	*	11
All Grades	18	25.71	20	28.57	21	30.00	11	15.71	70

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	12	70.59	*	*	*	*	17
Grade 1	*	*	*	*			*
Grade 2	11	73.33	*	*			15
Grade 3	*	*	*	*	*	*	16
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			11
All Grades	42	60.00	25	35.71	*	*	70

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	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	*
Grade 2	14	93.33	*	*			15
Grade 3	*	*	*	*			16
Grade 4	*	*					*
Grade 5	*	*	*	*			11
All Grades	51	72.86	15	21.43	*	*	70

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	*	*	*	*	*	*	17
Grade 1	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	15
Grade 3	*	*	*	*	*	*	16
Grade 4			*	*			*
Grade 5			*	*	*	*	11
All Grades	17	24.29	38	54.29	15	21.43	70

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	*	*	*	*	*	*	17
Grade 1	*	*	*	*			*
Grade 2	*	*	*	*			15
Grade 3	*	*	15	93.75			16
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			11
All Grades	23	32.86	45	64.29	*	*	70

Conclusions based on this data:

1. During 2018 there were 70 students who were administered the ELPAC.
2. 55 students scored at Level 3 or 4 for Overall Language.
3. Written Language was the lowest area for all grade levels.

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**
418	**40.4%**	**17.2%**	**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	72	17.2%
Foster Youth	5	1.2%
Socioeconomically Disadvantaged	169	40.4%
Students with Disabilities	62	14.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2%
Asian	8	1.9%
Filipino	2	0.5%
Hispanic	126	30.1%
Two or More Races	23	5.5%
White	258	61.7%

Conclusions based on this data:

1. Students with Disabilities (14.8%), English Learners (17.2%) and Socioeconomically Disadvantaged (40.4) collectively accounted for 72.4% of Green Valley Elementary Enrollment. We will continue to use Title I and Supplemental funds to support these students.
2. Students categorized as White (61.7%) and Hispanic (30.1%) account for 91.8% of Green Valley 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 Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Green Valley showed improvement in both English Language Arts and Math on the Smarter Balanced Assessment.
2. The implementation of PBIS appears to have helped decrease the number of suspensions.
3. Green Valley continues to provide support to all families to ensure that all students have good attendance.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
25.5 points above standard	22 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 20.5 points	Increased 52.5 points	1 students
198 students	35 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	4.5 points below standard	10.6 points below standard
1 students	Increased 22.2 points	Increased 9.7 points
	80 students	43 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 4.3 points below standard Increased 27.1 points 65 students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	No Performance Color 0 Students	Blue 39.7 points above standard Increased 19.9 points 122 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**
27.3 points below standard Increased 47.2 points 32 students	Less than 11 Students - Data Not Displayed for Privacy 3 students	35.7 points above standard Increased 18.8 points 163 students

Conclusions based on this data:

1. The supports being offered to our English Learners appear to be working as they showed an increase of 47.2 points.
2. All of our student groups showed an increase on the Smarter Balanced Assessment in English Language Arts.
3. Grades 3-5 continue to utilize the Interim Assessment Blocks and analyze the data received from these assessments as well as classroom assessment data to assess student mastery of standards.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
6.8 points above standard	27.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 8 points	Increased 20.5 points	1 students
197 students	35 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	11.7 points below standard	9.1 points below standard
1 students	Increased 16 points	Increased 11.3 points
	80 students	43 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
		3 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
18.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	17.7 points above standard
Increased 11.8 points	8 students		Increased 7.8 points
65 students			121 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**
36.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	14.3 points above standard
Increased 11.7 points	3 students	Increased 8.5 points
32 students		162 students

Conclusions based on this data:

1. All of our student groups showed an increase on the Math Smarter Balanced Assessment
2. Grades 3-5 continue to administer the Interim Comprehensive Math Assessment as well as classroom assessments. They utilize the data from these assessments to assess student mastery of standards and to provide intervention as needed.

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**
70	50%	28.6%	15.7%	5.7%

Conclusions based on this data:

1. Our English Learner students continue to make progress in the English Language proficiency.
2. The results of the initial administration of the ELPAC provides us with a good baseline to use in monitoring the progress of our English Learner students.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	1	0

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

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
3.4% chronically absent	2.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 1.5%	Increased 1.5%	7 students
439 students	73 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	6.5% chronically absent	4.9% chronically absent
3 students	Increased 2.2%	Increased 1.3%
	186 students	81 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2 students	0 students	8 students	2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
5.3% chronically absent	4.2% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	1.9% chronically absent
Increased 2.3%	Declined 0.8%	0 students	Increased 1.2%
133 students	24 students		270 students

Conclusions based on this data:

1. Green Valley currently has a 3.4% chronic absenteeism rate which is a 1.5% increase from 2017.
2. All students groups showed a slight increase in chronic absenteeism.
3. Green Valley continues to provide support to all our 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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	0	3	1

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

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
1.3% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Declined -1.1%	Declined -2.4%	10 students
453 students	79 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Red
Less than 11 Students - Data Not	2.1% suspended at least once	6.1% suspended at least once
4 students	Declined -2.5%	Increased 1.4%
	191 students	82 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 6 students	0 Students	Less than 11 Students - Data 8 students	Less than 11 Students - Data 2 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
1.5% suspended at least once	4% suspended at least once	0 Students	1.1% suspended at least once
Declined -0.6% 136 students	Declined -1% 25 students		Declined -1.2% 276 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
3.8% suspended at least once	2.4% suspended at least once	1.3% suspended at least once

Conclusions based on this data:

1. Green Valley experienced an overall decline in suspensions school wide.
2. Green Valley Elementary continuously evaluates the effectiveness of our programs and implements supports to ensure the safety of all our students.

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 Summative Assessment data, Lexile measurements, DIBELS metrics, and site/ district assessment data were used to form this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results	School-wide Smarter Balanced Assessment data revealed that 63.91% of students in grades 3-5 met or exceeded the standards for English Language Arts and 57.35% of students in grades 3-5 met or exceeded the standards in Math	During the 2018-2019 school year 67% of students in grades 3-5 will meet or exceed the standards for English Language Arts and 60% of students in grades 3-5 will meet or exceed the standards in Math
District Benchmark Assessment Results	Kindergarten- Dibels data showed that 57% of our Kindergarten students met the benchmark for NWF (Nonsense Word Fluency) and 60% of our English Learner students met the benchmark. In the area of Phoneme Segmentation 58.75% of students met the benchmark and 30% of our English Learners met the benchmark. First Grade- In 1st grade, 67% of the students met the benchmark for Nonsense Word Fluency, 71% met the benchmark for Whole Words Read and 68% met the Oral Reading Fluency Benchmark and 86% of students met the accuracy benchmark. 50 % of our English Learners met the above benchmarks. On the end of year Go Math	By the end of the 2018-2019 school year, 60% of our Kindergarten students will meet the end of year benchmark for Nonsense Word Fluency and 62% of our students will meet the benchmark for Phoneme Segmentation. By the end of the 2018-2019 school year, 62% of 1st grade students will meet the benchmark for Nonsense Word Fluency, Whole Words Read and the Oral Reading Fluency benchmark. 80% of the students will score 80% or higher on the end of year math Go Math assessment.

Metric/Indicator	Baseline	Expected Outcome
	assessment, 77% of the students scored 80% or higher. Second Grade- 68% of our second grade students met the Dibels Oral Reading Fluency Benchmark and 50% of our English Learners met the fluency benchmark. 71% of students met the accuracy benchmark and 73% or our English Learners met the accuracy benchmark. In Math, 74.6% of second grade students scored 80% or higher on the Go Math End of Year Assessment and 53% of our English Learners scored 80% or higher. Third Grade- 70% of all students met the Dibels Oral Reading Fluency Benchmark and 53% of our English Learners met the benchmark. 77% of all students met the accuracy benchmark and 82% of our English Learners met the benchmark. In Math, 42% of students scored 80% or higher on the Go Math End of Year Assessment and 23% of our English Learners scored 80% or higher. Fourth Grade- 77% of all students met the Dibels Oral Reading Fluency Benchmark and 83% of our English Learners met the benchmark. 88.5% of all students met the accuracy benchmark and 83% of our English Learners met the benchmark. In Math, 32.78% of students scored 80% or higher on the Go Math End of Year Assessment. 0% of our English Learners met the end of year Go Math Assessment Benchmark. Fifth Grade- 65% of all students met the Dibels Oral Reading Fluency Benchmark and 38.5% of our English Learners met the benchmark. 53.6% of all students met the accuracy benchmark and 23% of our English Learners met the benchmark. In Math, 20.3% of students scored 80% or higher on the Go Math End of Year Assessment. 8% of our English Learners met the end of year Go Math Assessment Benchmark.	By the end of the 2018-2019 school year, 72% of 2nd grade students will meet the end of year benchmark for fluency. 80% of the students will score 80% or higher on the end of year Go Math assessment. By the end of the 2018-2019 school year, 72% of 3rd grade students will meet the end of year benchmark for fluency. 80% of students will score 80% or higher on the end of year Go Math assessment. By the end of the 2018-2019 school year, 75% of 4th grade students will meet the end of year benchmark for fluency. 50% of students will score 80% or higher on the end of year Go Math assessment. By the end of the 2018-2019 school year, 80% of 5th grade students will meet the end of year benchmark for fluency. 40% of students will score 80% or higher on the end of year Go Math assessment.
Student Reading Inventory (SRI) Lexile Scores	Second Grade: 49.2 % of all 2nd grade students' Lexile is within the grade level band (450-790)	By the end of the 2018-2019 school year:

Metric/Indicator	Baseline	Expected Outcome
	Third Grade: 60% of all 3rd grade students' Lexile is within the grade level band (620-790) Fourth Grade: 59.4% of all 4th grade students' Lexile is within the grade level band (790-875) Fifth Grade: 44.3% of all 5th grade students' Lexile is within the grade level band (875-980)	Second Grade: 52% of all second grade students will a achieve a lexile score within the grade level band. Third Grade: 53% of all third grade students will achieve a lexile score within the grade level band. Fourth Grade: 64% of all fourth grade students will achieve a lexile score within the grade level band. Fifth Grade: 63% of all fifth grade students will achieve a lexile score within the grade level band.

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

Green Valley 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. 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

07/01/18-06/30/19

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Science Experiment Materials
Source	District Funded

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Subs)

Strategy/Activity 2

Improvement of instructional strategies and materials:

Green Valley Elementary School will utilize proven instructional methods including, but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language 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. Limited before and after school tutoring is provided for students that need support in ELA and Math. The ELPAC assessment will be adminstered annually to English Learners to determine 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

07/01/18-06/30/19

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1360.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Glad Training- 8 sub days for 1 teacher
Amount	1850.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Training
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Classroom Paraeducators
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Transitional Kindergarten Classroom Paraeducator
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	ESGI License

Strategy/Activity 3

Extended Learning Time, Opportunities and Support Services

Green Valley Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Second thru fifth grade students have the opportunity to be part of our school choir, 3rd grade students will learn to play the recorder and 4th/5th grade students have the opportunity to participate in band. All students will receive six weeks of dance instruction with a schoolwide dance performance in the Spring. Extracurricular learning opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, and Yearbook club for 5th grade students. We have a part time reading intervention teacher who provides support to struggling readers in K-3. All classes visit the library weekly. Primary students hear a story and upper grade students have mini lessons on research etc. All students have a weekly opportunity to check out library books. Students participate in the Reading Counts program to improve their reading lexiles. The librarian tracks the number of words read by students. We celebrate words read each trimester with grade level assemblies. We also set a school wide word goal and celebrate with a Reading Carnival at the end of the year when we meet our goal. In February, the school celebrates "I Love Reading Week" to promote literacy. Green Valley also participates in the Six Flags Read to Succeed Reading Challenge.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/18-06/30/19

Person(s) Responsible

Administration, Teachers and Para-Educators

Proposed Expenditures for this Strategy/Activity

Amount	29924.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention Aides
Amount	2500.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Dance Instruction TK-5
Amount	4450.00

Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaching Stipends (Volleyball, Cross Country, Basketball) and Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl
Amount	1050.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Choir Teacher Stipend
Amount	10658.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Para Educator
Amount	4000.00
Source	None Specified
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reading Counts Carnival, Prizes Reading Rewards, PBIS incentives, wheel prizes
Amount	2965.50
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math
Amount	4000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ST Math
Amount	950.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Read Live Licenses
Amount	74847.00
Source	Title I

Budget Reference	2000-2999: Classified Personnel Salaries
Description	2 Bilingual Paraeducators

Strategy/Activity 4

Staff Development and Professional Collaboration

Green Valley 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 and Sacramento 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. We will continue training and implementation of PBIS Tiers 1 and 2.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/18-06/30/19

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	4000.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Tier 2 Plus PBIS Training
Amount	2800.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute cost for 4 teacher for 4 days of training
Amount	1000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	4.9 Professional Development Trainings
Amount	6200.00
Source	Title I

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Two days release time for grade level planning/GLAD/data sharing

Strategy/Activity 5

Involvement of Staff, Parents and Community

Green Valley 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 part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to 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 our site English Language Advisory Committee (ELAC) as well as 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 work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus. We will continue to offer the Raising Reader Program in partnership with the Community Hub for children ages 0-5 and their families.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/18-06/30/19

Person(s) Responsible

Administration and 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, 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	The California Healthy Kids Survey was administered to 5th grade students during the 2017-18 school year. The survey indicated that 85% of students feel safe at school most or all of the time. No students responded they never feel safe. Eighty two percent of the students surveyed reported they feel proud most or all of the time to belong to our school. Eighty seven percent of the students surveyed felt teachers treat students fairly all or most of the time. Twelve percent responded some of the time and zero responded with never. Fifty seven percent of students reported that most or all of the time teachers or other grown ups make an effort to get to know them. Thirty six percent responded some of the time and six percent responded never.	For the 2018-2019 school year, the goal is for the following: Students feeling safe will increase by 5% to 90% most or all of the time. Students feel proud to be part of Green Valley Elementary School will increase by 5% to 87% responding most or all of the time. Students feeling they are treated fairly by teachers will increase by 5% to 92% of students responding most or all of the time. Students feeling that adults make an effort to get to know them will increase by 5% to 62% and no students will respond never.
LCAP Survey	The 2018 Parent LCAP Survey Results indicate the families feel their is a strong climate and positive culture at Green Valley. There is a common desire to provide information	Communicating to parents and our community via newsletters, social media and text messages that safety is our priority. All decisions are made with student safety being a top

Metric/Indicator	Baseline	Expected Outcome
	regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students to they know what to do in the event of an emergency. Green Valley Elementary has assured our community that emergency preparedness drills are conducted and emergency procedures are in place for staff and students.	priority. We expect that parents will feel more comfortable regarding the safety of their child while at school.
Aeries Discipline and Attendance Report	According to Aeries reports, Green Valley Elementary's average suspension rate for the 2017-2018 school year was 1.3%. The average attendance rate for 2017-2018 was 96.78%	The suspension rate will decrease to 1% and the average attendance rate will increase to 97% for the 2018-2019 school year.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

Green Valley 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 have background checks 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

07/01/18-06/30/19

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	250.00
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Red Ribbon Week Activities

Strategy/Activity 2

School Climate and Community Building:

Green Valley 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 Behavior Interventions and Supports (PBIS) framework is being used to create systems that explicitly teach students expected and appropriate behaviors for all locations of our school. The school's PBIS team has developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Calm Zones and other areas will be established on campus as de-escalation zones where children can go to feel safe. Monthly assemblies will be held to recognize students with outstanding citizenship. Our school counselor will be available 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 character development. 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 Studens

Timeline

07/01/18-06/30/19

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	900.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Power of One Anti bullying assembly
Amount	362.50
Source	Title I Part A: Allocation
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Phil Tulga Assembly
Amount	2550.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Comfort Zones Materials

Strategy/Activity 3

Staff Collaboration and Professional Development:

Green Valley 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 (TIPS), Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Bridges out of Poverty, Alternative

Discipline, Restorative Practices, 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 to develop and/or refine systems that improve school culture. Teachers will attend Verbal Deescalation Training provided by El Dorado County Office of Education.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/18-06/30/19

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Description	SEL Conference for Administrator, Counselor and Two Teachers
Amount	1400.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Verbal Deescalation Training (Subs)

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.

CAASPP data, District and site assessment data, CELDT data as well as staff and parent feedback from meetings were also used to form this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
FIT Report (Facilities Inspection Tool)	The overall rating from the FIT report was poor.	Our rating will increase to fair.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2017-2018 school year.	If received during the 2018-2019 school year,100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.
Green Valley Staff Survey	The staff report high feelings of support from administration, and each other but have concerns regarding the changing needs of our students.	As we continue to implement PBIS and professional development surrounding SEL and Trauma Informed Practices, staff will feel more comfortable meeting student needs.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration and Professional Development:

Green Valley 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, Trauma Informed Practices, Positive Behavior Interventions and Supports, and elements of Restorative Justice.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/18-06/30/19

Person(s) Responsible

Administration and 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
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Health Aide Training

Strategy/Activity 2

Facilities and Technology Infrastructure:

Green Valley 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 PTO and our student leadership team.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/18-06/30/19

Person(s) Responsible

Administration and Staff

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 classrooms and throughout the learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment, Lexile Measurements, Dibels and District assessment metrics were used to evaluate this goal	Expected outcomes are formally established in the Fall of 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Metric Results for 2017-2018: Smarter Balanced Assessment: School-wide Smarter Balanced Assessment data revealed that 63.91% of students in grades 3-5 met or exceeded the standards for English Language Arts and 57.35% of students in grades 3-5 met or exceeded the standards in Math. Dibels & District Assessments: Kindergarten- Dibels data showed that 57% of our Kindergarten students met the benchmark for NWF (Nonsense Word Fluency) and 60% of our English Learner students met the benchmark. In the area of Phoneme Segmentation 58.75% of students met the benchmark and 30% of our English Learners met the benchmark. First Grade- In 1st grade, 67% of the students met the benchmark for Nonsense Word Fluency, 71% met the benchmark for Whole Words Read and 68% met the Oral Reading Fluency Benchmark and 86% of students met the accuracy benchmark. 50 % of our English Learners met the above benchmarks. On the end of year Go Math assessment, 77% of the students scored 80% or higher. Second Grade- 68% of our second grade students met the Dibels Oral Reading Fluency Benchmark and 50% of our English Learners met the fluency benchmark. 71% of students met the accuracy benchmark and 73% or our English Learners met the accuracy benchmark. In Math, 74.6% of second grade students scored 80% or higher on the Go Math End of Year Assessment and 53% of

Metric/Indicator	Expected Outcomes	Actual Outcomes
		our English Learners scored 80% or higher. Third Grade- 70% of all students met the Dibels Oral Reading Fluency Benchmark and 53% of our English Learners met the benchmark. 77% of all students met the accuracy benchmark and 82% of our English Learners met the benchmark. In Math, 42% of students scored 80% or higher on the Go Math End of Year Assessment and 23% of our English Learners scored 80% or higher. Fourth Grade- 77% of all students met the Dibels Oral Reading Fluency Benchmark and 83% of our English Learners met the benchmark. 88.5% of all students met the accuracy benchmark and 83% of our English Learners met the benchmark. In Math, 32.78% of students scored 80% or higher on the Go Math End of Year Assessment. 0% of our English Learners met the end of year Go Math Assessment Benchmark. Fifth Grade- 65% of all students met the Dibels Oral Reading Fluency Benchmark and 38.5% of our English Learners met the benchmark. 53.6% of all students met the accuracy benchmark and 23% of our English Learners met the benchmark. In Math, 20.3% of students scored 80% or higher on the Go Math End of Year Assessment. 8% of our English Learners met the end of year Go Math Assessment Benchmark. Lexile Measurements: Second Grade: 49.2 % of all 2nd grade students' Lexile is within the grade level band (450-790) Third Grade: 60% of all 3rd grade students' Lexile is within the grade level band (620-790) Fourth Grade: 59.4% of all 4th grade students' Lexile is within the grade level band (790-875) Fifth Grade: 44.3% of all 5th grade students' Lexile is within the grade level band (875-980)

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of instruction with content standards: 1.1 Teachers and support staff will continue to utilize the district adopted, standards-based language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources as needed. 1.2 Students will continue to receive an uninterrupted language arts and math block of instruction, as reflected in the daily schedule. Student growth will be measured through chapter/concept assessments and District assessments. 1.3 Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through shared and guided reading techniques. Questioning strategies, student work and assessments will be used to measure growth. 1.4 Students will continue to be placed in instructional levels (flexible groups) for reading instruction. Assessments will be analyzed each trimester	Alignment of instruction with content standards: 1.1 Teachers and support staff utilized the district adopted, standards-based language arts and math curriculum. California Standards instruction was supplemented with a variety of resources as needed. 1.2 Students received an uninterrupted language arts and math block of instruction, as reflected in the daily schedule. Student growth was measured through chapter/concept assessments and District assessments. 1.3 Students participated in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through shared and guided reading techniques. Questioning strategies, student work and assessments were used to measure growth. 1.4 Students were placed in instructional levels (flexible groups) for reading instruction. Assessments were analyzed each trimester to monitor progress and restructure groups.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to monitor progress and restructure groups. 1.5 When scheduling allows, students in 3rd-5th grade will receive leveled math instruction. Chapter/concept assessments and GO Math assessments will be used to level groups. 1.6 Teachers will use Benchmark, GO Math, DIBELS, Lexile and other District/site-based assessments to monitor student progress. 1.7 Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will be taught writing skills through this program. Updated (Common Core) SUTW materials were purchased for every teacher in 2016. 1.8 Student samples from writing assignments will be taken and assessed by teachers to measure growth. Student use of Step Up to Writing strategies will be assessed through this process. 1.9 Students will experience the use of hands-on manipulatives while receiving math instruction. Student understanding of concepts while using manipulatives will be measured by teacher observation, informal assessments and formal assessments.	1.5 When scheduling allowed, students in 3rd-5th grade received leveled math instruction. Chapter/concept assessments and GO Math assessments were used to level groups. 1.6 Teachers used Benchmark, GO Math, DIBELS, Lexile and other District/site-based assessments to monitor student progress. 1.7 Students participated in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students were taught writing skills through this program. Updated (Common Core) SUTW materials were purchased for every teacher in 2016. 1.8 Student samples from writing assignments were taken and assessed by teachers to measure growth. Student use of Step Up to Writing strategies was assessed through this process. 1.9 Students used hands-on manipulatives while receiving math instruction. Student understanding of concepts while using manipulatives was measured by teacher observation, informal assessments and formal assessments. 1.10 Differentiated instruction strategies were implemented to address the diverse educational needs of all students in		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.10 Differentiated instruction strategies will be implemented to address the diverse educational needs of all students in grades TK-5. Teachers will use the Differentiated Curriculum Icons & Strategies as one of many means of delivering differentiated instruction. 1.11 Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes. 1.12 Students in 5th grade will experience scientific dissection. Release time will be provided for teacher to provide dissection lesson to all 5th grade classes 1.13 All students will experience the scientific method through a school-wide Science Fair. 1.14 An academic-based science assembly will occur during the school year. Students in TK-5 will experience this assembly program. Students will be surveyed by teachers to gather interest and success of the program. 1.15 Science based field trips will occur in all grade levels (ex. Discovery Museum, Coloma Nature Center, Apple Hill, Folsom Zoo, Sacramento Zoo, Challenger Museum).	grades TK-5. Teachers used the Differentiated Curriculum Icons & Strategies as one of many means of delivering differentiated instruction. 1.11 Teachers began implementing the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes. 1.12 Students in 5th grade experienced scientific dissection. Release time was provided for teacher to provide dissection lesson to all 5th grade classes 1.13 We did not hold a Science Fair 1.14 An academic-based science assembly was held during the school year. Students in TK-5 experienced this assembly program. 1.15 Science based field trips occured in all grade levels (ex. Discovery Museum, Coloma Nature Center, Apple Hill, Folsom Zoo, Sacramento Zoo, Challenger Museum). 1.16 Students were provided with at least 200 minutes of physical fitness education every 2 weeks. Teachers in grades TK-3 structured PE lessons to promote stretching, cardiovascular endurance, basic athletic game rules/skills and positive sportsmanship. 1.17 A PE Specialist offered instruction to 4th		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.16 Students will be provided with at least 200 minutes of physical fitness education every 2 weeks. Teachers in grades TK-3 will structure PE lessons to promote stretching, cardiovascular endurance, basic athletic game rules/skills and positive sportsmanship. 1.17 A PE Specialist will offer instruction to 4th and 5th grade students during their teacher's prep time. PE progress will be monitored through teacher observation, PE assessments and the Presidential Fitness Test data.	and 5th grade students during their teacher's prep time. PE progress was monitored through teacher observation, PE assessments and the Presidential Fitness Test data.		
Improvement of instructional strategies and materials: 2.1 Use grade level/cross grade level articulation meetings to check alignment of instruction to standards (ELA & Math). 2.2 Use SBAC Interim Assessments in grades 3-5 to assess mastery of standards and to familiarize students with SBAC format. 2.3 Use grade level meetings to monitor student progress and to plan instruction based on the data. 2.4 Utilize online programs to supplement	Improvement of instructional strategies and materials: 2.1 Used grade level/cross grade level articulation meetings to check alignment of instruction to standards (ELA & Math). 2.2 Used SBAC Interim Assessments in grades 3-5 to assess mastery of standards and to familiarize students with SBAC format. 2.3 Used grade level meetings to monitor student progress and to plan instruction based on the data.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and support students (Read live, ST Math, Reflex, Starfall) 2.5 Continue use of research-based intervention programs tailored to specific student weaknesses (Read Naturally, SIPPS, Comprehension Plus). 2.6 Continue use of release time for teachers to attend staff development workshops and conferences.(NGSS, Benchmark, Bridges out of Poverty, SIPPS) 2.7 Teachers will continue to use grade level and cross grade level articulation meetings to check alignment of all standards being taught, and to review interventions for underachieving and high performing students. 2.8 Utilize supplementary materials to support underperforming students in reading, writing, math fluency and other math skills.	2.4 Utilized online programs to supplement and support students (Read live, ST Math, Reflex, Starfall) 2.5 Used research-based intervention programs tailored to specific student weaknesses (Read Naturally, SIPPS, Comprehension Plus). 2.6 Used release time for teachers to attend staff development workshops and conferences.(NGSS, Benchmark, Bridges out of Poverty, SIPPS) 2.7 Teachers used grade level and cross grade level articulation meetings to check alignment of all standards being taught, and to review interventions for underachieving and high performing students. 2.8 Utilized supplementary materials to support underperforming students in reading, writing, math fluency and other math skills.		
Extended Learning Time, Opportunities and Support Services 3.1 Our intervention program will continue to provide intensive intervention for targeted students performing below grade level. We have three intervention aides working 3 days per week for 3.25 hours per day.	Extended Learning Time, Opportunities and Support Services 3.1 Our intervention program provided intensive intervention for targeted students performing below grade level. We had three intervention aides working 3 days per week for 3.25 hours per day.	3.1 Intervention Aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.2 Teachers will differentiate instruction in the classroom for students and utilize Growth Mindset teaching strategies to challenge students' thinking about learning. 3.3 Students in TK-5th grades will receive six weeks of dance instruction with instructors from Foothills Dance Academy. The program will end with a Dance Spectacular! Success of this program will be measured through teacher feedback and student surveys. 3.4 Green Valley will continue to provide athletic opportunities for students (co-ed volleyball, cross-country, and girls and boys basketball teams) to encourage fitness, sportsmanship, and teamwork. 3.5 Coaching stipends will be provided for the athletic team coaches. 3.6 Students in grades 2 - 5 will have the opportunity to participate in Choir. A stipend will be provided to the choir teacher. 3.7 Students will continue to participate in community service projects such as the KCRA Canned Food Drive, Pennies for Patients and clothing drives.	3.2 Teachers differentiated instruction in the classroom for students and utilized Growth Mindset teaching strategies to challenge students' thinking about learning. 3.3 Students in TK-5th grades received six weeks of dance instruction with instructors from Foothills Dance Academy. The program ended with a Dance Spectacular! Success of this program was measured through teacher feedback and informal student surveys. 3.4 Green Valley provided athletic opportunities for students (co-ed volleyball, cross-country, and girls and boys basketball teams) to encourage fitness, sportsmanship, and teamwork. 3.5 Coaching stipends were provided for the athletic team coaches. 3.6 Students in grades 2 - 5 had the opportunity to participate in Choir. A stipend was provided to the choir teacher. 3.7 Students participated in community service projects such as the KCRA Canned Food Drive, Pennies for Patients and clothing drives. 3.8 Students in 4th and 5th grade had the opportunity to participate in a student leadership		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.8 Students in 4th and 5th grade will have the opportunity to participate in a student leadership organization called IMPACT. This organization will work alongside GV Student Leadership Team and encourage community service for our school, our community and our global world. 3.9 Continued participation in El Dorado County Spelling Bee and Oral Interpretation. Transportation will be provided. 3.10 School will provide limited before/after school tutoring for students who are at risk of not meeting standards. 3.11 Utilize a Title I para-educator to support the Transitional Kindergarten class with incoming students who turn 5 and start in January. (.75 hours per day 5 days per week) 3.12 Students in 4th and 5th grade have the opportunity to participate in band during the school day. 3.13 During the 3rd trimester, all students in 3rd grade will receive music instruction using recorders once a week for 35 minutes. 3.14 Utilize our two bilingual paraeducators to support our English Learners (TK-5)	organization called IMPACT. This organization worked alongside GV Student Leadership Team and encouraged community service for our school, our community and our global world. 3.9 Participated in El Dorado County Spelling Bee and Oral Interpretation. Transportation was provided. 3.10 We did not provide tutoring 3.11 Utilized a Title I para-educator to support the Transitional Kindergarten class with incoming students who turned 5 and started in January. (.75 hours per day 5 days per week) 3.12 Students in 4th and 5th grade had the opportunity to participate in band during the school day. 3.13 During the 3rd trimester, all students in 3rd grade received music instruction using recorders once a week for 35 minutes. 3.14 Utilized our two bilingual paraeducators to support our English Learners (TK-5) 3.15 Administered CELDT to new incoming EL Students and in the Spring administered the new ELPAC to all EL Students.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.15 Administer CELDT to new incoming EL Students and in the Spring administer the new ELPAC to all EL Students.			
Staff Development and Professional Collaboration 4.1 Grade level teams will meet on site minimum days to discuss student data and the progress of specific students. 4.2 Teachers will have the opportunity to meet in grade levels and across grade levels to assess student work samples. 4.3 Teachers will meet across grade levels to collaborate on effective instructional tools and activities for ELA/ writing instruction using Benchmark Advance and the Step Up to Writing strategies. 4.4 Grade and cross grade level planning time will be provided for teachers to collaborate on effective instructional strategies for the continued implementation of our adopted ELA program (Benchmark) materials and to revisit trimester assessment tools, online program components and intervention components. 4.5 We will continue the implementation of PBIS into our school. PBIS will be an agenda item at each staff meeting as we	Staff Development and Professional Collaboration 4.1 Grade level teams met on site minimum days to discuss student data and the progress of specific students. 4.2 Teachers had the opportunity to meet in grade levels and across grade levels to assess student work samples. 4.3 Teachers met across grade levels to collaborate on effective instructional tools and activities for ELA/ writing instruction using Benchmark Advance and the Step Up to Writing strategies. 4.4 Grade and cross grade level planning time was provided for teachers to collaborate on effective instructional strategies for the continued implementation of our adopted ELA program (Benchmark) materials and to revisit trimester assessment tools, online program components and intervention components. 4.5 We continued the implementation of PBIS into our school. PBIS was an agenda item at each staff meeting as we continued to refine our Tier 1 practices team.	PBIS 1000-1999: Certificated Personnel Salaries District Funded 5000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
continue to refine our Tier 1 practices team. 4.6 The Tier 1 PBIS team will meet monthly to discuss areas of concern/successes of our PBIS rollout. The Tier 1 Team consists of 4 teachers, student services secretary, and the principal. 4.7 The Tier 2 team will attend 4 days of training. The Tier 2 team consists of the principal, school counselor, resource teacher and one general education teacher. 4.8 Benchmark Training will be provided on the technology and intervention pieces. One teacher per grade level will attend and then share with their grade level. 4.9 Teachers will have the opportunity to attend other professional development training as needed. 4.10 Use grade level articulation meetings after school to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. 4.11 Provide each grade level team two days of release time (one fall/one spring) for grade level planning, GLAD implementation and reviewing assessment data.	4.6 The Tier 1 PBIS team met monthly to discuss areas of concern/successes of our PBIS rollout. The Tier 1 Team consisted of 4 teachers, student services secretary, and the principal. 4.7 The Tier 2 team attended 4 days of training. 4.8 Benchmark Training was provided on the technology and intervention pieces. One teacher per grade level attended and then shared with their grade level. 4.9 Teachers had the opportunity to attend other professional development training as needed. 4.10 Used grade level articulation meetings after school to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. 4.11 Provided each grade level team two days of release time (one fall/one spring) for grade level planning, GLAD implementation and reviewing assessment data. 4.12 Provided KIndergarten one full day of release time to support the implementation for full day kindergarten program.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.12 Provide KIndergarten one full day of release time to support the implementation for full day kindergarten program.			
Involvement of Staff, Parents and Community 5.1 A description of grade level expectations and California Standards and how to access online instructional programs will be presented to parents during Back-To-School Night. 5.2 Articles that provide tips on how parents can help their student in school will be placed in the newsletter throughout the year. 5.3 Parent volunteers will continue to be welcomed to assist children in classroom activities, including small group support. 5.4 School newsletter is sent electronically twice a month with paper copies to those who do not have electronic access. 5.5 Student progress will be communicated to parents through report cards, progress reports and parent conferences. 5.6 School Site Council meetings will be held to communicate, monitor and plan for school activities and needs.	Involvement of Staff, Parents and Community 5.1 A description of grade level expectations and California Standards and how to access online instructional programs was presented to parents during Back-To-School Night. 5.2 Articles that provide tips on how parents can help their student in school were placed in the newsletter throughout the year. 5.3 Parent volunteers were welcomed to assist children in classroom activities, including small group support. 5.4 School newsletter was sent electronically twice a month with paper copies to those who do not have electronic access. 5.5 Student progress was communicated to parents through report cards, progress reports and parent conferences. 5.6 School Site Council meetings were held to communicate, monitor and plan for school activities and needs. 5.7 Green Valley offersed the Raising Reader		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.7 Green Valley offers the Raising Reader Program in partnership with the Community Hub. This program is free. It is a science based storytime for all children ages 0-5 and their families. Each week is a new topic with hands on science exploration. Parenting tips are also shared each week with parents. The Raising Readers program is offered once a week for 8 weeks in the Fall (September/October)and again in the Spring (March/April) 5.8 A Title I parent meeting will be held to explain the program, gain parent input and share ideas with parents on what they can do to help their child.	Program in partnership with the Community Hub. This program is free. It is a science based storytime for all children ages 0-5 and their families. Each week there was a new topic with hands on science exploration. Parenting tips were also shared each week with parents. The Raising Readers program was offered once a week for 8 weeks in the Fall (September/October)and again in the Spring (March/April) 5.8 A Title I parent meeting was held to explain the program, gain parent input and share ideas with parents on what they can do to help their child.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Academic and Intervention programs and strategies were implemented well at Green Valley 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 families 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 increase in our SBAC scores is one measure that demonstrates our academic processes are working. Many Student Success Team (SST'S) meetings were held to provide accomodations for struggling students. We will continue to provide additional support and monitor progress of all students.

Explain any material differences between the Proposed Expenditures and Estimated 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.

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 2018-2019 school year and beyond.

Goals will be consolidated from 6 goals to 3 goals. Please see the Planned Improvement sections to see the 2018-2019 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
Smarter Balance Summative Assessment, Parent Survey Results, and Digital Literacy Compliance Reports were used to evaluate this goal.	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Metric Results for 2017-2018: School-wide Smarter Balanced Assessment data revealed that 63.91% of students in grades 3-5 met or exceeded the standards for English Language Arts and 57.35% of students in grades 3-5 met or exceeded the standards in Math According to the school survey, 78% of those participating felt that Green Valley Elementary's implementation of technology is meeting and enhancing their child's needs. All students participated in Digital Literacy Lessons. The Digital Literacy Program completion certificates are on file at the District Office.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Technology Programs to Enhance Student Achievement 1.1 District provided technology TOSA's will be available for all teachers to help plan and implement technology into the classrooms. 1.2 Students in grades K-5 will increase mathematical proficiency using "ST Math." This web-based technology	Technology Programs to Enhance Student Achievement 1.1 District provided technology TOSA's were available for all teachers to help plan and implement technology into the classrooms. 1.2 Students in grades K-5 increased their mathematical proficiency using "ST Math." This web-based technology	1.2 ST Math- Mind Institute 5000-5999: Services And Other Operating Expenditures Title I 3667.00	ST Math- Mind Institute 5000-5999: Services And Other Operating Expenditures Title I 3667.00
		1.3 Reflex Math 5000-5999: Services And Other Operating Expenditures Site Formula Funds 2965.00	Reflex Math 5000-5999: Services And Other Operating Expenditures Site Formula Funds 2965.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
program works on the spatial/temporal areas of mathematical thinking. Students can access ST Math (sections already completed at school) from home - for review and math game play. Program effectiveness will be measured through District assessment data and SBAC scores. 1.3 Students in grades 2-5 will experience the web-based technology program, "Reflex Math." This program focuses on math facts. Students will have access to Reflex Math from home computers as well. Program effectiveness will be measured through math fact assessments, District assessment data and SBAC data. 1.4 Students in primary grades will have access to StarFall More, an Internet-based phonics and math program. Program effectiveness will be measured through District reading and math assessment data. 1.5 Students in grades 1-5 will have the opportunity to practice their reading fluency with the technology-based program, Read Live (previously Read Naturally). Program effectiveness will be measured through District and site assessment data. 1.6 Students in grades 1-5 will participate in our Reading Counts program. Students will read books	program works on the spatial/temporal areas of mathematical thinking. Students can access ST Math (sections already completed at school) from home - for review and math game play. Program effectiveness was measured through District assessment data and SBAC scores. 1.3 Students in grades 2-5 experienced the web-based technology program, "Reflex Math." This program focused on math facts. Students had access to Reflex Math from home computers as well. Program effectiveness was measured through math fact assessments, District assessment data and SBAC data. 1.4 Students in primary grades had access to StarFall More, an Internet-based phonics and math program. Program effectiveness was measured through District reading and math assessment data. 1.5 Students in grades 1-5 had the opportunity to practice their reading fluency with the technology-based program, Read Live (previously Read Naturally). Program effectiveness was measured through District and site assessment data. 1.6 Students in grades 1-5 participated in our Reading Counts program. Students read books and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and take comprehension quizzes on classroom and library computers. Words read will be recorded, and students will work toward individual and school-wide goals. A school-wide Reading Counts Carnival will serve as an incentive for all. Program effectiveness will be measured by the number of students meeting Reading Counts goals, as well as District and site assessment data. 1.7 Students in grades 2-5 will have access to Typing Agent, a web-based program. Students will improve keyboarding skills through practice in the Technology Lab, classroom and home access. Program effectiveness will be measured through typing assessment and teacher observation. 1.8 Classes use the technology component of the Go Math adoption to enhance daily instruction and offer support to parents and students at home. 1.9 Teachers will pilot various technology programs such as Flip Grid, Read Works, etc. to determine which are best to enchance student learning and achievement. .	took comprehension quizzes on classroom and library computers. Words read were recorded, and students worked toward individual and school-wide goals. A school-wide Reading Counts Carnival served as an incentive for all. Program effectiveness was measured by the number of students meeting Reading Counts goals, as well as District and site assessment data. 1.7 Students in grades 2-5 had access to Typing Agent, a web-based program. Students improved their keyboarding skills through practice in the Technology Lab, classroom and home access. Program effectiveness was measured through typing assessment and teacher observation. 1.8 Classes used the technology component of the Go Math adoption to enhance daily instruction and offer support to parents and students at home. 1.9 Teachers piloted various technology programs such as Flip Grid, Read Works, etc. to determine which are best to enchance student learning and achievement. .		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Technology Equipment to Enhance Learning/Access to Hardware: 2.1 Teachers have desktop computers to carry out their professional duties. 2.2 Each K-2 class has a scheduled time to use the school computer lab which has 30 desktop computers. 2.3 All 3-5 classes have a class set of chromebooks for student use. 2.4 All classrooms are equipped with an overhead projector and document camera. 2.5 Nine classrooms are equipped with Promethean Boards	Technology Equipment to Enhance Learning/Access to Hardware: 2.1 Teachers have desktop computers to carry out their professional duties. 2.2 Each K-2 class had a scheduled time to use the school computer lab which has 30 desktop computers. 2.3 All 3-5 classes had a class set of chromebooks for student use. 2.4 All classrooms were equipped with an overhead projector and document camera. 2.5 Nine classrooms are equipped with Promethean Boards		
Extended learning time/ Intervention Support: 3.1 Staff will provide before and after school tutoring using web-based technology instructional practice: additional ST Math and Reflex Math work time/instruction will be offered to those students most in need (Goal 4). 3.2 Staff will provide before and after school tutoring for technology based reading fluency practice through Read Live (Goal 4). 3.3 Staff will provide opportunities before and after school in our library	Extended learning time/ Intervention Support: 3.1 We did not provide tutoring 3.3 Staff provided opportunities before and after school in our library for students to take Reading Counts quizzes.	3.1-3.2 Tutoring Hours - Teachers 1000-1999: Certificated Personnel Salaries Title I 2500.00	Tutoring 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
for students to take Reading Counts quizzes.			
Involvement of staff, parents and community: 4.1 Teachers may use Jupiter Grades, a web-based grade record-keeping and reporting system, with the purpose of offering students and parents the ability to monitor assignment progress and grades. 4.2 Administration and office staff will monitor and update school website and electronic communication (email updates, newsletters,calendar of events and important dates). 4.3 Teachers are in the process of creating and posting class websites for parent reference and community building. 4.4 School will provide the Aeries Parent Portal for parents to access their child's attendance records and provides means of communication between school and home. 4.5 Staff utilize email and digital communications to connect with the community and to share classroom activities.	Involvement of staff, parents and community: 4.1 Teachers used Jupiter Grades, a web-based grade record-keeping and reporting system, with the purpose of offering students and parents the ability to monitor assignment progress and grades. 4.2 Administration and office staff monitored and updated school website and electronic communication (email updates, newsletters,calendar of events and important dates). 4.3 Teachers are still in the process of creating and posting class websites for parent reference and community building. 4.4 The Aeries Parent Portal was provided to parents to access their child's attendance records and provides means of communication between school and home. 4.5 Staff utilized email and digital communications to connect with the community and to share classroom activities.	4.1 Jupiter Grades Teacher Licenses 5000-5999: Services And Other Operating Expenditures District Funded	

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The overall implementation of technology has been very successful. All students in grades 3-5 have 1:1 access to Chromebooks and grades K-2 have exclusive access to the computer lab. Each K-2 classroom also has a bank of 6 devices for use in their classroom. Several technology programs and applications have become intricate parts of academic instruction and technology is used on a daily basis in most classrooms. Communication has been enhanced between the school and our families through the use of the Aeries Parent Portal, Jupiter Grades and Parent Link.

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.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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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 Rescue Union School District LCAP for the2018-2019 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 and staff/community survey results will measure the effectiveness of these strategies.	Expected outcomes are formally established in Fall of 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year	Metrics for 2017-2018: According to the Principal Staff Survey, data revealed that 100% of staff said they felt supported when conflicts arise and 93% felt there was strong communication and commitment. Requests were made to provide additional Social Emotional Learning training for the 2018-2019 school year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional development and collaboration: 1.1 Staff will continue the implementation of Tier 1 PBIS.(Positive Behavior Interventions and Supports) The goal is to limit disruptive behavior that distracts from student learning. Tier 1 team will have release time for two half days. 1.2 Teachers and staff will work in grade level teams to collaborate with District staff throughout the year. Staff collaboration will take place on District Staff Development and Early Release days.	Professional development and collaboration: 1.1 Staff continued the implementation of Tier 1 PBIS.(Positive Behavior Interventions and Supports) The goal is to limit disruptive behavior that distracts from student learning. Tier 1 team had two half days of release time. 1.2 Teachers and staff worked in grade level teams to collaborate with District staff throughout the year. Staff collaboration took place on District Staff Development and Early Release days.	1.1 Tier 1 Team Release Time 1000-1999: Certificated Personnel Salaries Title I 1000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.3 Teachers will use part of their release time (Goal 1) to continue to implement and refine Step Up to Writing Practices in their lessons. 1.4 Teachers will continue to apply their GLAD training and use release time to improve instructional strategies related to GLAD. Coaching/refresher training will be provided every other year to keep staff current. 1.5 Teachers will receive two release days throughout the year to collaborate and plan. The focus of this collaboration time is to be split evenly between planning of ELA and math standards-based instruction and creating GLAD units. ($ included in Goal 1) 1.6 Teachers will receive two half days of release time yearly to analyze progress of their EL students, review EL instructional strategies and collaborate regarding EL tutoring. 1.7 Professional development opportunities will be offered to staff, as appropriate. Teachers will have opportunities to attend EDCOE workshops and local trainings. 1.8 Additional training in math instruction is necessary. Administration is currently seeking feedback on	1.3 Teachers used part of their release time (Goal 1) to continue to implement and refine Step Up to Writing Practices in their lessons. 1.4 Teachers applied their GLAD training and used release time to improve instructional strategies related to GLAD. Coaching/refresher training will be provided every other year to keep staff current. 1.5 Teachers received two release days throughout the year to collaborate and plan. The focus of this collaboration time was split evenly between planning of ELA and math standards-based instruction and creating GLAD units. ($ included in Goal 1) 1.6 We did not have EL tutoring 1.7 Professional development opportunities were offered to staff. Teachers had opportunities to attend EDCOE workshops and local trainings. 1.8 Additional training in math instruction is necessary. Administration is currently seeking feedback on effective consultants/trainers. - still in need of additional support 1.9 Teachers participated in professional development in		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
effective consultants/trainers. 1.9 Teachers will participate in professional development in preparation for the integration of the Next Generation Science Standards (NGSS) 1.10 Teachers will participate in collaboration and articulation days throughout the year to discuss assessments, pacing guides and best practices. 1.11 Teachers will have the opportunity to observe other teachers to improve their practice. 1.12 Two teacher representatives will be a part of the District Curriculum Committee. Representatives will communicate information with staff. 1.13 Each grade level will have a half day of release time to meet with administrator regarding PBIS implementation and to design class ticket list.	preparation for the integration of the Next Generation Science Standards (NGSS) 1.10 Teachers participated in collaboration and articulation days throughout the year to discuss assessments, pacing guides and best practices. 1.11 Teachers had the opportunity to observe other teachers to improve their practice. 1.12 Two teacher representatives were part of the District Curriculum Committee. Representatives communicated information with staff. 1.13 Each grade level had a half day of release time to meet with administrator regarding PBIS implementation and designed a class ticket list.		
Library Program Elements: 2.1 All classes will be scheduled in the library once each week including the County Preschool. 2.2 The library shall provide barrier-free	Library Program Elements: 2.1 All classes were scheduled in the library once each week including the County Preschool. 2.2 The library provided barrier-free access for	2.5 Reading Counts 4000-4999: Books And Supplies Donations 1000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
access for students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed. 2.3 The library will continue to support our district wide "I Love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency. 2.4 Provide instructional materials and support to classroom instructional goals and priorities. 2.5 Support school-wide Reading Counts program, including data collection, promotion, assemblies, and incentives. 2.6 Provide reading motivational events and activities, author visits, story-telling, celebrations, etc. 2.7 Librarian will plan and host two ongoing Book Clubs for 4th and 5th grade students during lunch time. 2.8 The effectiveness of library programs will be measured through Reading Counts data, parent survey results, teacher feedback and District reading assessment data.	students, staff, and the community during the school day, before and after school hours, and beyond the school year when needed. 2.3 The library supported our district wide "I Love Reading Week" and other school-wide reading incentive programs to increase student comprehension and fluency. 2.4 Provided instructional materials and support to classroom instructional goals and priorities. 2.5 Supported school-wide Reading Counts program, including data collection, promotion, assemblies, and incentives. 2.6 Provided reading motivational events and activities, author visits, story-telling, celebrations, etc. 2.7 Librarian planned and hosted two ongoing Book Clubs for 4th and 5th grade students during lunch time. 2.8 The effectiveness of library programs was measured through Reading Counts data, parent survey results, teacher feedback and District reading assessment data.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Green Valley has a strong library program with schoolwide literacy activities throught the year. The strategies/activities listed above promote a love of reading for our students. Our librarian is our Reading Counts Coordinator. She highlights students progress weekly and at trimester assemblies. Our library is a popular destination for many of our students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Green Valley School Library program is well run and impacts all students (TK-5) Students who read 1 million or more words receive a t-shirt. The name of the student from each grade level who reads the most word during the school year is added to the Top Gator plaque in the library.

Explain any material differences between the Proposed Expenditures and Estimated 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.

Strategies and Activities from this goal will be incorporated into Goal 1 under the Planned Improvements section for next year as we align our plan to the Rescue Union School District LCAP's new format.

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
The California Healthy Kids Survey is used to measure how safe and connected students feel at Green Valley Elementary School.	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	The California Healthy Kids Survey was administered to 5th grade students during the 2017-18 school year. The survey indicated that 85% of students feel safe at school most or all of the time. No students responded they never feel safe. Eighty two percent of the students surveyed reported they feel proud most or all of the time to belong to our school. Eighty seven percent of the students surveyed felt teachers treat students fairly all or most of the time. Twelve percent responded some of the time and zero responded with never. Fifty seven percent of students reported that most or all of the time teachers or other grown ups make an effort to get to know them. Thirty six percent responded some of the time and six percent responded never.
The Rescue Union School District LCAP Survey	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	The 2018 LCAP Parent Survey Results indicates that most families feel that there is a strong, positive culture and climate at Green Valley. There is a common desire to provide information regarding student safety and emergency preparedness. Green Valley has assured it's parents/community that drills are conducted and emergency procedures are in place for staff and students.
California School Dashboard Results for Suspension/Expulsion and Chronic Absenteeism	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Green Valley's suspension rate was 1.3% for the 2017-2018 school year and our average attendance rate was 96.78%.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Access to Quality Instructional Intervention: 1.1 Teachers will assess students at the beginning of the year. Using specific assessment criteria, students will be identified as Title 1. Parents will be notified of their child's Title 1 status and invited to the Title 1 parent meeting. Intervention will be offered to all Title 1 students. 1.2 Teachers will assess students and place in leveled groups for ELA/Math Response to Intervention (RtI) instruction a minimum of three times each year. Each student will be placed in RtI groups based on instructional needs. RtI will run for three hours each day, three days each week, for a total of 23 weeks. 1.3 Paraeducators will work in classrooms to support students in need of intervention (in addition to RtI) throughout the year. Grade level teams will determine intervention needs based on District and classroom assessment data. 1.4 Academic intervention will be offered in classrooms through small group and individualized instruction. 1.5 Limited before and after school tutoring will be offered to Title I	Access to Quality Instructional Intervention: 1.1 Teachers assessed students at the beginning of the year. Using specific assessment criteria, students were identified as Title 1. Parents were notified of their child's Title 1 status and invited to the Title 1 parent meeting. Intervention was offered to Title 1 students within the school day. 1.2 Teachers assessed students and placed students in leveled groups for ELA/Math Response to Intervention (RtI) instruction at three times during the year. Each student was placed in RtI groups based on instructional needs. RtI was held for three hours each day, three days each week, for a total of 23 weeks. 1.3 Paraeducators worked in classrooms to support students in need of intervention (in addition to RtI) throughout the year. Grade level teams determined intervention needs based on District and classroom assessment data. 1.4 Academic intervention was offered in classrooms through small group and individualized instruction. 1.5 We did not offer before/after school tutoring. Intervention was	1.2 Title I Instructional Aide Salaries & Benefits to Support RtI & Intervention 2000-2999: Classified Personnel Salaries Title I 46,000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students. Tutoring will support reading fluency, math concepts and math facts. Internet based programs such as Read Live, ST Math and Reflex Math will be offered for tutoring. We will also be using the SBAC interim assessments as part of our tutoring process. Classroom teachers and para-educators will conduct the site tutoring. 1.6 The Student Success Team (SST) will meet as needed to discuss students who are referred for academic and/or behavioral needs. The SST team held 72 SST's in 2016-2017. Information, plans of action and follow-up (noted in SST meetings) are monitored closely by staff. Progress of students who go through the SST process will be measured through assessment data, attendance, counseling participation and school discipline data. Those who do not demonstrate adequate progress will receive additional support.	done during the school day. 1.6 The Student Success Team (SST) met as needed to discuss students who were referred for academic and/or behavioral needs.		
EL Support: 2.1 Teachers will deliver 30-60 minutes of required EL instruction on a daily basis. 2.2 EL students will receive support based on	EL Support: 2.1 Teachers delivered 30-60 minutes of required EL instruction on a daily basis. 2.2 EL students received support based on	2.9 ELD Institute (flights, hotel and conference registration for 4 people) 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 12000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
specified criteria (academic progress, assessment data and CELDT data/levels). 2.3 Bilingual Paraeducators will provide EL support and intervention in classrooms for EL students. These paraeducators will work with teachers to provide systematic ELA and math instruction, as well as language development. The principal will hold regular meetings with these staff members to monitor feedback regarding EL student progress and needs. 2.4 EL students will receive GLAD instruction from classroom teachers to foster language acquisition. 2.5 District Community Liaison will provide support, as needed, for EL families. 2.6 Spanish translation will be provided for parent/teacher conferences, SST's and IEP's. 2.7 English Language Advisory Committee (ELAC) meetings will be held three times each year to offer information and gather feedback from EL parents. 2.8 In partnership with the El Dorado County Office of Education, English as a Second Language classes for parents of English	specified criteria (academic progress, assessment data and CELDT data/levels). 2.3 Bilingual Paraeducators provided EL support and intervention in classrooms for EL students. These paraeducators worked with teachers to provide systematic ELA and math instruction, as well as language development. The will held regular meetings with these staff members to monitor feedback regarding EL student progress and needs. 2.4 EL students received GLAD instruction from classroom teachers to foster language acquisition. 2.5 District Community Liaison provided support, as needed, for EL families. 2.6 Spanish translation was provided for parent/teacher conferences, SST's and IEP's. 2.7 English Language Advisory Committee (ELAC) meetings were held three times during the year to offer information and gather feedback from EL parents. 2.8 In partnership with the El Dorado County Office of Education, English as a Second Language classes for parents of English		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Learners will be provided one evening each week. 2.9 The principal, EL Coordinator, and two teachers will attend a six day institute with Kate Kinsella. (2days in September, October and December) Upon completion of the training, they will put together staff development for the teachers and para educators.	Learners were provided one evening each week. 2.9 The principal, EL Coordinator, and two teachers attended a six day institute with Kate Kinsella. (2days in September, October and December) Upon completion of the training, they organized staff development for the teachers and para educators.		
Social Support Programs: 3.1 PBIS is being implemented school wide. Permanent signs displaying the Gator Way have been purchased and are displayed throughout the campus. 3.2 The Gator Way (Be Respectful, Be Responsible, Be Safe) will be taught, modeled and encouraged for all students. Tickets will be drawn weekly giving students an opportunity to spin the wheel for prizes 3.3 Students and staff will work to promote "bucket-filling" through stories, awareness and activities. 3.4 Gator Manners will be taught and modeled for all students. Signs have been posted in the gym to remind and encourage students to use our Gator Manners. 3.5 Grade level Gator Gatherings will be held each trimester where	Social Support Programs: 3.1 PBIS is being implemented school wide. Permanent signs displaying the Gator Way have been purchased and are displayed throughout the campus. 3.2 The Gator Way (Be Respectful, Be Responsible, Be Safe) is taught, modeled and encouraged for all students. Tickets are drawn weekly giving students an opportunity to spin the wheel for prizes 3.3 Students and staff worked to promote "bucket-filling" through stories, awareness and activities. 3.4 Gator Manners were taught and modeled for all students. Signs have been posted in the gym to remind and encourage students to use our Gator Manners. 3.5 Grade level Gator Gatherings were held each trimester where	3.1 PBIS Signs 5000-5999: Services And Other Operating Expenditures District Funded 1043.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
administration will review expectations. 3.6 School-wide bullying prevention program will be maintained. Teachers will begin the year by reading grade level appropriate stories involving bullying. The Green Valley anti-bullying lesson, poster and "steps to take" will be posted and shared. Principal will follow up in winter/early spring with 4th/5th grade DVD/discussion. Principal will read and discuss "Simon's Hook," an anti-bullying book on how to avoid "taking the bait" of another person's negative words with 2nd-5th grade students. 3.7 Counselor will conduct training in classrooms on social/emotional skills such as respect, friendship, conflict resolution, self-esteem, college and career readiness, etc. using the Second Step program. 3.8 Individual and small group counseling services will be provided by our school counselor. 3.9 Recess activities, such as Mileage Club, Game Day and Drawing Club will be offered, as weather permits. 3.10 All students will participate in Red Ribbon week (drug awareness) activities. Drug awareness lessons will be provided by teachers.	administration will review expectations. 3.6 School-wide bullying prevention program was maintained. Teachers began the year by reading grade level appropriate stories involving bullying. The Green Valley anti-bullying lesson, poster and "steps to take" are posted and shared. Principal read and discussed "Simon's Hook," an anti-bullying book on how to avoid "taking the bait" of another person's negative words with 2nd- 5th grade students. 3.7 Counselor taught lessons in classrooms on social/emotional skills such as respect, friendship, conflict resolution, self-esteem, college and career readiness, etc. using the Second Step program. 3.8 Individual and small group counseling services were provided by our school counselor. 3.9 Recess activities, such as Mileage Club, Game Day and Drawing Club will be offered, as weather permits.- No mileage club 3.10 All students participated in Red Ribbon week (drug awareness) activities. Drug awareness lessons were provided by teachers. 3.11 PTO hosted social events such as Gators on		

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Services Secretary will be in attendance. 3.16 Behavior meetings will be conducted when students are in need of a Green Valley Behavior Target Support Plan. This is a site-based plan intended to support general education students in need of behavior modification. Students with these behavior plans will be monitored by analyzing attendance, SBAC and District assessment data, report cards and behavior reports.	Services Secretary will be in attendance. 3.16 Behavior meetings were conducted when students were in need of a Green Valley Behavior Target Support Plan. This is a site-based plan intended to support general education students in need of behavior modification. Students with these behavior plans were monitored by analyzing attendance, SBAC and District assessment data, report cards and behavior reports.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

All Green Valley subgroups received quality instruction including enrichment and intervention to meet their needs. Assemblies and activities were provided to promote social emotional development of all students.

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 satisfied with the learning experiences and supports that their students receive.

Explain any material differences between the Proposed Expenditures and Estimated 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.

Strategies and Activities for this goal will be added to either Goals 1 or 2 under the 2018-2019 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: Para educators were given collaboration and training time with the Student Services Department throughout the school year. All classified staff received training in SEL and Trauma Informed Practices. Custodial staff received various trainings through out the year to do with chemical usage and cleaning procedures Secretarial staff received further training with AERIES.

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 2017.	Professional Goals: 1.1 Teachers developed professional goals with action plans tied to the California Standards of the Teaching Profession in September 2017. 1.2 The administrator met with each teacher to		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.2 The administrator will meet with each teacher to discuss staff- wide goals and individual professional goals by October 2017 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. 1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two year EDCOE TIPS program. Participating Teachers commit to spending 60 hours each year on TIPS related activities and professional development. TIPS teachers participate in the Induction Program and receive their California Clear Teaching Credential. 1.6 RUSD veteran teachers are hired by the PAR Panel to serve as TIPS Support Providers for our Participating Teachers.	discuss staff- wide goals and individual professional goals in October 2017 1.3 The administrator will met with teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals. 1.4 The administrator visited classrooms and provide specific feedback when needed to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching participated in the two year EDCOE TIPS program. Participating Teachers commit to spending 60 hours each year on TIPS related activities and professional development. TIPS teachers participate in the Induction Program and receive their California Clear Teaching Credential. 1.6 RUSD veteran teachers were hired by the PAR Panel to serve as TIPS Support Providers for our Participating Teachers.		
Staff Evaluation/ Hiring Support: 2.1 The administrator will follow evaluation timelines given by Human Resources Department as outlined by the CSEA and RUFT contracts.	Staff Evaluation/ Hiring Support: 2.1 The administrator followed evaluation timelines given by Human Resources Department as outlined by the CSEA and RUFT contracts.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.	2.2 The Peer Assistance Review Board (PAR) was another resource available to support teachers in need.		
Staff Support: 3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level. 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. 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. 3.4 The administrator will meet with staff members to oversee job performance and provide support as needed.	Staff Support: 3.1 Professional development was provided for staff to assist them in performing their duties at the highest level. 3.2 Collaboration and articulation time was provided on minimum days throughout the school year so that teachers could discuss best teaching practices, design trimester benchmark assessments and support one another in a collegial manner. 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. 3.4 The administrator met with staff members to oversee job performance and provide support as needed.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.5 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.	3.5 The administrator has an open door policy and maintained open and clear communication patterns with all staff.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The principal met with each teacher throughout the 2017-2018 school year to develop and monitor professional goals. The principal conducted formal and informal observations of teacher instruction and provided evaluation feedback/write ups to those staff members who were on the evaluation cycle for the 2017-2018 school year. Two teachers served a Support Providers for teachers in TIPS.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The goal meetings were effective and teachers shared evidence of meeting their goals. The principal engaged in professional conversations with teachers during the evaluation process and provided feedback on area 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.

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 for this goal will be added to either Goal1 or Goal 2 under the 2018-2019 school year Planned Improvements 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.	Zero Williams Act/Uniform Complaints were received.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff and School Site Council. 1.2 The administrator and lead custodian will walk the campus monthly to check the campus for all safety/facility concerns. 1.3 Staff will complete help desk tickets if there are items needing repair or replacement 1.4 The administrator will communicate directly on a daily basis with the lead custodian regarding facility needs.	Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff and School Site Council. 1.2 The administrator and lead custodian walk the campus monthly to check the campus for all safety/facility concerns. 1.3 Staff complete help desk tickets when there are items needing repair or replacement 1.4 The administrator communicates directly on a daily basis with the lead custodian regarding facility needs.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.5 The administrator will communicate with the Maintenance and Operations Coordinator in regards to campus issues or concerns. 1.6 Yard Supervisors will communicate regularly with the school administration regarding any safety issues or concerns on campus. 1.7 Teachers will alert the administrator regarding safety or health concerns on campus. 1.8 Student Leadership will sponsor campus beautification once a week.	1.5 The administrator communicates with the Maintenance and Operations Coordinator in regards to campus issues or concerns. 1.6 Yard Supervisors communicated regularly with the school administration regarding any safety issues or concerns on campus. 1.7 Teachers alertedthe administrator regarding any safety or health concerns on campus. 1.8 Student Leadership will sponsor campus beautification once a week.- goal not met		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The administration communicates regularly with all parties mentioned above to collect feedback and pursue any issues that are a concern. The School Safety plan is developed and shared in accordance with Facilities guidelines.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

There is constant communication between staff and administration with the purpose of continually striving to improve our practices. Meetings are held with yard supervisors regarding 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.

Items in this goal will 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	97428.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	157618.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	41,089.50
None Specified	4,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,100.00
Site Formula Funds	6,100.00
Title I	100,865.00
Title I Part A: Allocation	362.50

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	250.00
1000-1999: Certificated Personnel Salaries	27,518.00
2000-2999: Classified Personnel Salaries	104,771.00
4000-4999: Books And Supplies	3,050.00
5000-5999: Services And Other Operating Expenditures	22,928.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	29,924.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,165.50
5000-5999: Services And Other Operating Expenditures	None Specified	4,000.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,050.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,550.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500.00
0000: Unrestricted	Site Formula Funds	250.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	4,450.00
4000-4999: Books And Supplies	Site Formula Funds	500.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	900.00
1000-1999: Certificated Personnel Salaries	Title I	22,018.00
2000-2999: Classified Personnel Salaries	Title I	74,847.00
5000-5999: Services And Other Operating Expenditures	Title I	4,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	362.50

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Michelle Winberg	Principal
Karen Genovese	Classroom Teacher
Claudia Ray	Classroom Teacher
Sandra Villalovoz	Other School Staff
Dan Anzini	Parent or Community Member
Jolie Hauck	Parent or Community Member
Rebecca Wood	Parent or Community Member
Colin Scowcroft	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
	Other: Note: SSC serves as the representing advisory committee for Special Ed, and ELAC.

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 02/05/19.

Attested:

	Principal, Michelle Winberg on 02/05/19
	SSC Chairperson, Jolie Hauck on 02/05/19

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 measureable 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	Jackson Elementary School
Address	2561 Francisco Dr. El Dorado Hills, CA 95762-8201
County-District-School (CDS) Code	09619786005706
Principal	Michele Williamson
District Name	Rescue Union Elementary District
SPSA Revision Date	10/03/18
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

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

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

Jackson Staff Core Values

We will constantly strive to meet the highest standards of honesty and integrity.
We have pride in our students, ourselves, our colleagues, and take ownership of our school.
We treat each other and ourselves with dignity, courtesy, and respect regardless of our position or assignment.
We are responsive to our families and strive to create a caring community as we work to assist each child through support of the family as a whole.
We emphasize the joy in learning by making education a fun, rewarding experience for children.
We continually strive to improve our performance through training, education, and commitment to our profession.
We are sensitive to the emotional and social needs of our students and work to create and encourage a nurturing environment where students are taught strategies to manage their feelings.

School Profile

Jackson School is a TK-5 elementary school which serves a student body of 506 students. Jackson School is located twenty-five miles northeast of Sacramento in the foothills of the Sierra Nevada Mountains. The school campus is surrounded by neighborhood homes and many families walk to school each day. Our campus is home to Rescue Union School District's Special Day Classes, one K-2 classroom and one 3-5 classroom. Jackson also houses three programs for the El Dorado County Office of Education (EDCOE). These programs include a State Preschool program, an Extended Day program, and the Multiple Abilities class which are housed at the center of our campus. Jackson School is a school with a Visual and Performing Arts emphasis. Children have access to a variety of VAPA programs during the course of their school day, as well as before and after school.

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

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

The educational program is supported by a staff of 25 classroom teachers, including one music teacher, and one PE teacher. Fourth and fifth graders receive 120 minutes of Physical Education each week from a certificated P.E. teacher. Fourth and fifth graders also have the option to participate in Instrumental Band each week with a certificated music teacher. All students receive music instruction once a week in TK-5 classes with a music teacher within their school day. Upper grade students have elective choices each trimester. Class choices include, but are not limited to: dance, leadership, science exploration, technology, robotics, coding, video production, 3-D printing, and world cultures. Students in grades K-3 have one hour in the computer lab each week to focus on RUSD Technology Standards, Digital Literacy lessons, Keyboarding skills, and Reflex Math. Primary classes have library once a week to build literacy skills and upper grade students have times available to check out books and do research. Students have the opportunity to participate in many enrichment activities which include: Junior Choir, Senior Choir, Junior Jackson Actors Guild, Senior Jackson Actors Guild, Garden Club, Nature Bowl, Drum Club, Spelling Bee, Oral Interpretation, volleyball, basketball, and cross-country. In addition, the Community Services District offers a variety of programs after school for children throughout the year in the Ruppel Center .

Academic rigor is a focus in every classroom. Teachers deliver a differenciated curriculum to students based on the specific needs of each student. Small group instruction through the use of K-3 Intervention Aides and Credentialed Volunteers is delivered several times a week to students based on assessment results. In addition, programs such as Ten Marks are designed and used to support individualized instruction for students, whether it be through acceleration or remediation of grade level concepts. Students use Reading Counts weekly in the Computer Lab and are encouraged to

challenge themselves as they work to increase their lexile scores and complete comprehension assessments. All students participate in the "Reading Raceway" in the library. Students accumulate words read and move their race car along the speedway in the library. The principal presents monthly reading certificates for "words read" benchmarks in every classroom. Students that reach the Millionaires' Winner's Circle are treated to a ride in the JAG-Y Mobile out to lunch at the In and Out restaurant in Folsom. Teachers use district adopted materials including Go Math and the new ELA adoption Benchmark Advance to deliver standards-based instruction. Teachers meet regularly during collaboration time to discuss curriculum implementation, review samples of student work, and to analyze data. Teachers are piloting new Social Science programs this year and are going to SCOE's Materials Fair on January 28th to see potential programs for the science adoption in the 19-20 school year. Teachers are encouraged to attend staff development workshops through EDCOE on topics of interest. Professional Development this year has centered around Trauma Informed Teaching Practices and Social-emotional Learning; teachers have received training both at the district level and site level this year on both topics. In addition, all teachers have created a Comfort Corner in their classes and have received training on how to manage the Comfort Corner with students. The school counselor has used teacher data for the district's SEL Inventory to establish counseling groups and individual counseling sessions for Tier 3 students requiring more intensive support.

Jackson School maintains a strong commitment to increasing access for students to technology. Currently, students receive one hour of computer lab instruction each week in 1st-3rd grades and 30 minutes in each Kindergarten class. K-1 classes also have an iPad center in each classroom. Upper grade teachers are embedding the Technology Standards into their lessons via the use of Chromebooks in the classrooms. We have district TOSA technology teachers assisting teachers with the integration of technology into their instruction. Upper grade classrooms have Promethean and all classrooms have a projection system and a document camera. We currently have a 1:1 ratio of devices to students for third, fourth, and fifth grades. We continue to use a variety of technology-based programs to enhance learning, including: Reflex Math, Typing Agent, Ten Marks, Reading Counts, Jupiter Grades, SBAC Interim and Comprehensive Assessments, and Discovery Learning. We offer technology-based electives including robotics, 3-D Printing, and coding for 4th and 5th graders each trimester and we participate in the "Hour of Code" coding program each year. We offer a Video Production elective to 4th/5th graders which also utilizes state of the art equipment and editing software, including ipads and a 360 degree camera.

School Climate is another area of pride for Jackson School. Each month students are recognized for the Character Counts trait that the school is focusing on in classrooms and on the yard. Approximately 35 students are recognized in a ceremony in the Ruppel Center each month in front of the whole student body. In addition, students are also recognized for behavior by yard supervisors with Positive Behavior Certificates which have a free personal pizza at Mountain Mike's or free frozen yogurt. Our new PBIS program will roll out in February 2019, with new positive expectations signage, new songs/chants, classroom videos, new spirit wear with our umbrella values, and our new "JAG-Y-Gem" positive reinforcement program! Folsom Lake College students come each fall and present a play based on a Character Counts trait. The Special Day Classes have social groups once a week at lunch and students from General Education classes volunteer to help facilitate games and activities with a teacher's aide and the school pyschcologist. The Multiple Abilities Class has a mentor program available at lunch for students as well. Currently, 125 General Education students in 2nd-5th grade are serving as mentors in this program. All fourth graders participate in the "A Touch of Understanding" program every October (Disability Awareness Month) which sensitizes children to others who may have disabilities and helps them understand what it feels like to live with a disability. The program reinforces the fact that people with disabilities are capable citizens who compensate for their challenges and lead full, productive lives. Our Multiple Abilities teacher, Bev Baker, goes into all classrooms each October to present Disability Awareness lessons to help students understand and empathize with children who have disabilities. Jackson School has a school counselor three days per week. The counselor meets with individual students for support in addition to facilitating social groups at both lunches. Finally, the 4th and 5th graders have the opportunity to participate in the Leadership elective each trimester. In this elective, the students focus on Community Service Projects to help benefit organizations that the students choose through discussions. The students also decide how they will fund the project and carry out their plan of action. At Jackson School, students have many opportunities to SHINE and share their talents including: Recorder Concerts, Band Concerts, Drum Club Performances, Character Counts Assemblies, K-5 Talent Show, Choir performances, JAG musicals, Spring Art Show, Honor Roll, and organized sports teams. Teachers and staff continue to embrace the "We Care" district-wide focus and participate regularly in our gratitude tree program, our Family Science Night, our Fall Festival, our Families in Need donations, our Giving Gala, and our staff Halloween Parade theme. Our staff Sunshine Club collects funds from staff and gives cards and flowers to staff members in need.

This year Jackson School has formed a partnership with the El Dorado Arts Council and has visiting artists at each grade level doing a series of art lessons to inspire creativity in our students and to encouraging creative risk-taking. This year's Spring Art Show in May will acknowledge each of our guest artists and will have all of our students' work from these lessons on display.

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

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

Jackson Elementary School gathers data throughout the school year from multiple stakeholders through School Site Council meetings, Staff Meetings, PTO Meetings, School Staff Survey, the Healthy Kids survey, the Parent LCAP Survey, Yard Duty Supervisor Meetings, and Student Focus Groups.

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	0.7%	0.7%	0.22%	3	3	1
African American	0.7%	2.2%	1.74%	3	10	8
Asian	7.9%	6.1%	5.42%	34	28	25
Filipino	1.4%	1.5%	1.74%	6	7	8
Hispanic/Latino	15.8%	16.0%	15.40%	68	74	71
Pacific Islander	0.9%	1.1%	0.65%	4	5	3
White	70.9%	71.1%	73.32%	305	329	338
Multiple/No Response	1.4%	0.0%	0%	6	0	0
			Total Enrollment	430	463	461

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		84	88
Grade 1		67	72
Grade 2		79	65
Grade3		76	81
Grade 4		75	79
Grade 5		82	76
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		463	461

Conclusions based on this data:

1. Enrollment continues to increase each year and has reached 506 students as of January 2019.

2. Student group data has been fairly consistent over the past three years.

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	11	20		2.6%	4.3%	
Fluent English Proficient	15	11		3.5%	2.4%	
Reclassified Fluent English Proficient	1		1	25.0%	0.0%	

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area.
2. Our English Learner Coordinator will continue to provide assistance to our EL students and the staff who instructs them.

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	68	75	80	67	70	77	67	70	77	98.5	93.3	96.3
Grade 4	82	72	84	80	68	79	80	68	79	97.6	94.4	94
Grade 5	76	79	77	75	77	75	75	77	75	98.7	97.5	97.4
All Grades	226	226	241	222	215	231	222	215	231	98.2	95.1	95.9

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 3	2474.	2481.	2478.	55	41.43	46.75	16	40.00	23.38	10	11.43	18.18	18	7.14	11.69
Grade 4	2501.	2534.	2522.	43	52.94	50.63	33	26.47	22.78	13	16.18	17.72	13	4.41	8.86
Grade 5	2532.	2536.	2548.	29	27.27	38.67	43	44.16	37.33	12	16.88	13.33	16	11.69	10.67
All Grades	N/A	N/A	N/A	42	40.00	45.45	31	37.21	27.71	12	14.88	16.45	15	7.91	10.39

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	48	42.86	45.45	33	48.57	40.26	19	8.57	14.29
Grade 4	36	54.41	48.10	49	41.18	44.30	15	4.41	7.59
Grade 5	33	32.47	48.00	44	54.55	41.33	23	12.99	10.67
All Grades	39	42.79	47.19	42	48.37	41.99	19	8.84	10.82

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	48	41.43	40.26	39	50.00	48.05	13	8.57	11.69
Grade 4	43	48.53	40.51	46	45.59	50.63	11	5.88	8.86
Grade 5	45	42.86	45.95	33	48.05	43.24	21	9.09	10.81
All Grades	45	44.19	42.17	40	47.91	47.39	15	7.91	10.43

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	33	28.57	44.16	55	71.43	48.05	12	0.00	7.79
Grade 4	33	35.29	36.71	61	55.88	58.23	6	8.82	5.06
Grade 5	20	27.27	30.67	67	66.23	62.67	13	6.49	6.67
All Grades	28	30.23	37.23	61	64.65	56.28	10	5.12	6.49

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	42	31.43	45.45	45	64.29	46.75	13	4.29	7.79
Grade 4	30	41.18	37.97	60	57.35	54.43	10	1.47	7.59
Grade 5	47	28.57	40.00	41	57.14	44.00	12	14.29	16.00
All Grades	39	33.49	41.13	49	59.53	48.48	12	6.98	10.39

Conclusions based on this data:

1. Last year, our ELA scores decreased slightly at 3rd grade.
2. This year the fourth grade teachers are aware of the learning challenges of these incoming fourth grade students and are working to support them through the Learning Center, parent volunteers, and credentialed volunteers. We will continue to design targeted instruction to be delivered in small group settings to improve student mastery of ELA State Standards.
3. We will work diligently to implement ELA curricular materials this year to enhance our delivery of the State ELA Standards and improve our students' understanding of the grade level concepts.

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	68	75	80	67	70	77	66	70	77	98.5	93.3	96.3
Grade 4	82	72	84	80	67	79	80	67	79	97.6	93.1	94
Grade 5	76	79	77	75	77	75	75	77	75	98.7	97.5	97.4
All Grades	226	226	241	222	214	231	221	214	231	98.2	94.7	95.9

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 3	2479.	2472.	2464.	36	31.43	35.06	39	48.57	33.77	17	15.71	20.78	8	4.29	10.39
Grade 4	2497.	2533.	2512.	25	35.82	31.65	41	43.28	43.04	24	17.91	17.72	10	2.99	7.59
Grade 5	2537.	2547.	2549.	35	35.06	41.33	28	28.57	21.33	19	29.87	25.33	19	6.49	12.00
All Grades	N/A	N/A	N/A	32	34.11	35.93	36	39.72	32.90	20	21.50	21.21	12	4.67	9.96

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	59	50.00	49.35	29	37.14	35.06	12	12.86	15.58
Grade 4	40	58.21	50.63	39	32.84	34.18	21	8.96	15.19
Grade 5	47	42.86	49.33	29	44.16	28.00	24	12.99	22.67
All Grades	48	50.00	49.78	33	38.32	32.47	19	11.68	17.75

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	44	48.57	37.66	48	40.00	51.95	8	11.43	10.39
Grade 4	30	43.28	36.71	54	47.76	44.30	16	8.96	18.99
Grade 5	32	29.87	40.00	44	58.44	41.33	24	11.69	18.67
All Grades	35	40.19	38.10	49	49.07	45.89	16	10.75	16.02

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	59	41.43	40.26	35	52.86	48.05	6	5.71	11.69
Grade 4	35	53.73	44.30	51	40.30	45.57	14	5.97	10.13
Grade 5	35	31.17	33.33	47	55.84	52.00	19	12.99	14.67
All Grades	42	41.59	39.39	45	50.00	48.48	13	8.41	12.12

Conclusions based on this data:

1. There was a decrease in our math scores in third and fifth grades. The decrease was largely influenced by two classes.
2. The aforementioned dip was addressed by examining what worked well in other classes and implementing the same curricular enrichment programs. In third grade, high performing teachers provided support to other teachers to ensure high quality programs are present in all classes at each grade level. Math is a continued area of focus for our school this year. We have begun by devoting more time integrating math into the curriculum in other subject areas. We have a devoted math block each day, with fifth grade having a 90 minute block each day. We will continue to give students repeated experiences using technology (Chromebooks and computer lab) to solve math problems and to demonstrate their understanding of the math standards in the classroom as well as the computer lab. We will continue the use of Ten Marks, Reflex Math, and Interim SBAC assessments to help students become comfortable with this format for assessing their learning.
3. We will continue to use multiple measures to assess student learning and provide targeted instruction to ensure that students move from the "Not Met" and "Nearly Met" bands to the "Met" and "Exceeded Standard" bands on the SBAC assessment.

School and Student Performance Data

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 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				16

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 4	*	*							*
Grade 5	*	*	*	*					*
All Grades	*	*	*	*					16

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 4	*	*							*
Grade 5	*	*							*
All Grades	16	100.00							16

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 4	*	*	*	*					*
Grade 5	*	*	*	*	*	*			*
All Grades	*	*	*	*	*	*			16

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 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	12	75.00	*	*			16

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 4	*	*					*
Grade 5	*	*					*
All Grades	14	87.50	*	*			16

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 4			*	*			*
Grade 5	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	16

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 4	*	*					*
Grade 5	*	*	*	*			*
All Grades	*	*	*	*	*	*	16

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area.
2. Our English Learner Coordinator will continue to provide assistance to our EL students and the staff who instructs them.

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**
461	**9.1%**	**3.7%**	**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	17	3.7%
Foster Youth	2	0.4%
Socioeconomically Disadvantaged	42	9.1%
Students with Disabilities	70	15.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.7%
American Indian	1	0.2%
Asian	25	5.4%
Filipino	8	1.7%
Hispanic	71	15.4%
Two or More Races	7	1.5%
Pacific Islander	3	0.7%
White	338	73.3%

Conclusions based on this data:

1. At Jackson School, 9% of the student population is socioeconomically disadvantaged. We make every effort to access community programs, such as Operation School Bell and Coats for Kids, to make sure their needs are met. We make sure that students have access to healthy snacks and the hot lunch and breakfast program for increased learning.

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. A drop of one color (blue to green) occurred in math. This was due to the performance identified previously in the Academic Performance section.
2. Our Suspension Rate was in the Orange range this year. Although our overall suspension rate is quite low at 1.6%, suspensions for students with disabilities increased by 3.4%. As such, we are exploring ways to reduce suspensions for all students, especially those students with disabilities.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	1

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
49.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained 1.5 points	7 students	
220 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Orange
0 Students	15.5 points above standard	10.1 points below standard
	Declined -9.4 points	Declined -15.5 points
	28 students	42 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	68 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2 students	1 students	Increased 4 points	2 students
		18 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
21.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	51.5 points above standard
Declined -5.5 points	6 students	2 students	Maintained 2.8 points
40 students			149 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	Less than 11 Students - Data Not Displayed for Privacy	49.8 points above standard
5 students	2 students	Maintained 2.8 points
		206 students

Conclusions based on this data:

1. Our largest decline was with our socioeconomically disadvantaged students and students with disabilities.
2. Efforts are identified in our current SPSA to help address this decline.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
27.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Declined -6 points	7 students	
220 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Yellow
0 Students	1.6 points below standard	19.4 points below standard
	Declined -5 points	Declined -22.2 points
	28 students	42 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	49.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
2 students	1 students	Declined -12.7 points	2 students
		18 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
2.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.9 points above standard
Declined -9.7 points	6 students	2 students	Maintained -2.3 points
40 students			149 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	Less than 11 Students - Data Not Displayed for Privacy	27.7 points above standard
5 students	2 students	Declined -5.1 points
		206 students

Conclusions based on this data:

1. Our largest decline was with our students with disabilities.
2. Efforts are identified in our current SPSA to help address this decline.

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**
16	62.5%	37.5%		

Conclusions based on this data:

1. Although our EL population is relatively small, they are making good progress as shown on the ELPAC assessment.

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						Highest Performance
	Red	Orange	Yellow	Green	Blue	

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	2	0

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
4.6% chronically absent	16.7% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.2%	Increased 6.7%	6 students
503 students	18 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Green
Less than 11 Students - Data Not Displayed for Privacy	13.8% chronically absent	8.6% chronically absent
0 students	Increased 2.3%	Declined 2.6%
	58 students	81 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.9% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
9 students	1 students	Increased 6.9%	8 students
		29 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
10.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.6% chronically absent
Maintained 0%	8 students	3 students	Maintained 0%
79 students			366 students

Conclusions based on this data:

1. Our biggest area of concern, relative to chronic absenteeism, is with our English Learner population and socioeconomically disadvantaged students.
2. Efforts are identified in our current SPSA to help address this decline. Personal calls from the principal to discuss the impact absences have on academic progress are one such action. Articles in the school newsletter are also used to remind everyone about how important school attendance is.

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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	1	0	0

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

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
1.6% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Increased 0.6%	Maintained 0%	6 students
506 students	18 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Red
0 Students	8.5% suspended at least once	7.4% suspended at least once
	Increased 4.8%	Increased 3.4%
	59 students	81 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 9 students	Less than 11 Students - Data 1 students	3.4% suspended at least once Increased 3.4% 29 students	Less than 11 Students - Data 8 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
2.5% suspended at least once Increased 1.3% 79 students	Less than 11 Students - Data 8 students	Less than 11 Students - Data 4 students	1.1% suspended at least once Maintained 0.2% 368 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
1.5% suspended at least once	1% suspended at least once	1.6% suspended at least once

Conclusions based on this data:

1. Overall, our Suspension Rate was in the Orange range this year.
2. Although our overall suspension rate is quite low at 1.6%, suspensions for students with disabilities increased by 3.4%. As such, we are exploring ways to reduce suspensions for all students, especially those students with disabilities.
3. Although our overall suspension rate is quite low at 1.6%, suspensions for students who are socioeconomically disadvantaged increased by 4.8%. As such, we are exploring ways to reduce suspensions for all students, especially those students with disabilities.

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
Smarter Balanced Assessment for ELA	3rd Grade - 70% Met or Exceeded 4th Grade - 74% Met or Exceeded 5th Grade - 76% Met or Exceeded	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
Smarter Balanced Assessment for Math	3rd Grade - 69% Met or Exceeded 4th Grade - 75% Met or Exceeded 5th Grade - 62% Met or Exceeded	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
Lexile Proficiency Growth Report	3rd Grade - 68% Proficient or Advanced 4th Grade - 76% Proficient or Advanced 5th Grade - 73% Proficient or Advanced	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
Interim Comprehensive Assessment for Math	Test to be administered in February 2019 to establish baseline data	Test to be administered in February 2019 to establish baseline data
DIBELS	Kindergarten NWF CLS - 78% Kindergarten PSF - 86% 1st Grade NWF CLS - 77% 1st Grade NWF WWR - 91% 1st Grade DORF Fluency - 83% 2nd Grade DORF Fluency- 94% 2nd Grade DORF Accuracy- 97% 3rd Grade DORF Fluency- 77% 3rd Grade DORF Accuracy- 86% 4th Grade DORF Fluency- 84% 4th Grade DORF Accuracy- 80%	Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade - Increase by 5% 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%

Metric/Indicator	Baseline	Expected Outcome
	5th Grade DORF Fluency- 76% 5th Grade DORF Accuracy- 65%	

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Jackson 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 participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in the Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and 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

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	1,250.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELA 1.11 Reading Counts license
Amount	3375.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math 1.2 Ten Marks Subscription for the 18-19 school year
Amount	2,696.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math 1.2 Reflex Math subscription for the 18-19 school year

Amount	4,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Math 1.9 Garden Coordinator

Amount	500.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	3000-3999: Employee Benefits
Description	Math 1.9 Garden Coordinator

Amount	400.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Daily Math Practice Journals (3rd grade)

Amount	1500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Core literature Sets (3rd-5th)

Strategy/Activity 2

Improvement of instructional strategies and materials:

Jackson 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 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 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. Homework Club will be provided after school for fourth grade students. 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

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	5279.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Sub Costs)
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ESGI Assessment Program
Amount	19,449.32
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators for Intervention in ELA
Amount	1,776.17
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Paraeducators for Intervention in ELA
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK/Kindergarten Paraeducators

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:

Jackson Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Ten Marks, Typing Agent, Reflex Math, and Reading Counts. 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 Video Production Lab, work with our 3-D printer and Robotics equipment, and learn to read music and play the recorder. Students have the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild. Students will have the opportunity to participate in our Instrumental Band program and our Drum Club. All students will have a dance experience culminating with a schoolwide dance performance in the fall and in the spring all students will work with professional artists in a series of art lessons culminating with the production of their own piece of art which will be displayed in the spring art show. Extracurricular learning opportunities include: drum club, garden club, Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, Science Fair, recorder concerts, and band concerts. Electives are offered to all 4th and 5th grade students on a rotating wheel each trimester. Electives include yearbook, leadership, coding, robotics, world travel, visual art, 3-D printing, and Video Production. The K-3 classes visit the library weekly for storytime and to check out library books. The principal has storytime once a month in Kindergarten classes as well. The Reading program in the library celebrates "words read" on a monthly basis and the principal presents certificates in classrooms. Students participate in the Reading Counts program to improve their reading lexiles. In February, the school celebrates "I Love Reading Week" to promote literacy. Jackson School also participates

in the Six Flags Read to Succeed Reading Challenge. In March, the school will partner with the local business "Face in a Book" who provides an author visit/assembly to our school each spring.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	800.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School Science Fair
Amount	225
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Spelling Bee
Amount	510
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Spelling Bee Substitutes
Amount	48
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Oral Interpretation
Amount	340
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Oral Interpretation Substitutes
Amount	170

Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nature Bowl Substitutes
Amount	2500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Library Collection
Amount	6000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	El Dorado County Art Council Docent Program (PTO's Portion)
Amount	7000
Source	Local Categorical
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	El Dorado County Art Council Docent Program (Art Council's Portion)

Strategy/Activity 4

Staff development and professional collaboration:

Jackson 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 and Sacramento 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Description	SEL professional development to help increase academic engagement (See Planned Improvement #2 for amount and details)

Strategy/Activity 5

Involvement of staff, parents, and community:

Jackson 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 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 work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, Instructional Assistants

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, 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	The California Healthy Kids Survey was administered to 5th grade students during the 2017-18 school year. The survey indicated that eighty-eight percent of students surveyed feel safe at school most or all of the time. An average of eighty-two percent of all students surveyed feel well connected. An average of eighty-three percent of all students surveyed feel that there are adults that care about them most or all of the time. Eighty-three percent of students surveyed feel that they are treated with respect by school staff most or all of the time.	Increase of 5% in all aforementioned CHKS areas.
LCAP Parent Survey	Parents expressed concerns regarding school safety, cleanliness of restrooms, and the age of our facility.	The district has reroofed several buildings, we have revamped our bathroom cleaning rotations, and purchased hand dryers for the Ruppel Center. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year.

Metric/Indicator	Baseline	Expected Outcome
CA School Dashboard Chronic Absenteeism Rate	2017-2018 Chronic Absenteeism Rate was 4.6% (Green)	Reduce Chronic Absenteeism Rate by 0.5%
CA School Dashboard Suspension Rate	2017-2018 Suspension Rate was 1.6% (Orange)	Reduce Suspension Rate by 0.5%

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

Jackson 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 have background checks 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

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Red Ribbon Materials

Strategy/Activity 2

School Climate & Community Building:

Jackson 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 a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Comfort Corners and other areas will be established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library will be available to students in the Counseling Center. Character Counts traits will be a focus each month culminating in a schoolwide assembly to celebrate positive behavior. 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 based on a tiered system as establish by beginning of the year Student SEL Inventories. School assemblies will be provided to celebrate student achievement and character development. 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

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	125
Source	Site Formula Funds
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Folsom Lake College Character Assembly
Amount	1375
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Touch of Understanding Assembly
Amount	500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Character Counts Monthly Celebrations
Amount	2500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Comfort Corner Classroom Materials
Amount	500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Library for the Counselor

Amount	1500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Creative Risk Taking / Creative Expression Art Lessons

Strategy/Activity 3

Staff Collaboration & Professional Development:

Jackson 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. 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

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Substitutes
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Grief Counseling Training

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
Williams Act/Uniform Complaints	One Williams Act/Uniform Complaints were received during the 2017-18 school year. It was resolved immediately.	100% of Williams Act/Uniform Complaints will be resolved in a timely manner.
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.
Jackson Principal Survey	Staff report high feelings of contentedness and support, but have concerns about aging facilities	As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Jackson 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), and elements of Restorative Justice.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Secretary Training
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Custodial Training
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Health Aide Training

Strategy/Activity 2

Facilities & Technology Infrastructure:

Jackson Elementary School will work with the RUSD Maintenance and Operations Department, to determine areas for facility improvement. Necessary improvements will be communicated to RUSD Maintenance personnel through the use of the online work order system. We will engage in school beautification projects through our 4th and 5th grade leadership elective.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

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Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for 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

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

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, DIBELs, and District assessment metrics were used to evaluate this goal.	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.	Smarter Balanced Assessment (ELA) 3rd Grade - 70% Met or Exceeded 4th Grade - 74% Met or Exceeded 5th Grade - 76% Met or Exceeded Smarter Balanced Assessment (Math) 3rd Grade - 69% Met or Exceeded 4th Grade - 75% Met or Exceeded 5th Grade - 62% Met or Exceeded Lexile Proficiency Growth Report 3rd Grade - 68% Proficient or Advanced 4th Grade - 76% Proficient or Advanced 5th Grade - 73% Proficient or Advanced DIBELS Kindergarten NWF CLS - 78% Kindergarten PSF - 86% 1st Grade NWF CLS - 77% 1st Grade NWF WWR - 91% 1st Grade DORF Fluency - 83% 2nd Grade DORF Fluency- 94% 2nd Grade DORF Accuracy- 97% 3rd Grade DORF Fluency- 77% 3rd Grade DORF Accuracy- 86% 4th Grade DORF Fluency- 84% 4th Grade DORF Accuracy- 80% 5th Grade DORF Fluency- 76% 5th Grade DORF Accuracy- 65%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of instruction with California Standards: ELA:	Alignment of instruction with California Standards: ELA:	ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating	ELA 1.11 Reading Counts License 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Teachers and support staff will focus on the California State Standards in ELA through the use of Benchmark Advance, our district adopted program. Students will receive standards-based language arts curriculum as measured by lesson plans and formal and informal observations. 1.2 Students will continue to receive an uninterrupted language arts block of instruction as reflected in the daily schedule. 1.3 Students will continue to participate in literature based instructional activities emphasizing literal and inferential comprehension through shared and guided reading techniques. 1.4 Students will continue to be placed in leveled instructional groups (flexible groups) for reading instruction. Intervention Aides will work closely with underachieving students. 1.5 Students will have the opportunity to participate in daily writing and will participate in Step Up to Writing activities designed to address all stages of the writing process. 1.7 Student samples from writing assignments will be taken and assessed by teachers to measure growth. 1.8 Reading Results/Dibels assessments will occur for Kindergarten. Dibels, along with district benchmark assessments and unit assessments, will occur each trimester for	1.1 Teachers and support staff will focus on the California State Standards in ELA through the use of Benchmark Advance, our district adopted program. Students will receive standards-based language arts curriculum as measured by lesson plans and formal and informal observations. 1.2 Students will continue to receive an uninterrupted language arts block of instruction as reflected in the daily schedule. 1.3 Students will continue to participate in literature based instructional activities emphasizing literal and inferential comprehension through shared and guided reading techniques. 1.4 Students will continue to be placed in leveled instructional groups (flexible groups) for reading instruction. Intervention Aides will work closely with underachieving students. 1.5 Students will have the opportunity to participate in daily writing and will participate in Step Up to Writing activities designed to address all stages of the writing process. 1.7 Student samples from writing assignments will be taken and assessed by teachers to measure growth. 1.8 Reading Results/Dibels assessments will occur for Kindergarten. Dibels, along with district benchmark assessments and unit assessments, will occur each trimester for	Expenditures PTO 1,250.00	Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1,250.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
all students in K-5th grade with a full day of release time each trimester for teachers to assess students. 1 .9 Differentiated instructional strategies, including Growth Mindset strategies, will be implemented to address the diverse educational needs of all students in grades K-5. 1.10 Collaboration days will be used to design standards-based lessons, discuss instructional strategies, structure groups for differentiation, plan interventions, analyze data, and share best practices to reach all students. 1.11 Reading Counts program license will be renewed annually for students grades 1-5. Reading Counts will continue to be used to track student progress in the area of reading fluency and comprehension. Lexile scores will be generated through the Scholastic Reading Inventory given at the end of each trimester and then used for grouping students for instruction. 1.12 Students will take the Interim Block Test Assessments (IBA & ICA) through CAASPP to prepare for the SBAC test given in April and May. Alignment of instruction with California Standards: MATH: 1.1 Teachers and support staff will continue to utilize standards-based math programs (Go Math) as	all students in K-5th grade with a full day of release time each trimester for teachers to assess students. 1 .9 Differentiated instructional strategies, including Growth Mindset strategies, will be implemented to address the diverse educational needs of all students in grades K-5. 1.10 Collaboration days will be used to design standards-based lessons, discuss instructional strategies, structure groups for differentiation, plan interventions, analyze data, and share best practices to reach all students. 1.11 Reading Counts program license will be renewed annually for students grades 1-5. Reading Counts will continue to be used to track student progress in the area of reading fluency and comprehension. Lexile scores will be generated through the Scholastic Reading Inventory given at the end of each trimester and then used for grouping students for instruction. 1.12 Students will take the Interim Block Test Assessments (IBA & ICA) through CAASPP to prepare for the SBAC test given in April and May. Alignment of instruction with California Standards: MATH: 1.1 Teachers and support staff will continue to utilize standards-based math programs (Go Math) as		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
measured by lesson plans and formal and informal observations. 1.2 Reflex Math and Ten Marks will be additional resources used in classrooms to support the new state Math Standards. 1.3 Student assessment will occur regularly in the classroom and be used to group students flexibly for instruction. 1.4 Small group math instruction (twice per week for 16 weeks) will be provided in grades 2nd-5th. To facilitate this, a computer lab teacher will provide instruction in the computer lab, while half the students stay with their classroom teacher for small group instruction. 1.5 Teachers and support staff will focus on the NGSS science standards through professional development in STEMscope. 1.6 Teachers in grades K-5 will implement STEMscope units that correlate to the Next Generation Science Standards. 1.7 Teachers will use additional resources including FOSS kits, Mystery Science, and Discovery Learning to reinforce NGSS science standards. 1.8 Teachers will continue to utilize the school weather station as an additional resource for weather units to collect and chart data with students on precipitation, humidity, wind speed, etc.	measured by lesson plans and formal and informal observations. 1.2 Reflex Math and Ten Marks will be additional resources used in classrooms to support the new state Math Standards. 1.3 Student assessment will occur regularly in the classroom and be used to group students flexibly for instruction.. 1.4 Teachers and support staff will focus on the NGSS science standards through professional development in STEMscope and Mystery Science. 1.5 Teachers in grades K-5 will implement STEMscope units that correlate to the Next Generation Science Standards. 1.6 Teachers will use additional resources including FOSS kits, Mystery Science, and Discovery Learning to reinforce NGSS science standards. 1.7 Teachers will continue to utilize the school weather station as an additional resource for weather units to collect and chart data with students on precipitation, humidity, wind speed, etc. and draw conclusions from their research. 1.8 The Outdoor Science Center will be available to all classes for Life Science outdoor study and lessons on plant life, root structures in plants, local animals, life cycles, etc. 1.9 Teachers will continue to bring classes to the		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and draw conclusions from their research. 1.9 The Outdoor Science Center will be available to all classes for Life science outdoor study and lessons on plant life, root structures in plants, local animals, life cycles, etc. 1.10 Teachers will continue to bring classes to the garden monthly for Life Science lessons integrated with the NGSS standards. The Garden Coordinator will facilitate these lessons.	garden monthly for Life Science lessons integrated with the NGSS standards. The Garden Coordinator will facilitate these lessons.		
Improvement of instruction strategies and materials: ELA: 2.1 Continue use of Benchmark Advance instructional materials, Engage New York instructional materials, Standards Plus materials, Step Up to Writing materials, Core literature, and supplemental resources for ELA. 2.2 Continue use of research-based intervention programs tailored to specific student weaknesses (Sonday, Read Naturally, SIPPS, Comprehension Plus, Reading Mastery). 2.3 Continue to focus on effective instructional strategies on collaboration days through staff development. 2.4 Continue use of release time for teachers to attend staff development workshops and conferences. Including opportunities for	Improvement of instruction strategies and materials: ELA: 2.1 Continue use of Benchmark Advance instructional materials, Engage New York instructional materials, Standards Plus materials, Step Up to Writing materials, Core literature, and supplemental resources for ELA. 2.2 Continue use of research-based intervention programs tailored to specific student weaknesses (Sonday, Read Naturally, SIPPS, Comprehension Plus, Reading Mastery). 2.3 Continue to focus on effective instructional strategies on collaboration days through staff development. 2.4 Continue use of release time for teachers to attend staff development workshops and conferences. Including opportunities for	2.1 Core Literature sets 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1349.00 2.8 GLAD Training 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 10500 2.8 GLAD Training 1000-1999: Certificated Personnel Salaries Site Formula Funds 5880	Core Literature Set 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1343.00 2.8 GLAD Training 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 12600 2.8 GLAD Training 1000-1999: Certificated Personnel Salaries Site Formula Funds 5900

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
training through EDCOE in NGSS. 2.5 Continue to support primary teachers on site in the Daily 5 workshop system which is an ELA management system for reading and writing. 2.6 New teachers will attend Step Up To Writing training for new state standards in Fall of 2017 and 2018. 2.7 Teachers will continue to use grade level and cross grade level articulation meetings to check alignment of all standards being taught, and to review interventions for underachieving and high performing students. 2.8 Seven teachers on staff will participate in GLAD training throughout the 17-18 school year. MATH: Improvement of instructional strategies and materials: 2.1 Use of grade level and cross grade level articulation meetings to check alignment of math standards being taught. 2.2 Students will be assessed regularly in class to guide instruction and to meet specific student needs. 2.3 United Streaming/Discovery Education subscription will be used to enhance educational opportunities in Math and Science. 2.4 Technological Hardware (i.e. Chromebooks, computers, Promethean boards, document cameras, etc.) will be	training through EDCOE in NGSS. 2.5 Continue to support primary teachers on site in the Daily 5 workshop system which is an ELA management system for reading and writing. 2.6 New teachers will attend Step Up To Writing training for new state standards in Fall of 2017 and 2018. 2.7 Teachers will continue to use grade level and cross grade level articulation meetings to check alignment of all standards being taught, and to review interventions for underachieving and high performing students. 2.8 Seven teachers on staff will participate in GLAD training throughout the 17-18 school year. MATH: Improvement of instructional strategies and materials: 2.1 Use of grade level and cross grade level articulation meetings to check alignment of math standards being taught. 2.2 Students will be assessed regularly in class to guide instruction and to meet specific student needs. 2.3 United Streaming/Discovery Education subscription will be used to enhance educational opportunities in Math and Science. 2.4 Technological Hardware (i.e.Chromebooks, computers, Promethean boards, document cameras, etc.) will be		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
purchased for all classrooms to support student learning. 2.5 Reflex math will be implemented in grades 1-5 and students will be able to access the math program from home. 2.6 The Ten Marks math program will be used in grades 3-5 and will be accessible from home. 2.7 The district adoption of Go Math in classrooms will include a parent component that will provide support to parents and students at home.	purchased for all classrooms to support student learning. 2.5 Reflex math will be implemented in grades 1-5 and students will be able to access the math program from home. 2.6 The Ten Marks math program will be used in grades 3-5 and will be accessible from home. 2.7 The district adoption of Go Math in classrooms will include a parent component that will provide support to parents and students at home.		
Extended learning time: 3.1 The Response to Intervention Team will provide intensive intervention for targeted students performing below grade level. 3.2 Teachers will differenciate instruction in the classroom for students and utilize Growth Mindset teaching strategies to challenge students' thinking about learning. 3.3 After school community enrichment programs will be offered to all students to include classes in science, art, music, theater, and physical education. 3.4 The school garden will be open to students after school on Wednesdays and Thursdays through the Garden/Science Club facilitated by the Garden Coordinator. 3.5 The school library will be open to students before and after school to	Extended learning time: 3.1 The Response to Intervention Team will provide intensive intervention for targeted students performing below grade level. 3.2 Teachers will differenciate instruction in the classroom for students and utilize Growth Mindset teaching strategies to challenge students' thinking about learning. 3.3 After school community enrichment programs will be offered to all students to include classes in science, art, music, theater, and physical education. 3.4 The school garden will be open to students after school on Wednesdays and Thursdays through the Garden/Science Club facilitated by the Garden Coordinator. 3.5 The school library will be open to students before and after school to	3.6 School Science Faire 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000.00 3.6 Family Science Night 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	School Science fair 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 800.00 Family Science Night 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
access literature and check out books. 3.6 Students in grades 2-5 will have the opportunity to participate in the school Science fair. Projects will be judged by members of the community during the school day. The Science Fair will culminate with a Family Science Night where professionals in the science community along with local companies that focus on science and technology will have booths for students to visit (2/2018). 3.7 Students will be able to take the Academic Talent Search test on campus at Jackson School in order to qualify for extended learning opportunities over the summer at Sacramento State University.	access literature and check out books. 3.6 Students in grades 2-5 will have the opportunity to participate in the school Science fair. Projects will be judged by members of the community during the school day. The Science Fair will culminate with a Family Science Night where professionals in the science community along with local companies that focus on science and technology will have booths for students to visit (2/2018). 3.7 Students will be able to take the Academic Talent Search test on campus at Jackson School in order to qualify for extended learning opportunities over the summer at Sacramento State University.		
Increased educational opportunity: 4.1 Teachers will receive one day of release time per trimester to assess individual student learning. 4.1 The Student Success Team (SST) will meet as needed to discuss students who were referred for academic and/or behavioral needs and create an action plan for each student. 4.2 The Student Success Team Coordinator will monitor action plans for students, schedule follow-up meetings as needed, and maintain all records associated with the SST meetings.	Increased educational opportunity: 4.1 Teachers will receive one day of release time per trimester to assess individual student learning. 4.1 The Student Success Team (SST) will meet as needed to discuss students who were referred for academic and/or behavioral needs and create an action plan for each student. 4.2 The Student Success Team Coordinator will monitor action plans for students, schedule follow-up meetings as needed, and maintain all records associated with the SST meetings.	4.7 Instructional Aides for ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16190 4.7 Instructional Aides for ELA 3000-3999: Employee Benefits LCFF - Supplemental 2617 Oral Interpretation 5000-5999: Services And Other Operating Expenditures Site Formula Funds 150 Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 160 Spelling Bee Registration 5000-5999:	4.7 Instructional Aides for ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 16190 4.7 Instructional Aides for ELA 3000-3999: Employee Benefits LCFF - Supplemental 2617 Oral Interpretation 5000-5999: Services And Other Operating Expenditures Site Formula Funds 224 Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 160 Spelling Bee Registration 5000-5999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.2 The general education teachers, special education staff, and the RtI Team will collaborate and develop educational plans to meet the needs of underachieving students. 4.3 The administration and Response to Intervention (RtI) Team will maintain a centralized list of students receiving services and monitor student progress in identified skill areas. 4.4 English Language Learners will have the ELPAC administered and receive additional instruction both designated and integrated in English Language Development, within the classroom setting. 4.5 The Resource Specialist and Resource Instructional Assistants will push into the general education classrooms to support the Special Education students. 4.6 The Resource Specialist and General Education teachers will utilize the Co-teaching model. 4.7 Students that are struggling and aren't receiving services under the RtI program or through the Resource Center will receive additional support through remediation funds used to provide Instructional Aides in all 13 primary classrooms TK-2 (September 2017- April 2018) 5 days per week, one hour per classroom per day. Third grade classes will receive three days per week at one	4.2 The general education teachers, special education staff, and the RtI Team will collaborate and develop educational plans to meet the needs of underachieving students. 4.3 The administration and Response to Intervention (RtI) Team will maintain a centralized list of students receiving services and monitor student progress in identified skill areas. 4.4 English Language Learners will have the ELPAC administered and receive additional instruction both designated and integrated in English Language Development, within the classroom setting. 4.5 The Resource Specialist and Resource Instructional Assistants will push into the general education classrooms to support the Special Education students. 4.6 The Resource Specialist and General Education teachers will utilize the Co-teaching model. 4.7 Students that are struggling and aren't receiving services under the RtI program or through the Resource Center will receive additional support through remediation funds used to provide Instructional Aides in all 13 primary classrooms TK-2 (September 2017- April 2018) 5 days per week, one hour per classroom per day. Third grade classes will receive three days per week at one	Services And Other Operating Expenditures Site Formula Funds 225 Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 336	Services And Other Operating Expenditures Site Formula Funds 225 Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 336

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
hour per day in each classroom. 4.8 Each classroom will receive two hours of support each week from credentialed volunteers for four 30 minute small group intervention/acceleration group sessions. 4.9 Science based field trips will occur in some grade levels (Sierra Outdoor School, Coloma Nature Center, Maidu Interpretative Center, Powerhouse Science Center, Challenger Learning Center). All students will have access to all field trips regardless of the ability to make a donation towards trip costs. 4.10 The Nature Bowl team will meet after school and will be organized by a teacher coordinator and Oak Ridge High school students. 4.11 Students will participate in the Oral interpretation Festival in March of 2018. 4.12 Continue participation in the Spelling Bee in May 2018.	hour per day in each classroom. 4.8 Each classroom will receive two hours of support each week from credentialed volunteers for four 30 minute small group intervention/acceleration group sessions. 4.9 Science based field trips will occur in some grade levels (Sierra Outdoor School, Coloma Nature Center, Maidu Interpretative Center, Powerhouse Science Center, Challenger Learning Center). All students will have access to all field trips regardless of the ability to make a donation towards trip costs. 4.10 The Nature Bowl team will meet after school and will be organized by a teacher coordinator and Oak Ridge High school students. 4.11 Students will participate in the Oral interpretation Festival in March of 2018. 4.12 Continue participation in the Spelling Bee in May 2018.		
Staff development and professional collaboration: 5.1 Grade level data teams will meet on site minimum days to discuss student data and the progress of specific students. 5.2 Teachers will have the opportunity to meet in grade levels and across grade levels to assess student work samples.	Staff development and professional collaboration: 5.1 Grade level data teams will meet on site collaboration days to discuss student data and the progress of specific students. 5.2 Teachers will have the opportunity to meet in grade levels and across grade levels to assess student work samples.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.3 Teachers will meet across grade levels to collaborate on effective instructional tools and activities for ELA/ writing instruction using Benchmark Advance and the Step Up to Writing strategies. 5.4 Grade and cross grade level planning time will be provided for teachers to collaborate on effective instructional strategies for the implementation of the new ELA adoption materials and to revisit trimester assessment tools. 5.5 Provide staff development opportunities in the areas of: Benchmark Advance demo lessons, technology, and Science. 5.6 Utilize United Streaming/Discovery Learning technology for implementation of NGSS. 5.7 Technology teacher provided one day per week by the district will demonstrate lessons integrating technology with teachers and their classes.	5.3 Teachers will meet across grade levels to collaborate on effective instructional tools and activities for ELA/ writing instruction using Benchmark Advance and the Step Up to Writing strategies. 5.4 Grade and cross grade level planning time will be provided for teachers to collaborate on effective instructional strategies for the implementation of the ELA adoption materials and to revisit trimester assessment tools. 5.5 Provide staff development opportunities in the areas of: Benchmark Advance demo lessons, technology, and Science. 5.6 Utilize United Streaming/Discovery Learning technology for implementation of NGSS. 5.7 Technology teacher provided one day per week by the district will demonstrate lessons integrating technology with teachers and their classes.		
Involvement of staff, parents, and community: 6.1 A description of grade level expectations, California Standards, and how to access online instructional programs will be presented to parents during Back-To-School Night. 6.2 Articles that provide tips on how parents can help their student in school will be placed in the newsletter throughout the year.	Involvement of staff, parents, and community: 6.1 A description of grade level expectations, California Standards, and how to access online instructional programs will be presented to parents during Back-To-School Night. 6.2 Articles that provide tips on how parents can help their student in school will be placed in the newsletter throughout the year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6.3 Parent volunteers will continue to be welcomed to assist children in classroom activities, including small group instruction. 6.4 Students from Oak Ridge High School and Folsom Lake College will continue to volunteer hours in classrooms as part of their academic programs. 6.5 Continue use of retired reading specialist and retired teachers to assist children who are at risk.	6.3 Parent volunteers will continue to be welcomed to assist children in classroom activities, including small group instruction. 6.4 Students from Oak Ridge High School and Folsom Lake College will continue to volunteer hours in classrooms as part of their academic programs. 6.5 Continue use of retired reading specialist and retired teachers to assist children who are at risk.		
Auxiliary services for students and parents: 7.1 Continued participation in El Dorado County Spelling Bee, Oral Interpretation, and Nature Bowl. 7.2 Students in grades 4-5 will have the opportunity to participate in an elective program each trimester with technology, video production, yearbook, coding, 3-D printing, robotics, world travel, leadership, and visual art as part of their choices on the course list.	Auxiliary services for students and parents: 7.1 Continued participation in El Dorado County Spelling Bee, Oral Interpretation, and Nature Bowl. 7.2 Students in grades 4-5 will have the opportunity to participate in an elective program each trimester with technology, video production, yearbook, coding, 3-D printing, robotics, world travel, leadership, and visual art as part of their choices on the course list.		
Monitoring program implementation and results: 8.1 Teachers will monitor and report student progress to parents at least three times a year. 8.2 Program implementation progress and results will be regularly monitored by the principal and shared with the School Site Council.	Monitoring program implementation and results: 8.1 Teachers will monitor and report student progress to parents at least three times a year. 8.2 Program implementation progress and results will be regularly monitored by the principal and shared with the School Site Council.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
8.3 The RtI team will report student scores to teaching staff to be used for report cards and program planning. 8.4 Fifth grade students will take the SBAC 5th grade science test in the spring of 2018. Results of the assessment will be reviewed and analyzed at the district level in the Fall of 2018 to help design the academic program and drive instruction in science.	8.3 The RtI team will report student scores to teaching staff to be used for report cards and program planning. 8.4 Fifth grade students will take the SBAC 5th grade science test in the spring of 2018. Results of the assessment will be reviewed and analyzed at the district level in the Fall of 2018 to help design the academic program and drive instruction in science.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Jackson School has implemented a tiered approach for instruction. Whole group and small group instruction is used in every classroom. In addition, one to one instruction delivered by Credentialed Volunteers, retired teachers, and Books and Beyond Volunteers. Intensive small group instruction takes place in the Learning Center and RtI strategies are used with students in need of remediation. In the 18-19 school year we have expanded the math block to 90 minutes each day at 5th grade and we have added Daily Math Practice Journals for all 3rd graders in response to a dip in math scores at 3rd and 5th grade. We have looked closely at specific classrooms with high scores on the SBAC and have had those teachers share specific strategies and techniques with their grade level teams. We have added test prep sessions for SBAC with 4th/5th teachers and the district EL Coordinator in response to a decrease in ELA/Math scores in upper grades.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Early metrics from trimester benchmark assessments show a positive impact on math scores. Use of Interim Assessment Blocks and lessons to support the testing format will be used in the spring of 18-19. Additional support is provided for struggling students through the Learning Center as well as through the Student Success Team meetings designed to create support plans for specific students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Costs that were budgeted came in as expected with the exception of GLAD training because we added our Learning Center specialist to the training at a later date after the budget was established.

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.

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
Smarter Balance Summative Assessment, Parent Survey Results, and Digital Literacy Compliance Reports were used to evaluate this goal.	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.	Metric Results for 2017-18: Smarter Balance Assessment (SBAC): School-wide SBAC data revealed that 73% of students in grades 3-5 met or exceeded the ELA standards and 69% of students in grades 3-5 met or exceeded the math standards. All students participated in Digital Literacy. The Digital Literacy Program completion certificates are on file at the District Office.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of instruction with content standards: 1.1 Students will receive computer lab instruction one hour per week in grades 2nd-5th. Instruction will be based on the district's Technology Skills Scope and Sequence and required Digital Literacy Lessons. 1.2 Students in Kindergarten and first grade will have opportunities to explore technology in the computer lab with introductory lessons each trimester and through iPad stations in the classrooms.	Alignment of instruction with content standards: 1.1 Students will receive computer lab instruction once per week in grades TK-3. Instruction will be based on the district's Technology Skills Scope and Sequence and required Digital Literacy Lessons. 1.2 Students in Kindergarten and first grade will have opportunities to explore technology in the computer lab with introductory lessons each trimester and through iPad stations in the classroom.	1.8 United Streaming license 5000-5999: Services And Other Operating Expenditures PTO 1100.00	United Streaming License 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1600.00
		3D Printer 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1500	3D Printer 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1470

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.3 Students in 2nd-5th grade classes will receive instruction in Typing Agent for twenty minutes each week and will have access to the program from home to build their keyboarding skills. 1.4 Students will take the Reading Counts comprehension quizzes in the lab or classroom each week and will receive the Scholastic Reading Inventory each trimester to determine lexile scores. 1.5 Students in grades 2nd-5th will have instruction using the Reflex Math program for 30 minutes per week and will have access to this program in classrooms on the student Chromebooks, as well as from home to build fluency skills in mathematics. 1.6 Students in grades K-5th grade will have digital literacy/citizenship lessons in the computer lab on a variety of topics including plagiarism and internet safety. 1.7 Students in grades 3rd-5th will have instruction in the Ten Marks math program. Students will have access to the program in classrooms, in the computer lab, and from their homes. Ten Marks is designed to tailor math instruction to each individual student's needs, allowing them to progress or receive remediation depending on their assessment scores on concepts in math at their grade level.	1.3 Students in 2nd-5th grade classes will receive instruction in Typing Agent for twenty minutes each week and will have access to the program from home to build their keyboarding skills. 1.4 Students will take the Reading Counts comprehension quizzes in the lab or classroom each week and will receive the Scholastic Reading Inventory each trimester to determine lexile scores. 1.5 Students in grades 2nd-5th will have instruction using the Reflex Math program for 30 minutes per week and will have access to this program in classrooms on the student Chromebooks, as well as from home to build fluency skills in mathematics. 1.6 Students in grades K-5th grade will have digital literacy/citizenship lessons in the computer lab on a variety of topics including plagiarism and internet safety. 1.7 Students in grades 3rd-5th will have instruction in the Ten Marks math program. Students will have access to the program in classrooms, in the computer lab, and from their homes. Ten Marks is designed to tailor math instruction to each individual student's needs, allowing them to progress or receive remediation depending on their assessment scores on concepts in math at their grade level.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.8 Teachers will utilize United Streaming/Discovery Learning as a teaching resource to provide educational videos based on state standards and the new NGSS standards to enhance lessons across the curriculum and bring the curriculum to life. 1.9 4th and 5th graders will have a technology elective available each trimester on the wheel of electives. These include Google slides, research strategies, and Google sheets, to create a report on a topic of their choice. 1.10 Students will have a choice of video production as an elective in 4th and 5th grade. Students will use mini iPads and program software for editing to produce short videos and animation. 1.10 Upper grade teachers will continue the use of Jupiter Grades so that parents can easily track students progress on tests and assignments from home.	1.8 Teachers will utilize United Streaming/Discovery Learning as a teaching resource to provide educational videos based on state standards and the new NGSS standards to enhance lessons across the curriculum and bring the curriculum to life. 1.9 4th and 5th graders will have a technology elective available each trimester on the wheel of electives. These include Google slides, research strategies, and Google spreadsheets, to create a report on a topic of their choice. 1.10 Students will have a choice of video production or 3-D Printing as an elective in 4th and 5th grade. Students will use mini iPads and program software for editing to produce short videos and animation. 1.10 Upper grade teachers will continue the use of Jupiter Grades so that parents can easily track students progress on tests and assignments from home.		
Improvement of instructional strategies and materials: 2.1 Teachers will use the Chromebook carts for instruction in classrooms with students to enhance their classroom lessons. 2.2 Continue use of document cameras, and Promethean Boards, and TV/Tablet combination in classrooms.	Improvement of instructional strategies and materials: 2.1 Teachers will use the Chromebook carts for instruction in classrooms with students to enhance their classroom lessons. 2.2 Continue use of document cameras, and Promethean Boards, and TV/Tablet combination in classrooms.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.3 Teachers will continue to use iPads issued from the district and will have training to support the use of iPads in the classrooms. 2.4 Teachers will utilize expertise of district technology teachers to embed technology into their classroom lessons.	2.3 Teachers will continue to use iPads issued from the district and will have training to support the use of iPads in the classrooms. 2.4 Teachers will utilize expertise of district technology teachers to embed technology into their classroom lessons.		
Extended learning time: 3.1 Students will have access to the computers in the library before and after school for research. 3.2 Students will have access to Typing Agent, Reflex Math, Go Math, and Ten Marks from home to support and extend classroom instruction.	Extended learning time: 3.1 Students will have access to the computers in the library before and after school for research. 3.2 Students will have access to Typing Agent, Reflex Math, Go Math, and Ten Marks from home to support and extend classroom instruction.		
Increased educational opportunity: 4.1 Students will be able to access many of the instructional programs used at school from their homes in the evenings including: Typing Agent, Go Math, Reflex Math, Ten Marks, and Jupiter Grades.	Increased educational opportunity: 4.1 Students will be able to access many of the instructional programs used at school from their homes in the evenings including: Typing Agent, Go Math, Reflex Math, Ten Marks, and Jupiter Grades. 4.2 Kindergarten students will have increased educational access through the use of iPad centers located in each classroom	iPad Centers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 10000	iPad Centers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 9610
Staff development and professional collaboration: 5.1 Teachers will have staff development in	Staff development and professional collaboration: 5.1 Teachers will have staff development in	Google Academy 5000-5999: Services And Other Operating Expenditures Title II Part	Google Academy 5000-5999: Services And Other Operating Expenditures Title II Part

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Benchmark Advance ELA adopted curriculum. 5.2 Teachers will use the computer-based math tests generated by Ten Marks to help prepare students for taking the SBAC test in the Spring of 2018. 5.3 Teachers will administer interim block tests (IBA & ICA) through the SBAC system and review student results to help prepare for SBAC testing the spring. 5.4 Teachers will receive training and support for SBAC administration before and during SBAC testing with their classes. 5.5 Teachers will receive continued training and support for the use of iPads in the classroom. 5.6 Google Training will be provided for interested teachers.	Benchmark Advance ELA adopted curriculum. 5.2 Teachers will use the computer-based math tests generated by Ten Marks to help prepare students for taking the SBAC test in the Spring of 2018. 5.3 Teachers will administer interim block tests (IBA & ICA) through the SBAC system and review student results to help prepare for SBAC testing the spring. 5.4 Teachers will receive training and support for SBAC administration before and during SBAC testing with their classes. 5.5 Teachers will receive continued training and support for the use of iPads in the classroom. 5.6 Google Training will be provided for interested teachers.	A: Improving Teacher Quality 160.00	A: Improving Teacher Quality 160.00
Involvement of staff, parents and community: 6.1 The school newsletter will be sent home electronically to families on a bi-monthly basis to inform parents of school events. 6.2 Teachers will be available to parents daily after school via email or in person for questions or concerns that may arise. 6.3 At Back to School night and during parent/teacher conferences, parents will be given an overview of all the programs they can access from home and how to use each program to support and enhance their child's learning.	Involvement of staff, parents and community: 6.1 The school newsletter will be sent home electronically to families on a bi-monthly basis to inform parents of school events. 6.2 Teachers will be available to parents daily after school via email or in person for questions or concerns that may arise. 6.3 At Back to School night and during parent/teacher conferences, parents will be given an overview of all the programs they can access from home and how to use each program to support and enhance their child's learning.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Auxiliary services for students and parents: 7.1 Students will have access to computers in the library before and after school to use for researching topics.	Auxiliary services for students and parents: 7.1 Students will have access to computers in the library before and after school to use for researching topics.		
Monitoring program implementation and results: 8.1 Teachers will monitor and report student progress on the technology standards to parents at least three times per year. 8.2 Program implementation and results from programs will be regularly monitored by the principal and shared with the staff and the School Site Council. 8.3 The Principal and teachers will analyze the SBAC scores in the Fall of 2017 to identify students who are struggling and to tailor intervention programs for students who are under performing.	Monitoring program implementation and results: 8.1 Teachers will monitor and report student progress on the technology standards to parents at least three times per year. 8.2 Program implementation and results from programs will be regularly monitored by the principal and shared with the staff and the School Site Council. 8.3 The Principal and teachers will analyze the SBAC scores in the Fall of 2017 to identify students who are struggling and to tailor intervention programs for students who are under performing.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

We have had a very aggressive plan for implementing a variety of technology tools and programs over the last year. Students have access to iPads in Kindergarten/first grade classes and mini iPads in the Video Production Lab. Students in 4th/5th grade have access to video editing software and CAD design software for the 3-D Printer. Students in 3rd-5th grade have 1 to 1 Chromebooks and have access to a variety of programs from home including Reflex Math, Ten Marks, Typing Agent, etc. Students in K-3 receive instruction in the Computer Lab with their classes. Parents have access to real time grades and assignment completion as well as daily communication with the classroom teacher through the Jupiter Grades program in 4th/5th grade.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Technology has proven to be a useful tool for students of all ages and they have a great deal of opportunities to experiment with a variety of technological tools each day at school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was an increase in the United Streaming/Discovery Learning License and our iPds came in slightly lower than had been budgeted.

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 under Goal #1 under the Planned Improvements section for next year as we align our plan to the Rescue Union School District LCAP's new format.

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 and staff/community survey results will measure the effectiveness of these strategies.	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.	Metrics for 2017-18: Principal Staff Survey data revealed that staff felt that the principal had a "Very High" (92%) and "High" (8%) commitment to students, and a "Very High" (88%) and "High" (12%) commitment to staff. Staff Principal Survey data stated the principal's support of families at "Very High" (96%) and "High" (4%). Staff feels safe going to the principal with concerns (100%) and feels that concerns will be addressed (100%). 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.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collection: Alignment of instruction with content standards 1.1 Teachers will continue to have support in SBAC administration and students will be given opportunities to take the Interim and Comprehensive SBAC assessments in preparation for the summative SBAC test in spring of 2018.	Collection: Alignment of instruction with content standards 1.1 Teachers will continue to have support in SBAC administration and students will be given opportunities to take the Interim and Comprehensive SBAC assessments in preparation for the summative SBAC test in spring of 2018.	1.5 Enhance Library Collection 4000-4999: Books And Supplies PTO 2500.00	1.5 Enhance Library Collection 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.2 Teachers will receive ongoing staff development training in Benchmark Advance, STEMscope Science, Google, and Step Up to Writing. 1.3 Teachers will participate in the District Curriculum Committee to discuss new curriculum and assessment implementation. Representatives will share with colleagues at staff meetings. 1.4 Teachers will attend STEMscope Science and GLAD professional development opportunities and receive on site staff development for Google and Design Learning during the 17-18 school year. 1.5 The library media technician will complete and analyze the school library collection and determine priorities for purchase. 1.6 Staff and community members will continue to support the goal of 20+ books per student. Jackson's current student to book ratio is 34:1. 1.7 Library staff will complete annual CDE Online School Library Survey. 1.8 Reading Counts will continue to be used school wide using the books and tests currently available and will be upgraded as needed to maintain access to the most current book titles. 1.9 Students will continue to have regular use of Chromebooks in the classroom. We have a 1:1 student ratio for 3-5	1.2 Teachers will receive ongoing staff development training in Benchmark Advance, STEMscope Science, Google, and Step Up to Writing. 1.3 Teachers will participate in the District Curriculum Committee to discuss new curriculum and assessment implementation. Representatives will share with colleagues at staff meetings. 1.4 Teachers will attend STEMscope Science and GLAD professional development opportunities and receive on site staff development for Google and Design Learning during the 17-18 school year. 1.5 The library media technician will complete and analyze the school library collection and determine priorities for purchase. 1.6 Staff and community members will continue to support the goal of 20+ books per student. Jackson's current student to book ratio is 34:1. 1.7 Library staff will complete annual CDE Online School Library Survey. 1.8 Reading Counts will continue to be used school wide using the books and tests currently available and will be upgraded as needed to maintain access to the most current book titles. 1.9 Students will continue to have regular use of Chromebooks in the classroom. We have a 1:1 student ratio for 3-5		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
grade students, one cart of Chromebooks for second grade and 5 ipads in each Kindergarten and first grade class. 1.10 Jackson School will purchase a 3-D printer in the Fall of 2017 and train upper grade students how to use it.	grade students, one cart of Chromebooks for second grade and 5 ipads in each Kindergarten and first grade class. 1.10 Jackson School will purchase a 3-D printer in the Fall of 2017 and train upper grade students how to use it.		
Library Access and Use: Improvement of instruction strategies and materials 2.1 All primary classes will be scheduled in the library once a week as evident by the library schedule. Upper grade classes will sign up for open blocks in the library. 2.2 The library shall provide barrier-free access for students staff, and the community during the school day, before and after school hours, and beyond the school year when needed.	Library Access and Use: Improvement of instruction strategies and materials 2.1 All primary classes will be scheduled in the library once a week as evident by the library schedule. Upper grade classes will sign up for open blocks in the library. 2.2 The library shall provide barrier-free access for students staff, and the community during the school day, before and after school hours, and beyond the school year when needed.		
Library Program Elements: Extended learning time 3.1 Continue to support district wide "I Love Reading Week" and Reading Certificates will be given out for "total words read" each month in combination with Reader Raceway in the library. Lexile Lunch with the principal will happen each trimester to recognize the top three students in each class with the largest lexile gains during the trimester. 3.2 Provide 'information literacy' activities to increase student	Library Program Elements: Extended learning time 3.1 Continue to support district wide "I Love Reading Week" and Reading Certificates will be given out for "total words read" each month in combination with Reader Raceway in the library. There is also a "millionaire's club, where students who reach 1,000,000 words read receive off-campus lunch with the principal. Lexile Lunch with the principal will happen each trimester to recognize the top three students in each class	3.1 "I Love Reading Month" 4000-4999: Books And Supplies Site Formula Funds 350.00 3.1 Reading Certificates 4000-4999: Books And Supplies Site Formula Funds 150.00	3.1 "I Love Reading Month" 4000-4999: Books And Supplies Site Formula Funds 350.00 Reading Certificates 4000-4999: Books And Supplies Site Formula Funds 130.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
knowledge and skills related to locating, evaluating, and using information effectively. 3.3 Provide instructional materials and support to classroom instructional goals and priorities through the library program. 3.4 Provide motivational reading events and activities including Read-a-Thon, author visits, assemblies, celebrations, etc. 3.5 Continue to make the Library an integral piece of the whole school's technology infrastructure. 3.6 Provide collaboration time at staff meetings between the classroom teachers and the Library/Media Coordinator.	with the largest lexile gains during the trimester. 3.2 Provide 'information literacy' activities to increase student knowledge and skills related to locating, evaluating, and using information effectively. 3.3 Provide instructional materials and support to classroom instructional goals and priorities through the library program. 3.4 Provide motivational reading events and activities including Read-a-Thon, author visits, assemblies, celebrations, etc. 3.5 Continue to make the Library an integral piece of the whole school's technology infrastructure. 3.6 Provide collaboration time at staff meetings between the classroom teachers and the Library/Media Coordinator.		
Monitoring program implementation and results: 4.1 Library program support to the instructional program will be measured by the number of books circulated and the students' growth as demonstrated on State and District assessments. 4.2 The Library/Media Coordinator will provide an annual update on library access, use, and collection data. 4.3 Processes are in place to expand the library collection and	Monitoring program implementation and results: 4.1 Library program support to the instructional program will be measured by the number of books circulated and the students' growth as demonstrated on State and District assessments. 4.2 The Library/Media Coordinator will provide an annual update on library access, use, and collection data. 4.3 Processes are in place to expand the library collection and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
determine future funding options.	determine future funding options.		
Intervention and Assistance for struggling students: 5.1 The Library Media Technician will help students chose books at their appropriate lexile levels. 5.2 The Library Media Technician will encourage students to take Reading Counts assessments upon completing a book. 5.3 Students who are struggling with reading will receive extra support through small group instruction in classrooms and through the Learning Center to improve their reading skills and heighten their lexile scores.	Intervention and Assistance for struggling students: 5.1 The Library Media Technician will help students chose books at their appropriate lexile levels. 5.2 The Library Media Technician will encourage students to take Reading Counts assessments upon completing a book. 5.3 Students who are struggling with reading will receive extra support through small group instruction in classrooms and through the Learning Center to improve their reading skills and heighten their lexile scores.		
Professional Development and Collaboration: 6.1 Teachers will receive staff development focused on improving instructional strategies including GLAD, Step up to Writing, and Benchmark Advance. 6.2 Teachers will have the option to attend additional workshops at EDCOE/SCOE focusing on topics offered in the EDCOE/SCOE Professional Development catalog. 6.3 Teachers will continue to discuss and share best practices during collaboration and grade level team meetings.	Professional Development and Collaboration: 6.1 Teachers will receive staff development focused on improving instructional strategies including GLAD, Step up to Writing, and Benchmark Advance. 6.2 Teachers will have the option to attend additional workshops at EDCOE/SCOE focusing on topics offered in the EDCOE/SCOE Professional Development catalog. 6.3 Teachers will continue to discuss and share best practices during collaboration and grade level team meetings.		
Involvement of staff, parents, and community:	Involvement of staff, parents, and community:		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
7.1 Parents and families will be included in library events surrounding the school book fair including the Book Fair reception held in the evening with refreshments for families. 7.2 This year the Book Fair Committee comprised of the Library Media Technician and parents discussed the Book Fair theme "Wild West Book Fair" and will transform the library into a western themed town. 7.3 The PTO will continue to support literacy through their ongoing commitment and support of the library program.	7.1 Parents and families will be included in library events surrounding the school book fair including the Book Fair reception held in the evening with refreshments for families. 7.2 This year the Book Fair Committee comprised of the Library Media Technician and parents discussed the Book Fair theme "Wild West Book Fair" and will transform the library into a western themed town. 7.3 The PTO will continue to support literacy through their ongoing commitment and support of the library program.		
Monitoring implementation and results: 8.1 The library Media Technician will report at staff meetings on the library program and will solicit feedback from teachers regarding the library program to ensure that student needs are being met. 8.2 The Principal and Teachers will review academic program data to monitor student progress and develop intervention plans to meet student needs. 8.3 Teachers will report student progress to parents three times per year and will conference with parents a minimum of once per year. 8.4 The Principal and School Site Council, along with teachers will monitor program implementation	Monitoring implementation and results: 8.1 The library Media Technician will report at staff meetings on the library program and will solicit feedback from teachers regarding the library program to ensure that student needs are being met. 8.2 The Principal and Teachers will review academic program data to monitor student progress and develop intervention plans to meet student needs. 8.3 Teachers will report student progress to parents three times per year and will conference with parents a minimum of once per year. 8.4 The Principal and School Site Council, along with teachers will monitor program implementation		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and report regularly on school performance data. 8.5 The Principal and Teacher Liaison to the PTO Board will report on PTO events and funding at staff meetings. 8.6 The Staff will generate a wish list for PTO funding every April which will be presented to the PTO at the May meeting.	and report regularly on school performance data. 8.5 The Principal and Teacher Liaison to the PTO Board will report on PTO events and funding at staff meetings. 8.6 The Staff will generate a wish list for PTO funding every April which will be presented to the PTO at the May meeting.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Jackson Elementary School has a strong library program with schoolwide literacy activities throughout the year. Our library collection is very large and current. The library is at the center of our campus and it is a popular destination for students. Students love our new "Reading Raceway" certificate program and enjoy watching their reading race car travel down the track over the course of the school year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Jackson students are excited about library programs and contests. Our Reading program celebrates students monthly for words read. Three students from each class with the largest lexile leap at the end of each trimester have a pizza lunch with the principal in the school garden. Students who read over one million words move to the "Millionaires Club" and get to go out to lunch with the principal at a restaurant off of the school campus. Our PTO supports our library with a donation of $2500 each year in addition to Book Fair funds that are generated each year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was only a slight difference in the price of materials.

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 under Goal #1 under the Planned Improvements section for next year as we align our plan to the Rescue Union School District LCAP's new format.

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
The California Healthy Kids Survey is used to measure how safe and connected students feel at Rescue Elementary School.	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.	The California Healthy Kids Survey was administered to 5th grade students during the 2017-18 school year. The survey indicated that eighty-eight percent of students surveyed feel safe at school most or all of the time. An average of eighty-two percent of all students surveyed feel well connected. An average of eighty-three percent of all students surveyed feel that there are adults that care about them most or all of the time. Eighty-three percent of students surveyed feel that they are treated with respect by school staff most or all of the time.
The Rescue Union School District LCAP Survey	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.	The 2018 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Jackson 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. Jackson Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students.
California School Dashboard Results for Suspension/Expulsion and Chronic Absenteeism.	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.	Jackson Elementary's average suspension rate for the 2017-2018 school year was 1.6%. Average attendance rate for 2017-2018 was 97%.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collection: Alignment of instruction with content standards 1.1 Students who are at-risk academically or socially will be closely monitored and will receive intervention help as well as social and emotional support as needed. Each student's needs will be determined by the general education teacher and support staff so a program can be specifically tailored to meet the child's needs. 1.2 ELL students will receive additional support from the classroom teacher and the ELL coordinator will consult with the classroom teachers. ELL students will also have additional time in small groups for instructional support. 1.3 Social skills groups facilitated by the school counselor will be accessible to students in 1st-5th grades at lunch during the school week. 1.4 The school counselor will provide 1 to 1 support to children who are struggling socially or emotionally in grades K-5. 1.5 The 4th and 5th graders will have the opportunity to participate in the Leadership elective offered at each trimester. Students will have an opportunity to determine Service Learning Projects that will be implemented at school. 1.6 Students in 2nd-5th grade can volunteer to assist in the Multiple Abilities class as mentors	Collection: Alignment of instruction with content standards 1.1 Students who are at-risk academically or socially will be closely monitored and will receive intervention help as well as social and emotional support as needed. Each student's needs will be determined by the general education teacher and support staff so a program can be specifically tailored to meet the child's needs. 1.2 ELL students will receive additional support from the classroom teacher and the ELL coordinator will consult with the classroom teachers. ELL students will also have additional time in small groups for instructional support. 1.3 Social skills groups facilitated by the school counselor will be accessible to students in 1st-5th grades at lunch during the school week. 1.4 The school counselor will provide 1 to 1 support to children who are struggling socially or emotionally in grades K-5. 1.5 The 4th and 5th graders will have the opportunity to participate in the Leadership elective offered at each trimester. Students will have an opportunity to determine Service Learning Projects that will be implemented at school. 1.6 Students in 2nd-5th grade can volunteer to assist in the Multiple Abilities class as mentors	1.8 Red Ribbon Week 4000-4999: Books And Supplies Site Formula Funds 350.00	Red Ribbon Week 4000-4999: Books And Supplies Site Formula Funds 83.66

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
on their lunch break and assigned recesses. 1.7 Students in third grade can volunteer to assist in the primary social skills group once a week at lunch. 1.8 During Red Ribbon Week teachers will instruct students on strategies for making healthy choices and good decisions. 1.9 Each month students will have a garden lesson with the garden coordinator in the school garden. Lesson will focus on the CA State Garden Standards as well as nutrition and healthy eating.	on their lunch break and assigned recesses. 1.7 Students in third grade can volunteer to assist in the primary social skills group once a week at lunch. 1.8 During Red Ribbon Week teachers will instruct students on strategies for making healthy choices and good decisions. 1.9 Each month students will have a garden lesson with the garden coordinator in the school garden. Lesson will focus on the CA State Garden Standards as well as nutrition and healthy eating.		
Improvement of instructional strategies and materials: 2.1 The fourth and fifth grade prep will consist of a structured physical education program instructed by a trained P.E. teacher to emphasize health and wellness. 2.2 All students will participate in the 'Character Counts" character education program. A different positive character trait will be emphasized each month and students will be recognized for displaying positive character traits. 2.3 All fourth and fifth graders will view the "Gum in my Hair" anti-bullying video and participate in a discussion with the principal. 2.4 Additional art materials will be	Improvement of instructional strategies and materials: 2.1 The fourth and fifth grade prep will consist of a structured physical education program instructed by a trained P.E. teacher to emphasize health and wellness. 2.2 All students will participate in the 'Character Counts" character education program. A different positive character trait will be emphasized each month and students will be recognized for displaying positive character traits. 2.3 All fourth and fifth graders will view the "Gum in my Hair" anti-bullying video and participate in a discussion with the principal. 2.4 Additional art materials will be	2.1/2.5 PE Equipment 4000-4999: Books And Supplies PTO 1500.00	2.1/2.5 PE Equipment 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1951.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
purchased to support the El Dorado County Arts Council docent program which enhances students' artistic experiences and creative risk-taking. Student work will be displayed in the Spring Art Show. 2.5 Additional P.E. equipment will be purchased to support students' participation and expand their experiences in physical education. 2.6 Nutrition lessons and health and wellness resources from the district website will be incorporated into the physical education classes in 4th/5th grade and into the school garden curriculum during the 17-18 school year. 2.7 Teachers will make every effort to connect with students on a personal level so that students feel like their teacher has taken a personal interest in each of them. (Per Healthy Kids results 17-18)	purchased to support the El Dorado County Arts Council docent program which enhances students' artistic experiences and creative risk-taking. Student work will be displayed in the Spring Art Show. 2.5 Additional P.E. equipment will be purchased to support students' participation and expand their experiences in physical education. 2.6 Nutrition lessons and health and wellness resources from the district website will be incorporated into the physical education classes in 4th/5th grade and into the school garden curriculum during the 17-18 school year. 2.7 Teachers will make every effort to connect with students on a personal level so that students feel like their teacher has taken a personal interest in each of them. (Per Healthy Kids results 17-18)		
Extended learning time: 3.1 Jackson will continue to provide athletic opportunities for students (volleyball, cross-country, and girls and boys basketball teams) to increase fitness opportunities. 3.2 Coach stipends will be provided for the athletic team coaches. 3.3 Students will have the ability to choose a Leadership elective class each trimester so that students have the opportunity to coordinate	Extended learning time: 3.1 Jackson will continue to provide athletic opportunities for students (volleyball, cross-country, and girls and boys basketball teams) to increase fitness opportunities. 3.2 Coach stipends will be provided for the athletic team coaches. 3.3 Students will have the ability to choose a Leadership elective class each trimester so that students have the opportunity to coordinate	3.2 Coaching Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 1500.00	3.2 Coaching Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 550.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and participate in community service projects such as recycling, canned food drives, clothing drives, and Pennies for Patients. 3.4 Students will have an opportunity to participate in the after school Garden/Science Club. 3.5 Reach out to "invisible families" with positive notes/phone calls, etc. to help them feel connected to our school. 3.6 Use of Duolingo for increasing Spanish speaking skills for Principal and 4/5 SDC teacher. 3.7 PTO sponsored family events including: "Chalk Up a Great First Day," Family Ice Cream Social, Donuts with Dad, Muffins with Mom, Family Reading Night, Family Science Night, and Fall Festival.	and participate in community service projects such as recycling, canned food drives, clothing drives, and Pennies for Patients. 3.4 Students will have an opportunity to participate in the after school Garden/Science Club. 3.5 Reach out to "invisible families" with positive notes/phone calls, etc. to help them feel connected to our school. 3.6 Use of Duolingo for increasing Spanish speaking skills for Principal and 4/5 SDC teacher. 3.7 PTO sponsored family events including: "Chalk Up a Great First Day," Family Ice Cream Social, Donuts with Dad, Muffins with Mom, Family Reading Night, Family Science Night, and Fall Festival.		
Staff development and professional collaboration: 4.1 Fourth and fifth grade teachers use life skills curriculum with upper grade students. 4.2 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data.	Staff development and professional collaboration: 4.1 Fourth and fifth grade teachers use life skills curriculum with upper grade students. 4.2 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data.		
Involvement of staff, parents, and community: 5.1 The school newsletter will be sent out bimonthly to inform parents of school events. 5.2 The site and district safety committees will	Involvement of staff, parents, and community: 5.1 The school newsletter will be sent out bimonthly to inform parents of school events. 5.2 The site and district safety committees will		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
continue to meet each trimester to discuss and monitor school safety concerns. 5.3 The site crisis response and Safe School Plan (AB 187) will be updated with the input of the site safety committee and parent surveys. 5.4 The "Safety Corner" in the school newsletter will focus on school safety issues.	continue to meet each trimester to discuss and monitor school safety concerns. 5.3 The site crisis response and Safe School Plan (AB 187) will be updated with the input of the site safety committee and parent surveys. 5.4 The "Safety Corner" in the school newsletter will focus on school safety issues.		
Auxiliary services for students and parents: 6.1 The Student Success Team will meet to facilitate increased mutual support and problem solving among staff and parents and generate alternative instructional and behavior management strategies for identified students. 6.2 All classrooms will be provided with buckets filled with emergency supplies. 6.3 Each month a fire drill will occur to monitor the staff and students execution of fire safety procedures. 6.4 There will be two earthquake drills and three District intruder drills to monitor the staff and students execution of disaster procedures. 6.5 School rules will be published for recess games and provided to teachers and yard supervisors. 6.6 Visitors are required to wear name badges and	Auxiliary services for students and parents: 6.1 The Student Success Team will meet to facilitate increased mutual support and problem solving among staff and parents and generate alternative instructional and behavior management strategies for identified students. 6.2 All classrooms will be provided with buckets filled with emergency supplies. 6.3 Each month a fire drill will occur to monitor the staff and students execution of fire safety procedures. 6.4 There will be two earthquake drills and three District intruder drills to monitor the staff and students execution of disaster procedures. 6.5 School rules will be published for recess games and provided to teachers and yard supervisors. 6.6 Visitors are required to wear name badges and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
sign in at the school office.	sign in at the school office.		
Monitoring program implementation and results: 7.1 Assessment and analysis of 5th grade student Fitnessgram and President's Physical Fitness assessments (1st through 5th) will occur. 7.2 Healthy Kids Survey results will be reviewed and used for planning. 7.3 Data on office referrals and suspensions will be reviewed and used for planning goals. 7.4 Data on students referred to the student success team for behavior concerns will be reviewed and action plans will be written. 7.5 Data on students referred to the SARB board for attendance concerns will be reviewed. 7.6 Parent survey results will be reviewed and used to plan accordingly. 7.7 Safety committee feedback will be reviewed and incorporated into the School Safe Plan.	Monitoring program implementation and results: 7.1 Assessment and analysis of 5th grade student Fitnessgram and President's Physical Fitness assessments (1st through 5th) will occur. 7.2 Healthy Kids Survey results will be reviewed and used for planning. 7.3 Data on office referrals and suspensions will be reviewed and used for planning goals. 7.4 Data on students referred to the student success team for behavior concerns will be reviewed and action plans will be written. 7.5 Data on students referred to the SARB board for attendance concerns will be reviewed. 7.6 Parent survey results will be reviewed and used to plan accordingly. 7.7 Safety committee feedback will be reviewed and incorporated into the School Safe Plan.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Strategies were implemented to support the students' physical health and well-being. Additional new PE equipment was purchased and a new unit on hockey was developed by the Physical Education teacher. In 2018-19 we are adding a golf unit.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The students were enthusiastic about the new physical education units that were added to the curriculum this year. The variety of materials helps build enthusiasm for physical health and well-being.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

In addition to the hockey equipment we purchased more scooter boards and all the equipment for a badminton unit. Coaching stipends were less than budgeted because several coaches chose to volunteer their time.

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.

None.

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 .31 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 including SEL and Trauma Informed Practice.

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 by October of 2017. 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.	Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2017. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual professional goals by October of 2017. 1.3 The administrator will meet with teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE TIP program. Participating Teachers commit to spending 60 hours each year on TIP related activities/professional development. TIP teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as TIP Support Providers for our Participating Teachers.	1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE TIP program. Participating Teachers commit to spending 60 hours each year on TIP related activities/professional development. TIP teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as TIP Support Providers for our Participating Teachers.		
Staff Evaluation/Hiring Support: 2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts. 2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.	Staff Evaluation/Hiring Support: 2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts. 2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.		
Staff Support: 3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level. 3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that	Staff Support: 3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level. 3.2 Collaboration and articulation time will be provided on minimum days throughout the school year so that		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
teachers can discuss best teaching practices, design trimester benchmark assessments, and support one another in a collegial manner. 3.3 New teachers will receive TIP training and support as needed. 3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed. 3.5 The Administrator will have an open door policy and maintain open and clear communication patterns with all staff.	teachers can discuss best teaching practices, design trimester benchmark assessments, and support one another in a collegial manner. 3.3 New teachers will receive TIP training and support as needed. 3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed. 3.5 The Administrator will have an open door policy and maintain open and clear communication patterns with all staff.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers have met every Wednesday throughout the school year for either grade level team collaboration, Site Professional Development, or District Professional Development.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers submitted Collaboration notes each week outlining their grade level focus/work. Evaluations for Professional Development were given to teachers for feedback.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

Teacher evaluations were positive regarding the Professional Development they had received over the course of the school year.

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.	2 Uniform Complaints were received. 100% of necessary deficits identified through the Uniform Complaint process were addressed.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns. 1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement. 1.4 The Administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.	Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns. 1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement. 1.4 The Administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.5 The Administrator will communicate with the Director of Facilities in regards to campus issues or concerns. 1.6 The Administrator will conduct the evaluation of the custodial staff and will evaluate the Lead Custodian. 1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus. 1.8 Teachers will alert the Administrator regarding safety or health concerns on campus. 1.9 Teachers will have classes do campus beautification once a month and pick up trash in their assigned zone.	1.5 The Administrator will communicate with the Director of Facilities in regards to campus issues or concerns. 1.6 The Administrator will conduct the evaluation of the custodial staff and will evaluate the Lead Custodian. 1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus. 1.8 Teachers will alert the Administrator regarding safety or health concerns on campus. 1.9 Teachers will have classes do campus beautification once a month and pick up trash in their assigned zone.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The administrator communicates regularly with all parties mentioned above to collect feedback and pursue any issues that are a concern. Stakeholders also offer suggestions to improve facilities, schedules, and routines which are enhanced regularly through staff and parent communication. We have a strong custodial team who takes great pride in our school campus.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The school functions smoothly because the adults take ownership of their roles within the school community and the children have clear expectations which are taught and reinforced inside the classrooms and on the school yard. There is constant communication among staff and administration with the purpose of continually striving to improve our practices. All stakeholders' feedback is valued and respected and acted on with equal attention to their concerns regardless of the role they hold within the organization.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None.

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.

None at this time.

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	1119.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	64,518.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
PTO	7,321.00
District Funded	5,279.00
LCFF - Supplemental	21,225.49
Local Categorical	7,000.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	16,675.00
Site Formula Funds	7,018.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,299.00
2000-2999: Classified Personnel Salaries	23,449.32
3000-3999: Employee Benefits	2,276.17
4000-4999: Books And Supplies	9,600.00
5000-5999: Services And Other Operating Expenditures	22,769.00
5700-5799: Transfers Of Direct Costs	125.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	PTO	7,321.00
1000-1999: Certificated Personnel Salaries	District Funded	5,279.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,449.32
3000-3999: Employee Benefits	LCFF - Supplemental	1,776.17
5000-5999: Services And Other Operating Expenditures	Local Categorical	7,000.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	8,175.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	1,020.00
4000-4999: Books And Supplies	Site Formula Funds	5,600.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	273.00
5700-5799: Transfers Of Direct Costs	Site Formula Funds	125.00

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Michele Miller	Principal
Marion West	Classroom Teacher
Michele Driscoll	Other School Staff
Kathy Steffano	Classroom Teacher
Aimee Hepler	Parent or Community Member
CC Bensley	Parent or Community Member
David Hoff	Parent or Community Member
Kate Graves-Mercado	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 11/17/16.

Attested:

Principal, Michele Williamson on

SSC Chairperson, David Hoff 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 measureable 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	Lake Forest Elementary School
Address	2240 Sailsbury Dr. El Dorado Hills, CA 95762-6984
County-District-School (CDS) Code	09619786109441
Principal	Bruce Peters
District Name	Rescue Union School District
SPSA Revision Date	2/06/2019
Schoolsite Council (SSC) Approval Date	2/06/2019
Local Board Approval Date	2/12/2019

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

School Vision

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

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

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

School Mission

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

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

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

School Profile

School Profile

Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The campus overlooks views of the surrounding hills and attractive neighborhoods, which have grown with the enrollment of the school over the past two decades. At one point in the late 90's our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School changed to a traditional calendar after being on a multi-track year round calendar for nine years. Currently, Lake Forest Elementary is a Transitional K-5 school serving approximately 407 students with 17 classrooms.

Student successes at Lake Forest have resulted in state and national recognition. In 2012, our school's Academic Performance Index (API) score was 937. This achievement was the highest score in Rescue Union School District history, ranked in the top 10 for all elementary schools in the Sacramento region and was the highest recorded in El Dorado Hills. In 2004 and 2014, our school was chosen for the California Distinguished School Award as one of the top achieving elementary schools in the state. This trend continued in 2013 and 2014, with academic scores consistently ranking among the highest achieving schools in El Dorado County. Initial scores from the SBAC testing from the spring of 2015 indicated continued success. The overall percentage of students scoring at grade level standard or higher was 73% in ELA and 69% in math. Both of these percentages were among the highest in the region found in elementary schools. Our results from SBAC testing conducted in the spring of 2016 showed continued success and improvement. Lake Forest students achieved an 83% ELA met or exceeded score and a 74% in math. Both scores were among the very highest in the region. In May 2018, ELA and Math SBAC scores were 69% and 64% respectively, but overall Lake Forest remained in the high achieving schools in the region.

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

Currently, Lake Forest teachers and support staff are working together to address students' social and emotional needs through reviews of on-going research, and collaborative discussions to better identify students who need sensitive interventions to encourage academic success and to better develop an encouraging, caring atmosphere in the

classroom for the benefit of all students. A school counselor works directly with staff and families to create groups and administer age-appropriate lessons

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

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

The curriculum focus is based on California Standards. Standards are taught at every grade level, and ongoing staff development in Language Arts, Writing, etc. supports dynamic, data-driven classroom instruction. Current district adopted curriculum includes Benchmark Advance for Language Arts instruction, Houghton Mifflin GoMath program, and Step up to Writing. Rescue Union School District is currently piloting two new Social Studies series, and a new curriculum that is aligned to state standards will be adopted in 2019-2020 school year.

Next Generation Science Standards are taught using Stem Scopes and Mystery Science. All instruction is aligned to current standards, and more district adopted programs will be added in 2020. Students participate in science-related field trips and various outreach programs through the American River Conservancy, The Sacramento Zoo, the Discovery Museum, and other sources.

All students, from second to fifth grade have one-to-one access to Chromebooks in their classrooms. Kindergarten and first-grade students use Ipads in small groups when needed. Additionally, a fully equipped technology lab with thirty computer stations is available to all students. Chromebook use is integrated into Math, Reading, Writing, Social Studies, and Science lessons on a daily basis and students also receive instruction at every grade level to meet CA state technology standards.

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	0.0%	0.0%	0%	0	0	0
African American	0.2%	0.2%	0.47%	1	1	2
Asian	5.5%	5.3%	4.94%	24	24	21
Filipino	1.4%	1.1%	0.71%	6	5	3
Hispanic/Latino	11.6%	13.8%	15.53%	51	63	66
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	76.1%	74.0%	72.00%	335	338	306
Multiple/No Response	5.0%	0.0%	0%	22	0	0
			Total Enrollment	440	457	425

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		76	65
Grade 1		56	69
Grade 2		68	57
Grade3		67	67
Grade 4		96	64
Grade 5		94	103
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		457	425

Conclusions based on this data:

1. Overall enrollment continues to decrease each school year. In 2018-2019, we currently are at 423 students total, with a much lower number in 5th grades that in years previous.

2. Lake Forest traditionally only one subgroup (white) but over the past 3 years, our Hispanic/Latino population has risen to over 15%, which is the largest non-white identified subgroup we have had in many years.

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	13	13		3.0%	2.8%	
Fluent English Proficient	15	15		3.4%	3.3%	
Reclassified Fluent English Proficient	1	2		7.7%	15.4%	

Conclusions based on this data:

1. Based on current data, Lake Forest does not currently have a EL subgroup. Regardless, the students who are identified as EL are worked with on an individual bases to ensure learning needs are met.

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	89	66	67	89	65	66	89	65	66	100	98.5	98.5
Grade 4	87	100	65	87	98	62	87	98	62	100	98	95.4
Grade 5	76	97	100	74	96	98	74	96	98	97.4	99	98
All Grades	252	263	232	250	259	226	250	259	226	99.2	98.5	97.4

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 3	2496.	2471.	2464.	57	47.69	45.45	26	21.54	22.73	12	20.00	16.67	4	10.77	15.15
Grade 4	2520.	2518.	2508.	51	44.90	41.94	25	33.67	27.42	11	10.20	22.58	13	11.22	8.06
Grade 5	2570.	2540.	2547.	46	35.42	37.76	43	30.21	31.63	7	21.88	18.37	4	12.50	12.24
All Grades	N/A	N/A	N/A	52	42.08	41.15	31	29.34	27.88	10	16.99	19.03	7	11.58	11.95

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	48	46.15	45.45	46	38.46	36.36	6	15.38	18.18
Grade 4	45	38.78	30.65	44	52.04	61.29	11	9.18	8.06
Grade 5	42	36.46	45.92	51	50.00	41.84	7	13.54	12.24
All Grades	45	39.77	41.59	47	47.88	45.58	8	12.36	12.83

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	48	41.54	36.92	48	43.08	40.00	3	15.38	23.08
Grade 4	44	41.84	27.42	44	46.94	59.68	13	11.22	12.90
Grade 5	50	45.83	43.88	47	37.50	44.90	3	16.67	11.22
All Grades	47	43.24	37.33	46	42.47	47.56	6	14.29	15.11

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	40	36.92	37.88	56	58.46	56.06	3	4.62	6.06
Grade 4	31	30.61	30.65	60	58.16	62.90	9	11.22	6.45
Grade 5	38	31.25	24.49	59	57.29	64.29	3	11.46	11.22
All Grades	36	32.43	30.09	58	57.92	61.50	5	9.65	8.41

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	54	35.38	36.92	43	60.00	47.69	3	4.62	15.38
Grade 4	44	40.82	35.48	47	47.96	58.06	9	11.22	6.45
Grade 5	58	38.54	46.94	41	48.96	41.84	1	12.50	11.22
All Grades	52	38.61	40.89	44	51.35	48.00	5	10.04	11.11

Conclusions based on this data:

1. Our scores in ELA show a large contrast in abilities. Over 41% achieved at the Above Standard level. This indicates that the instructional level in Reading is high and allows for higher achieving students to reach their potential. The Standard Nearly Met area is still nearly 20% overall, an area that has increased steadily over the past three years. The Standard Not Met is almost 12%, which is almost identical to scores in 2017.
2. 3rd, 4th and 5th graders continued to struggle in Research/Inquiry (38% Avg. Above Standard) in 2017 which was down as a group compared to the previous two testing cycles. In 2018 the Above Standard group did increase in this area to almost 41%.
3. Reading increased from '17 to '18 in the Above Standard level (40% to 42%) and all students Above, Met or Near Standard was 87% in this area overall.

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	89	66	67	89	65	66	89	65	66	100	98.5	98.5
Grade 4	87	100	65	87	98	62	86	98	62	100	98	95.4
Grade 5	76	97	100	74	96	98	74	96	98	97.4	99	98
All Grades	252	263	232	250	259	226	249	259	226	99.2	98.5	97.4

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 3	2482.^	2474.^	2483.^	40	30.77	42.42	36	50.77	33.33	21	13.85	19.70	2	4.62	4.55
Grade 4	2521.^	2517.^	2512.^	35	37.76	27.42	40	28.57	40.32	20	25.51	25.81	6	8.16	6.45
Grade 5	2560.^	2538.^	2538.^	42	27.08	34.69	28	23.96	19.39	23	37.50	31.63	7	11.46	14.29
All Grades	N/A	N/A	N/A	39	32.05	34.96	35	32.43	29.20	21	27.03	26.55	5	8.49	9.29

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	54	47.69	65.15	40	47.69	25.76	6	4.62	9.09
Grade 4	43	47.96	50.00	44	32.65	33.87	13	19.39	16.13
Grade 5	45	33.33	44.90	36	45.83	27.55	19	20.83	27.55
All Grades	47	42.47	52.21	41	41.31	28.76	12	16.22	19.03

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	48	41.54	50.00	47	47.69	39.39	4	10.77	10.61
Grade 4	41	41.84	32.26	56	42.86	53.23	3	15.31	14.52
Grade 5	50	33.33	30.61	38	50.00	52.04	12	16.67	17.35
All Grades	46	38.61	36.73	47	46.72	48.67	6	14.67	14.60

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	49	43.08	56.06	45	49.23	33.33	6	7.69	10.61
Grade 4	47	41.84	48.39	42	46.94	35.48	12	11.22	16.13
Grade 5	38	30.21	24.49	50	52.08	55.10	12	17.71	20.41
All Grades	45	37.84	40.27	45	49.42	43.36	10	12.74	16.37

Conclusions based on this data:

1. Overall, the number of students in grades 3rd through 5th achieving "Exceeded" or "Met" in math increased slightly from the scores from the previous year by 1% (63% to 64%) and the Standard Exceeded group increased from 32% in 2017 to 35% in 2018. This can be attributed to additional after school lessons being given to 5th graders who were in the advanced math group. Our total number of students who qualified for Marina Village Advanced math track in 6th grade doubled from any year in the past five. This further supports success in addressing advanced student needs in math.
2. Concepts & Procedures was again the highest area of success in all grades in 2018 (52% Above Standard). However, it was also the area of greatest need in the below standard band (19%).
3. Scores in 3rd grade were much higher than in 4th and 5th. 42% or third graders were Above standard overall and 72% At or Above overall. In each individual area, 3rd grade students scored over 50% Above Standard the highest area being in Concepts and Procedures (65% Above Standard).

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 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				11

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 3			*	*					*
Grade 4							*	*	*
Grade 5	*	*							*
All Grades	*	*	*	*	*	*	*	*	11

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 3	*	*	*	*					*
Grade 4							*	*	*
Grade 5	*	*							*
All Grades	*	*	*	*			*	*	11

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 3			*	*			*	*	*
Grade 4							*	*	*
Grade 5			*	*					*
All Grades	*	*	*	*			*	*	11

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 3			*	*			*
Grade 4					*	*	*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	11

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 3	*	*					*
Grade 4					*	*	*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	11

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 3			*	*	*	*	*
Grade 4					*	*	*
Grade 5			*	*			*
All Grades	*	*	*	*	*	*	11

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 3			*	*			*
Grade 4					*	*	*
Grade 5	*	*					*
All Grades	*	*	*	*	*	*	11

Conclusions based on this data:

1. There are no significant subgroup data to report on from 2018.

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**
425	**11.1%**	**3.5%**	**0.2%**
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	15	3.5%
Foster Youth	1	0.2%
Socioeconomically Disadvantaged	47	11.1%
Students with Disabilities	52	12.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5%
Asian	21	4.9%
Filipino	3	0.7%
Hispanic	66	15.5%
Two or More Races	27	6.4%
White	306	72.0%

Conclusions based on this data:

1. Socioeconomically Disadvantaged population at Lake Forest reached 11.1% in 17-18. This represents 47 students, which is the highest amount (and population %) in the 28 year history of the school.
2. Students with Disabilities is at 12.2% of the population. This puts a significant strain upon school resources to provide interventions to this group and the SEL groups based on traditional funding.

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** Yellow	**Suspension Rate** Blue
Mathematics Green		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Academic performance is considered above average when compared to California schools, but our goal is to increase to the top level of success as we have in prior years.
2. Absenteeism has increased over the past year. This is mainly due to parent choices regarding vacations, and personal matters despite attendance letters and reminders being sent on a regular basis and Independent Study Contracts being established at every opportunity.
3. School Climate is an area of pride at Lake Forest. Our overall suspension rate was .2% in 2017-2018. Classroom referrals were also at a recent low. This can be attributed to both classroom and school policies, in addition to staff efforts to provide emotional and behavioral guidance throughout the year.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	2	0

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
40.5 points above standard	22.1 points above standard	0 Students
Maintained -2.1 points	11 students	
223 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Orange
0 Students	8.8 points below standard	14.9 points below standard
	Declined -39.2 points	Maintained 1.2 points
	26 students	36 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	75.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Increased 6.9 points	3 students
		14 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
20 points above standard	50 points above standard	0 Students	40.3 points above standard
Maintained -1.9 points	Declined -12.1 points		Maintained -1.8 points
34 students	12 students		160 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	Less than 11 Students - Data Not Displayed for Privacy	39.5 points above standard
4 students	7 students	Declined -3.4 points
		207 students

Conclusions based on this data:

1. Academic growth was generally maintained in 17-18, but is below recent expectations for student success.
2. We have seen a significant rise in the number of Students with Disabilities (12%) and many of those students are working below standard.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	0

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
27.3 points above standard	20 points above standard	0 Students
Maintained 1.4 points	11 students	
223 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Yellow
0 Students	6 points below standard	5.6 points below standard
	Declined -30 points	Declined -6.1 points
	26 students	36 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	50.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
		Maintained 0.1 points	3 students
		14 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
16.6 points above standard	15.8 points above standard	0 Students	28.1 points above standard
Maintained -2.4 points	Declined -27.7 points		Increased 4.9 points
34 students	12 students		160 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	Less than 11 Students - Data Not Displayed for Privacy	26.8 points above standard
4 students	7 students	Maintained 1.4 points
		207 students

Conclusions based on this data:

1. Slight gains were made overall in math, but Lake Forest is still striving for higher overall performance in 18-19.
2. Students with Disabilities performed better in math than in ELA, but there was still a decline in performance last year within this group.

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**
11	36.4%	45.5%	9.1%	9.1%

Conclusions based on this data:

1. The majority of Lake Forest EL students are making progress toward fluency. Over 80% (9 students out of 11) were at least at level 3 on the ELPAC.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	1

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

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
4.3% chronically absent	6.3% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.8%	Declined 0.9%	1 students
441 students	16 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
Less than 11 Students - Data Not Displayed for Privacy	4% chronically absent	1.6% chronically absent
0 students	Increased 0.8%	Declined 1.6%
	50 students	61 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
2 students	0 students	Maintained 0%	3 students
		22 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
4.2% chronically absent	7.1% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	4.4% chronically absent
Increased 1.2%	Increased 7.1%	0 students	Maintained 0.2%
71 students	28 students		315 students

Conclusions based on this data:

1. Absence rates are generally at around 4% in most student groups but did increase slightly in some areas (SED, Hispanic, and overall students).

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.2% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Declined -0.4%	Maintained 0%	1 students
447 students	16 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
0 Students	0% suspended at least once	0% suspended at least once
	Maintained 0%	Declined -3.1%
	50 students	61 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 2 students	No Performance Color 0 Students	No Performance Color 0% suspended at least once Maintained 0% 22 students	No Performance Color Less than 11 Students - Data 3 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least once Maintained 0% 71 students	No Performance Color 0% suspended at least once Maintained 0% 28 students	No Performance Color 0 Students	Blue 0.3% suspended at least once Declined -0.5% 321 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.4% suspended at least once	0.6% suspended at least once	0.2% suspended at least once

Conclusions based on this data:

1. Suspensions fell to .2% in 17-18, which represented one student for a one day suspension.This supports current practices regarding staff communication, behavioral expectations and positive climate policies presented by both classrooms and the school as a whole.

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
SBAC Results	Overall school 2018 SBAC results showed achievement of 3rd through 5th grade students at 64% proficient or better in math & 69% proficient or better in ELA	In 2019, we expect students in 3rd through 5th grades to achieve an overall score of 68% proficiency in math and and overall score of 72% in ELA.
Lexile Scores (Reading Comprehension)	In May 2018, the 2nd grade classes averaged a score of 632 on the the Lexile. The year end benchmark is a score of 450. 82% of the group achieved this goal. Students receiving intervention averaged 450. 3rd grade classes averaged a Lexile score of 785 compared to the benchmark of 620. 77% of the grade level reached this goal. Students receiving intervention averaged 545, and 3 of 11 reached the grade level benchmark. In 4th grade, students averaged a Lexile of 874 compared to the 790 benchmark. 74% of 4th graders reached the grade level standard. Students receiving reading intervention averaged a score of 624. 2 of 9 4th graders reached the benchmark by May.	In 2019, we expect to maintain the high percentage of 2nd graders reaching year end Lexile benchmarks at a rate of 85% proficiency within the whole grade level. In 3rd grade Lexile scores will reach 84% proficiency overall on the Lexile test. 4th graders will achieve the year end Lexile benchmark at a rate of 79% overall. Overall, students in 5th grade this year will achieve an overall proficiency of 77% within the grade level as of February 2019.

Metric/Indicator	Baseline	Expected Outcome
	The 5th grade averaged a Lexile score of 975 in February of 2018. The year end benchmark is 875. 67% of 5th graders met this goal in February.	
DIBELS reading fluency (word per minute)	At the end of May 2018, 94% of second graders met the standard for fluency when assessed using the DIBELS Oral Reading Fluency assessment. In grades 3-5, the average percent meeting respective grade level fluency benchmark scores was (3rd) 72%, (4th) 59% and (5th) 72%.	The 2nd grade score is one of the highest recorded fluency numbers at Lake Forest. Reaching 95% or better within the grade level for the incoming 2nd graders and the current 3rd graders would be expected. Current 4th graders would increase from last year's mark of 72% to 75% overall proficiency. Current 5th graders will improve their overall score of 59% reaching fluency benchmarks to 65% or better.
ICA for Math	Baseline will be established for math in grades 3-5 in the winter of 18-19.	TBA

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

Lake Forest Elementary 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 and within the ELA and Social Studies adopted curricula. 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

8/9/18-5/24/19

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

Lake Forest Elementary will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), 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. 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. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Improvement of instructional strategies and materials will continue throughout the year. Teachers will contribute by purchasing new additional materials to support language arts and math instruction through the support of our Parent Teacher Club which dedicates $500 per classroom each year. Lake Forest will continue to support district wide "I love Reading Week" and other school wide reading incentive programs to increase student comprehension and fluency. Our school library supports a wonderful reading incentive program through use of the online Reading Counts program, which accumulates words read by every student throughout the year. The incentives come in the form of moving your spaceship through space as you reach different words read benchmarks (from 250,000 all the way to 5 million!). New prizes and certificates (handed out at assemblies) are earned when reaching each level to celebrate student achievements.

In classrooms, teachers continue to address reading by creating leveled reading groups in grades K-3, based on current assessment data. They will continue to use small group and differentiated instruction. The LIP Coordinator, teaching staff and Principal will collect and analyze student data (DIBELS fluency scores, Lexile, local assessments) in order to assist the staff in analyzing information and set instructional goals for students. The LIP Coordinator will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets.Throughout the year, teachers will make explicit reference to the standards as they plan and implement lessons being taught.

Improvement in math and science will be a primary focus. Teachers will continue to use the Sequential Timed Math and Reflex online programs in grades 1-5 to assist students with basic facts and increase proficiency as measured by weekly assessments. We will continue to use Go Math technology components to complement California Standards instruction and stimulate learning in a challenging way. Standards-based assessments, provided with the core textbooks will continue to be used to measure the ongoing progress made by students in both math and science. The school will continue to look for the best possible materials and/or programs so that instruction in math (and all curricular areas) is keeping in step with current best practices statewide. Teachers will meet together to analyze math data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/18-5/24/19

Person(s) Responsible

Administration
LIP Coordinator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	650
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Literacy Intervention Coordinator-Salary and Benefits
Amount	1500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Writing/ELA Program Materials-Step Up To Writing
Amount	8500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Classroom Materials to support classroom learning needs in math and ELA.
Amount	2000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reading Counts online program for use with school wide incentive program through the Lake Forest library.
Amount	250
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	School wide reading program materials for school library.
Amount	2500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders.
Amount	2500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PE and sports equipment for instruction and recess.

Strategy/Activity 3

Extended learning time and increased educational opportunity:

The Literacy Intervention program will continue in grades 3rd through 5th (368 instructional hours) and the with the help of the LIP coordinator, teachers and administration will review student data to recommend at risk readers for

interventions. The teachers and LIP coordinator will share fluency and comprehension data at least 4 times a year and reevaluate student needs on an ongoing basis. LIP will be offered during school and scheduled at appropriate times based on conversations with staff to reduce possible issues with missed class time. Students will be grouped appropriately based on learning needs and will those groups will be fluid depending on success of the participants. Before and after school interventions, administered in hour long increments, will be held twice a week in 10-12 week cycles and will coincide with classroom curriculum.

To enhance both general education and special education programs, a part-time (399 hours/year) para educator will assist with both small and large groups to improve instruction in classes 4 days a week for three hours. The aide will target reading and math development through leveled groups in primary grades or as a partner in the 4/5 blend class to provide direct grade level curriculum at key times during the week. Other increased educational opportunities will include participation in the El Dorado County Spelling Bee, Nature Bowl and the Festival of Oral Interpretation will continue as in the past. English Language Learners will receive additional instruction in English Language development by district ELL teacher. Students will have access to online academic supports such as Typing Pal and Reflex Math. To assist struggling learners and consistently monitor and adjust learning needs, we will conduct Student Study Teams on a frequent basis to evaluate identified pupils, create actions plans and support growth on the most immediate basis possible. The SST coordinator will work with staff and families to increase strategies related to individual students who may have difficulty with the regular academic program. Plans will be reviewed as determined by the team and referred to as resources are allocated and placements are made.

Students to be Served by this Strategy/Activity

Students targeted for intervention support based on assessments or advanced based on success in 5th grade math classes.

Timeline

8/9/18-5/24/19

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8032
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Literacy Intervention Aide. Three days a week (3 hours per day) for approximately 30 weeks.
Amount	2100
Source	District Funded
Budget Reference	3000-3999: Employee Benefits
Description	Literacy Intervention Aide Benefits
Amount	7829
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom Intervention Aide. Four days a week/three hours per day.

Amount	1600
Source	District Funded
Budget Reference	3000-3999: Employee Benefits
Description	Classroom Intervention Aide Benefits
Amount	8400
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade.
Amount	3000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math Online program
Amount	2200
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Study Team Coordinator, stipend and benefits.
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	The Lake Forest PTC will provide 2 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, and coding to name a few. PTC will oversee costs and revenues through the organization's leadership and parental support.
Amount	600
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation.
Amount	6000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field Trip Support for all grade levels ($1000 per grade)

Strategy/Activity 4

Staff development and professional collaboration:

Staff members will use grade level and cross grade level articulation on early release Wednesdays to analyze achievement data, grade level lessons and alter instruction based on the changing needs of the students. Meetings after school will be used to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. Teachers will utilize articulation time to revisit the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data.

District and site administration, using information gathered from surveys and staff discussions will provide professional development in implementing California State Standards through professional development classes offered through the County Office of Education. Release time for teachers to complete trimester assessments and participate in staff development will also be offered through district funds. The school site will provide release time for teachers to observe in other classrooms on site or within the county and to participate in site based staff development, or release time for blended class teachers on field trips or other assignments that require a substitiute.

Students to be Served by this Strategy/Activity

Students identified with learning needs, both at risk and advanced.

Timeline

8/9/18-5/24/19

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for Trimester Assessments. Salary and benefits.
Amount	1750
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Certificated Professional Development
Amount	2800
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes.
Amount	1000
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Travel and Conference funds

Strategy/Activity 5

Involvement of staff, parents and community:

Lake Forest will continue to make every effort to build a strong partnership with our learning community. A description of grade level expectations and California State Standards will be presented to parents during Back-to -School-Night and referenced during yearly conferences. Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements.Our Parent Teacher Council will also be informed at monthly meetings of on-going school issues and developments to help guide goals for support throughout the year. Furthermore, Lake Forest staff will work to assist our PTC with social events and activities designed to bring our families together, such as the Fall Festival, Dolphin Dash, Santa Breakfast, Kindergarten Playdate, campus improvement weekends and social gatherings scheduled during the school year.

Parents will receive his/her student's individual state assessment results in the summer following SBAC testing cycles. K-5 teachers will send home written communications through email, newsletters and webpages describing current areas of curriculum focus and activities taking place in classrooms. The school will email a monthly newsletter, highlighting student success, sharing events and informing families of upcoming ways that they can be involved in their child's education. These newsletters will be connected to the PTC newsletter, so that parents get a complete range of information on all things Lake Forest.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/18-5/24/19

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Paper and copy costs for PTC related correspondence and flyers
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PTC Events are funded through the PTC budgets and costs vary based on the activity and revenues potentially generated. The costs are significant and as a school we deeply appreciate the on-going support!

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, 2017 SBAC assessment data, Math adoption (GO Math) assessments were used to form this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey Results	On the 17-18 CHKS, 55 total respondents in 5th grade stated that they feel safe at school 81% of the time. On the same survey 80% of students said they are happy at school most of the time or more.	In 18-19, we expect that 85% of 5th graders who take the CHKS will state that they feel safe at school, and more than than 84% will mark that they are happy at school most of the time or more.
School Suspension Data	In 2017-2018, Lake Forest had a suspension rate of .2%, which amounted to 1 student suspended for one day.	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate in 17-18, we will expect a rate of 0% in 2018-2019 and work to find other ways to counsel children an support their behavioral and emotional needs.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

The entire learning community at Lake Forest understands that the safety of our students is of the utmost importance. Staff and students regularly participates in drills designed to train everyone to react in the most efficient and appropriate ways to ensure our children are protected in the event of emergency. Lake Forest schedules these activities, which are in constant flux based on the recommendations of local law enforcement and fire department personnel, to fine tune our practices, improve communication and increase our reaction to changing in our normal schedule. Teachers work

with the Catapult Emergency Response System, and internally will discuss best practices with district personnel and the guidance of stakeholders such as SSC, PTC and other parents. Staff will be trained in mandated reporter procedures, sexual harassment laws for students and adults, and will monitor visitor policies and volunteer requirements as established by RUSD.

Other school safety policies will continue to be promoted. Parking lot safety will be discussed at Kindergarten Orientation and Back-to-School Night; a brochure describing safe arrival and departure practices for vehicles will be given to parents; periodic reminders about safety issues will be put into the site newsletter and issues addressed in the Safe School Plan. All classroom emergency backpacks will be inventoried and restocked with appropriate supplies. School rules will be reviewed and published for recess games and provided to teachers and yard supervisors. Parent and student volunteers will wear identification badges or visitor/volunteer stickers while visiting on campus and all staff will be trained to look for these labels and address people on campus without who are not identified according to our policies.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/2018-5/24/2019

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

School Climate and Community Building:

Lake Forest School always strives to create the most student-centered environment possible to enrich the education that our children receive and connect them to school. This is done in a multitude of ways to support academic, social emotional and behavioral needs. In addition to constantly looking at our safety procedures, we also evaluate the physical environment and work with our learning community (PTC Beautification) and district to improve grounds and add beautification projects. Social Emotional Learning has been a major focus in recent years. Through the support of our district, Lake Forest received counseling services three days a week. Our school counselor has been instrumental in providing social instruction in classrooms, runs groups targeting social concerns on campus and in general is a fantastic resource for students who struggle emotionally during the year. Furthermore, PBIS (Positive Behavioral Interventions and Supports) is in the process of being developed throughout our district and will be implemented in the Spring of 2019. The aspects of PBIS are developed by stakeholders at our site which develop consistent rules, expectations and reward policies. Lessons will be developed for each grade on a variety of SEL subjects and available for teacher use.

Students have many options for gaining greater connection to their school. We have student Leadership, Safety Patrol, library helpers, buddy classes, enrichment, arts and sports. Students will also receive character education through Character Counts lessons that focus on a monthly trait. Assemblies will also be provided that will focus on tolerance and caring for others. Our annual A Touch Of Understanding presentation for 4th graders has been a benefit to understanding people with disabilities for ten years. Our PTC provides additional assemblies which center of anti-bullying and kindness towards others as well. Lake Forest is also proud to annual host our Veterans Day Assembly honoring local military members. Other student events that build our community and connect our students to school is Pioneer Day, Dance Extravaganza and Talent Show. We also have the great privilege of participating in Project LEAD, which teaches students about making great choices and the legal system. It is provided by the El Dorado County District Attorney's office and is a 20 week program which concludes with a mock trial at the county courthouse which is run exclusively by our 5th grade students.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/2018-5/24/2019

Person(s) Responsible

Administration
Teachers
School Librarian
PTC

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies.
Amount	3000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds.
Amount	600
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipend for Student Leadership.
Amount	2000
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball).
Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Character Counts and PBIS materials.
Amount	3500

Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Costs for vendors, materials and food for our annual Pioneer Day.
Amount	4800
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Annual costs to provide instruction for our Dance Extravaganza. Three instructors for 10 weeks, followed by a school show each spring.
Amount	250
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly.
Amount	3000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area.

Strategy/Activity 3

Staff Collaboration and Professional Development:

In addition to the academic professional development stated in Goal 1, Lake Forest staff will also be trained in PBIS and Trauma Informed Practices to better support the social and emotional needs of our students. School safety training will be addressed in Goal 3.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/9/2018-5/24/2019

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Site Formula Funds

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff development funds for training, substitutes and materials related to the implementation of PBIS and supporting current SEL practices at Lake Forest.

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
Facility Inspection tool	The state of Lake Forest facilities were reported to be "Fair" in 2017-2018 on the School Accountability Report Card	In 2018-19 we will continue to report concerns to our Facilities Department and upgrade through Beautification projects to earn a higher rating.

Planned Strategies/Activities

Strategy/Activity 1

Staff Development and Professional Development:

As stated in previous goals, Lake Forest will provide training in academic strategies, SEL practices and safety. Non-instructional staff including secretaries and custodians will be provided 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 SEL, Trauma-Informed Practices, PBIS, Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/9/2018-5/24/2019

Person(s) Responsible

Administration
Teachers
Non-Instructional Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Trainings for Secretarial and Custodial Staff

Strategy/Activity 2

Facilities and Technology Infrastructure:

Lake Forest 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 Inspections Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communication to RUSD Maintenance personnel. We will engage in school beautification projects the support of our PTC. Our Garden Coordinator will connect with PTC Beautification to provide guidance on projects and structure science based lessons in our school garden. A strong connection to the local scout troops will be maintained by continuing to support Eagle Scout Projects that will enhance Lake Forest beauty and provide a better experience for our students.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/2018-5/24/2019

Person(s) Responsible

Administration
Teachers
Garden Coordinator
PTC Beautification Committee
RUSD Maintenance Department

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Support for Eagle Scout Projects at Lake Forest School.
Amount	500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	The Lake Forest PTC will dedicate $500 to cover technology improvements not covered by our RUSD Tech Department.

Amount	4250
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend for year long Garden Coordinator position.

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 in English Language Arts and Writing. Innovative, engaging, and student-centered instruction, aligned to the California Standards, will be employed in all classrooms and throughout the learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC scores, Lexile measurements and fluency scores were used to evaluate this goal.	Overall ELA scores on the SBAC assessment showed that students in grades 3rd through 5th scored 71% proficient or advanced in 16-17. We expected an outcome of 76% in 17-18. At the end of May 2017, 84% of second graders met the standard for fluency and 82% when assessed using the DIBELS Oral Reading Fluency assessment. Additionally, those receiving intervention averaged above the benchmark for the grade level. In grades 3-5, the average percent meeting respective grade level fluency benchmark score was 58%, 70% and 88%, respectively. Our ongoing goal for improvement in fluency was 5% growth in all grade levels. Lexile growth was not a measurement on last years SPSA for Lake Forest. It will be used this year.	Overall school 2018 SBAC results showed achievement of 3rd through 5th grade students at 64% proficient or better in math & 69% proficient or better in ELA. In May 2018, the 2nd grade classes averaged a score of 632 on the the Lexile. The year end benchmark is a score of 450. 82% of the group achieved this goal. Students receiving intervention averaged 450. 3rd grade classes averaged a Lexile score of 785 compared to the benchmark of 620. 77% of the grade level reached this goal. Students receiving intervention averaged 545, and 3 of 11 reached the grade level benchmark. In 4th grade, students averaged a Lexile of 874 compared to the 790 benchmark. 74% of 4th graders reached the grade level standard. Students receiving reading intervention averaged a score of 624. 2 of 9 4th graders reached the benchmark by May. The 5th grade averaged a Lexile score of 975 in February of 2018. The year end benchmark is 875. 67% of 5th graders met this goal in February. At the end of May 2018, 94% of second graders met the standard for fluency when assessed using the DIBELS Oral Reading Fluency assessment. In grades 3-5, the average percent meeting respective grade level fluency benchmark scores was (3rd) 72%, (4th) 59% and (5th) 72%.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of instruction with content standards: 1.1 Staff and students will use the district adopted, standards-based Benchmark Language Arts program, but will supplement with additional lessons designed to address the new California State Standards that do not align with that program. 1.2 Classroom Assessments and district assessment data will be used to plan instruction, and develop flexible groupings based on student needs. 1.3 Students will have opportunities to use technology tools for individual and collaborative writing, communicating, and publishing activities. 1.4 Standards-based report cards will be used to inform students and parents of students' progress towards state standards. 1.5 Students will continue to have daily opportunities for sustained silent reading of self-selected literature books. 1.6 Students will participate in instructional activities on a regular basis designed to address all stages of the writing process using Step Up To Writing materials as well as the district adopted ELA curricula. 1.7 Students will have regular opportunities to assess their own writing using grade level rubrics	1.1 Staff and students will use the district adopted, standards-based Benchmark Language Arts program, but will supplement with additional lessons designed to address the new California State Standards that do not align with that program. 1.2 Classroom Assessments and district assessment data will be used to plan instruction, and develop flexible groupings based on student needs. 1.3 Students will have opportunities to use technology tools for individual and collaborative writing, communicating, and publishing activities. 1.4 Standards-based report cards will be used to inform students and parents of students' progress towards state standards. 1.5 Students will continue to have daily opportunities for sustained silent reading of self-selected literature books. 1.6 Students will participate in instructional activities on a regular basis designed to address all stages of the writing process using Step Up To Writing materials as well as the district adopted ELA curricula. 1.7 Students will have regular opportunities to assess their own writing using grade level rubrics while learning to identify		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
while learning to identify key elements of effective writing. 1.8 Collaboration days will be used by staff to develop or share differentiation techniques, intervention strategies to reach all students and ways to extend learning for advanced students.	key elements of effective writing. 1.8 Collaboration days will be used by staff to develop or share differentiation techniques, intervention strategies to reach all students and ways to extend learning for advanced students.		
Improvement of instructional strategies and materials: 2.1 Additional materials will be purchased to support language arts and math instruction. 2.2 Continue to support district wide “I love Reading Week” and other school wide reading incentive programs to increase student comprehension and fluency. 2.3 Create leveled reading groups in grades K-3, based on current assessment data. 2.4 Continue to use small group and differentiated instruction. 2.5 The LIP Coordinator, Staff and Principal will collect and analyze student data (DIBELS scores, fluency, local assessments) in order to assist the staff in analyzing information and set instructional goals for students. 2.6 The LIP Coordinator will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets.	2.1 Additional materials will be purchased to support language arts and math instruction. 2.2 Continue to support district wide “I love Reading Week” and other school wide reading incentive programs to increase student comprehension and fluency. 2.3 Create leveled reading groups in grades K-3, based on current assessment data. 2.4 Continue to use small group and differentiated instruction. 2.5 The LIP Coordinator, Staff and Principal will collect and analyze student data (DIBELS scores, fluency, local assessments) in order to assist the staff in analyzing information and set instructional goals for students. 2.6 The LIP Coordinator will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets. 2.7 Throughout the year, teachers will make explicit reference to the standards as they plan and	Literacy Intervention Coordinator-Salary and Benefits 1000-1999: Certificated Personnel Salaries Site Formula Funds 590	Literacy Intervention Coordinator-Salary and Benefits 1000-1999: Certificated Personnel Salaries Site Formula Funds 590

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.7 Throughout the year, teachers will make explicit reference to the standards as they plan and implement lessons being taught. 2.8 Teachers will receive additional training in instructional strategies to meet the needs of low achieving students not meeting content standards using conferences or on site trainers. 2.9 Purchase supplemental materials to enhance existing reading curriculum and support intervention.	implement lessons being taught. 2.8 Teachers will receive additional training in instructional strategies to meet the needs of low achieving students not meeting content standards using conferences or on site trainers. 2.9 Purchase supplemental materials to enhance existing reading curriculum and support intervention.		
Extended learning time: 3.1 The Literacy Intervention program will continue in grades 3rd through 5th (400 instructional aide hours). 3.2 The Literacy Intervention Coordinator will provide student data and assist staff in scheduling recommended students for additional support. 3.3 To enhance both general education and special education programs, a part-time (390 hours/year) para educator will assist with both small and large groups to improve instruction in grades K though 3rd. 3.4 Students will have access to online academic supports such as Typing Pal and Reflex Math.	3.1 The Literacy Intervention program will continue in grades 3rd through 5th (400 instructional aide hours). 3.2 The Literacy Intervention Coordinator will provide student data and assist staff in scheduling recommended students for additional support. 3.3 To enhance both general education and special education programs, a part-time (390 hours/year) para educator will assist with both small and large groups to improve instruction in grades K though 3rd. 3.4 Students will have access to online academic supports such as Typing Pal and Reflex Math.	Literacy Intervention Aide 2000-2999: Classified Personnel Salaries District Funded 8000 Para Educator for general education support in classrooms 2000-2999: Classified Personnel Salaries District Funded 7250	Literacy Intervention Aide salary and benefits 2000-2999: Classified Personnel Salaries Site Formula Funds 9450 Para Educator for general education support in classrooms 2000-2999: Classified Personnel Salaries District Funded 7130
Increased educational opportunity:	4.1 Intervention programs will continue in grades kindergarten through five	Before School Intervention 1000-1999:	Before School Intervention 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4.1 Intervention programs will continue in grades kindergarten through five to support students who have not reached grade level proficiency as measured by grade level trimester assessments. 4.2 Step Up before school reading intervention will continue to be offered for 2nd-5th grade students who are at risk in reading or math. 4.3 Participation in the Sacramento Region and El Dorado County Spelling Bees and the Festival of Oral Interpretation will continue. 4.4 English Language Learners will receive additional instruction in English Language development by district ELL teacher.	to support students who have not reached grade level proficiency as measured by grade level trimester assessments. 4.2 Step Up before school reading intervention will continue to be offered for 2nd-5th grade students who are at risk in reading or math. 4.3 Participation in the Sacramento Region and El Dorado County Spelling Bees and the Festival of Oral Interpretation will continue. 4.4 English Language Learners will receive additional instruction in English Language development by district ELL teacher.	Certificated Personnel Salaries Site Formula Funds 6500	Certificated Personnel Salaries Site Formula Funds 7800
Staff development and professional collaboration: 5.1 Use grade level and cross grade level articulation on minimum days to analyze school wide writing prompts. 5.2 Use grade level articulation meetings after school to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. 5.3 Use grade level articulation time to revisit the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data.	5.1 Use grade level and cross grade level articulation on minimum days to analyze school wide writing prompts. 5.2 Use grade level articulation meetings after school to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. 5.3 Use grade level articulation time to revisit the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data. 5.4 Provide professional development in implementing California	Math Professional Development 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1500	Math Professional Development 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1425

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.4 Provide professional development in implementing California State ELA Standards through professional development classes offered through the County Office of Education. 5.5 Provide release time for teachers to complete trimester assessments and participate in staff development. 5.6 Provide release time for teachers to observe in other classrooms on site or within the county.	State ELA Standards through professional development classes offered through the County Office of Education. 5.5 Provide release time for teachers to complete trimester assessments and participate in staff development. 5.6 Provide release time for teachers to observe in other classrooms on site or within the county.		
Involvement of staff, parents and community: 6.1 Provide training for parents on existing academic programs used by staff such as Tools For Kindergarten Success, writing programs, etc. 6.2 A description of grade level expectations and California State Standards will be presented to parents during Back-to - School-Night and referenced during yearly conferences. 6.3 Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements. 6.4 Parents will receive his/her student's individual state assessment results. 6.5 K-5 teachers will send home written communications describing current areas of curriculum focus.	6.2 A description of grade level expectations and California State Standards will be presented to parents during Back-to - School-Night and referenced during yearly conferences. 6.3 Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements. 6.4 Parents will receive his/her student's individual state assessment results. 6.5 K-5 teachers will send home written communications describing current areas of curriculum focus.	Tools For Kindergarten Success Night 4000-4999: Books And Supplies Donations 450	Tools For Kindergarten Success Night was discontinued last year. The materials were shared with families at the Kindergarten orientation. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Auxiliary services for students and parents: 7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year. 7.2 Informational meetings for parents will be held throughout the year to discuss differentiation opportunities and Individualized Learning Plans for students at both the site and district levels. 7.3 The kindergarten lead teachers will organize student play dates and meetings for incoming students and their parents in order to better prepare them to begin school. 7.4 Staff will share effective ways to increase learning through apps and online platforms that can be utilized at home.	7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year. 7.2 Informational meetings for parents will be held throughout the year to discuss differentiation opportunities and Individualized Learning Plans for students at both the site and district levels. 7.3 The kindergarten lead teachers will organize student play dates and meetings for incoming students and their parents in order to better prepare them to begin school. 7.4 Staff will share effective ways to increase learning through apps and online platforms that can be utilized at home.		
Monitoring program implementation and results: 8.1 Student achievement data will be used to monitor programs and implement changes in instructional programs. Under performing students will be identified and intervention plans developed to meet needs using the Response To Intervention model. 8.2 Teachers will monitor and report student progress to parents at least three times a year using the standards-based report card. Parent conferences will be held at the end of the first	8.1 Student achievement data will be used to monitor programs and implement changes in instructional programs. Under performing students will be identified and intervention plans developed to meet needs using the Response To Intervention model. 8.2 Teachers will monitor and report student progress to parents at least three times a year using the standards-based report card. Parent conferences will be held at the end of the first trimester and as needed throughout the year. 8.3 Effectiveness of school programs will be		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
trimester and as needed throughout the year. 8.3 Effectiveness of school programs will be monitored by the Administration through discussions with Lake Forest staff, PTC and the School Site Council.	monitored by the Administration through discussions with Lake Forest staff, PTC and the School Site Council.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Lake Forest has been successful in supporting reading and math needs through in school and before school intervention. We are fortunate to have many teachers and aides who have been a part of this program for many years and the consistency has been a benefit when establishing schedules, evaluating students and ultimately delivering instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

As was stated in the analysis section of this plan, SBAC scores in ELA and Math were maintained and only grew slightly from the previous year. ELA specifically dropped from 71% overall to 69% in 2018. The reading comprehension and fluency scores in students receiving intervention did show growth, and in some grade levels even met benchmark standards for the year. There is still work to be done, especially in the current 5th grade, which has a higher number of students to support based on last year's measurements.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

An increase in amount of intervention funds for before school remediation was due to the higher number of students falling below standard on SBAC assessments in 16-17. The Literacy Intervention Aide amount was estimated at 8000. the number listed shows the actual amount for salary benefits and vacation pay.

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.

The changes are listed in Goals 1-3 of this plan and are created to better align with the RUSD LCAP.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Summative Assessments in grades 3-5 as well as local curriculum assessments taken by staff were used to create this goal.	The school will measure the progress of this goal using assessment data from the Smarter Balanced Summative Assessment, Our school goal is 10%, an increase to 74% overall, in the total number of students meeting or exceeding grade level math standards as measured by the SBAC Summative Assessment.	Overall school 2018 SBAC results showed achievement of 3rd through 5th grade students at 64% proficient or better in math & 69% proficient or better in ELA.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of instruction with content standards: 1.1 Staff and students will continue to use the district adopted standards-based programs in science and math. 1.2 Teachers will continue to use the Sequential Timed Math and Reflex online programs in grades 1-5 to assist students with basic facts and increase proficiency as measured by weekly assessments. 1.3 Teachers/students will use Go Math technology components to complement California Standards instruction and stimulate learning in a challenging way. 1.4 Standards-based assessments provided with the core textbooks will continue to be used to measure the ongoing progress made by	1.1 Staff and students will continue to use the district adopted standards-based programs in science and math. 1.2 Teachers will continue to use the Sequential Timed Math and Reflex online programs in grades 1-5 to assist students with basic facts and increase proficiency as measured by weekly assessments. 1.3 Teachers/students will use Go Math technology components to complement California Standards instruction and stimulate learning in a challenging way. 1.4 Standards-based assessments provided with the core textbooks will continue to be used to measure the ongoing progress made by students in both math and science.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students in both math and science. 1.5 Teachers will meet together to analyze data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.	1.5 Teachers will meet together to analyze data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.		
Improvement of instructional strategies and materials: 2.1 Purchase supplemental and consumable science materials to enhance existing program and the newly adopted math curriculum. 2.2 Grade level parent volunteers will act as Mr. or Mrs. Wiz and will work to present standards-based science lessons. 2.3 Additional materials will be purchased to support science and math instruction. 2.4 Classrooms will be updated with improved technology, as needed, to improve math and science instruction.	2.1 Purchase supplemental and consumable science materials to enhance existing program and the newly adopted math curriculum. 2.2 Grade level parent volunteers will act as Mr. or Mrs. Wiz and will work to present standards-based science lessons. 2.3 Additional materials will be purchased to support science and math instruction. 2.4 Classrooms will be updated with improved technology, as needed, to improve math and science instruction.	Science Materials 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 1000	Science Materials 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 950
Extended learning time: 3.1 Participation in Step Up math intervention will be promoted for at-risk students in grades 2nd - 5th. 3.2 Lake Forest School will support science standards and beautify the school by supporting our school garden developing and connected grade appropriate lessons.	3.1 Participation in Step Up math intervention will be promoted for at-risk students in grades 2nd - 5th. 3.2 Lake Forest School will support science standards and beautify the school by supporting our school garden developing and connected grade appropriate lessons.	Before School Math Intervention Classes 1000-1999: Certificated Personnel Salaries District Funded 6500	Before School Math Intervention Classes and Math Enrichment for 5th graders 1000-1999: Certificated Personnel Salaries District Funded 6500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increased educational opportunity 4.1 A list of tutors from Oak Ridge High School will be available for parents. 4.2 Field trips, guest speakers and assemblies will continue to enhance standards-based curriculum. 4.3 Support a Math Fest event that provides different opportunities in math for all grade levels. 4.4 Students will have access to online programs to enhance skills such as Reflex Math, typing Pal and Ten Mark Math.	4.2 Field trips, guest speakers and assemblies will continue to enhance standards-based curriculum. 4.4 Students will have access to online programs to enhance skills such as Reflex Math, typing Pal and Ten Mark Math.	Reflex Math program for all grades 5800: Professional/Consulting Services And Operating Expenditures Donations 3000	Reflex Math program for all grades 5800: Professional/Consulting Services And Operating Expenditures Donations 3000
Staff development and professional collaboration 5.1 Use grade level and cross grade level articulation to monitor progress of instruction by analyzing students' assessment data (trimester/unit math tests, science assessments). 5.2 Use grade level meetings to strategize differentiation, interventions, and to share instructional techniques to reach all students. 5.3 Provide additional training for GO Math curricula as needed. 5.4 Provide differentiation training to teachers to help them meet the needs of all learners.	5.1 Use grade level and cross grade level articulation to monitor progress of instruction by analyzing students' assessment data (trimester/unit math tests, science assessments). 5.2 Use grade level meetings to strategize differentiation, interventions, and to share instructional techniques to reach all students. 5.3 Provide additional training for GO Math curricula as needed. 5.4 Provide differentiation training to teachers to help them	Conference fees for teachers to attend training in math and science 5800: Professional/Consulting Services And Operating Expenditures Local Categorical 2500	Conference fees for teachers to attend training in math and science 5800: Professional/Consulting Services And Operating Expenditures Local Categorical 2500
Involvement of staff, parents and community: 6.1 Communicate student progress regularly to parents through report cards, progress reports, and conferences.	6.1 Communicate student progress regularly to parents through report cards, progress reports, and conferences. 6.2 Volunteer parent docents will present grade		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
6.2 Volunteer parent docents will present grade level standards-based science lessons. 6.3 Intervention of identified grade levels will be offered in fall and winter.	level standards-based science lessons. 6.3 Intervention of identified grade levels will be offered in fall and winter.		
Auxiliary services for students and parents: 7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year. 7.2 Informational meetings for parents will take place throughout the year to discuss differentiation opportunities and Individualized Learning Plans for students. 7.3 Teachers will use individual class websites to communicate homework and other classroom activates. 7.4 Teachers will share links to app and online learning platforms to supplement school lessons.	7.1 Articles that provide tips on how parents can help their student in school will be placed in the school newsletter throughout the year. 7.2 Informational meetings for parents will take place throughout the year to discuss differentiation opportunities and Individualized Learning Plans for students. 7.3 Teachers will use individual class websites to communicate homework and other classroom activates. 7.4 Teachers will share links to app and online learning platforms to supplement school lessons.		
Monitoring program implementation and results: 8.1 Assessment of student achievement and analysis of results for future planning. 8.2 Grade level teams will review trimester data and discuss groupings/actions for improving performance in Math and Science.	8.1 Assessment of student achievement and analysis of results for future planning. 8.2 Grade level teams will review trimester data and discuss groupings/actions for improving performance in Math and Science.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Math was a major focus for Lake Forest in 16-17 and continues to be a high priority this year. Teachers level math groups in grades 4 and 5. An uninterrupted block of 75 minutes is set aside each day for math instruction that coincides with the Learning Center schedule to create more groups of students with similar skills so that instruction is more focused on student needs. Intervention in math increased in 17-18, but the school also introduced math enrichment courses for the first time after school to recommended high achieving 5th graders. This enrichment was highly successful and well attended. Many students who attended these courses earned entry into the Marina Village Middle School advanced math pathway in 6th grade.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Math scores on the SBAC assessment did slightly improve (1%) from the previous testing period. There remained a high number of students who scored in the Above Standard band in math (35%-41%) in grades 3rd through 5th, which indicates quality instruction despite modest overall growth.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The intervention funds number is the same as in Goal 1. These before school intervention amounts are the same funds ($6500) and not two different funds for ELA and math.

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.

Math strategies and activities will be addressed for the current year in Goal 1 Planned Improvements and will be in accordance with goals in the RUSD LCAP.

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, particularly in physical education, safety, and health.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The school will measure the progress of this goal using information from trimester fitness testing and the 5th grade Fitnessgram results to effectively evaluate health and wellness programs.	Last years results for 5th grade performance on the Fitnessgram are currently used for data analysis. Traditionally student goals for achieving competency in at least 5 of 6 tested areas ranges near 80% or more. In 2017, the scores were consistent with that trend. Over 95% or more were in the Healthy Fitness Zone on 3 of 6 tested areas, which were primarily focused on strength activities. Aerobic capacity was 83% HFZ, and body composition (79% HFZ). Flexibility scores were 76% HFZ and were the lowest of all tested areas. Our fitness goal for 5th graders in 2018 is 85% (average) or higher HFZ in all 6 areas of the Fitnessgram and/or 90% of all 5 areas on the Spring Fitnessgram assessment.	On the California Fitness Report for Lake Forest School, the results were as follows: Aerobic Capacity: 80% in Healthy Zone Body Composition: 77% in Healthy Zone Abdominal Strength: 95 in Healthy Zone Trunk Extension: 100% in Healthy Zone Upper Body Strength: 83% in Healthy Zone Flexibility: 79% in Healthy Zone Overall, 77% scored in the HFZ in all 6 areas. 79% scored in the HFZ in 5 of 6 areas.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of instruction with content standards: 1.1 Students will be provided with at least 200 minutes of physical fitness education every 2 weeks. 1.2 All students grades K-5th will be tested three times during the year using the President's Challenge fitness activities. 1.3 A PE Parent docent program will be developed that will create simple	1.1 Students will be provided with at least 200 minutes of physical fitness education every 2 weeks. 1.2 All students grades K-5th will be tested three times during the year using the President's Challenge fitness activities. 1.3 A PE Parent docent program will be developed that will create simple standards based PE lessons to be led by	President's Challenge Awards 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC) 150	The President's Challenge Program is changing from it's previous version. We did not purchase new materials in 17-18. 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
standards based PE lessons to be led by volunteers. One addition to this area is the CHP fitness boot camp for 4th graders starting November 2017.	volunteers. One addition to this area is the CHP fitness boot camp for 4th graders starting November 2017.		
Improvement of instruction strategies and materials: 2.1 All students will participate in the Character Counts character education program. A different positive character trait will be emphasized each month and activities related to the these will be conducted in classrooms. 2.2 School wide fitness activities will be developed and implemented along with the use of community resources to increase student awareness of healthy lifestyles. 2.3 Materials and resources will be inventoried to be sure each teacher has access to P.E. equipment such as: rubber balls, basketballs, jump ropes, etc. 2.4 Additional physical education materials will be purchased. 2.5 Students will receive recognition for achievement in the President's Fitness Challenge Program as measured by the level of performance achieved.	2.1 All students will participate in the Character Counts character education program. A different positive character trait will be emphasized each month and activities related to the these will be conducted in classrooms. 2.2 School wide fitness activities will be developed and implemented along with the use of community resources to increase student awareness of healthy lifestyles. 2.3 Materials and resources will be inventoried to be sure each teacher has access to P.E. equipment such as: rubber balls, basketballs, jump ropes, etc. 2.4 Additional physical education materials will be purchased. 2.5 Students will receive recognition for achievement in the President's Fitness Challenge Program as measured by the level of performance achieved.	PE and Recess Equipment 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 2500	PE and Recess Equipment 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1950
Extended learning time: 3.1 Lake Forest will continue to provide athletic opportunities for students (volleyball,	3.1 Lake Forest will continue to provide athletic opportunities for students (volleyball, basketball, and cross-	Coaching Stipends (4 X $550) 1000-1999: Certificated Personnel	Coaching Stipends (4 X $550) 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
basketball, and cross-country teams) to increase fitness. 3.2 Coaches' stipends will be provided for the athletic team coaches ($550 each). 3.3 Students will set personal fitness goals to increase fitness levels as measured by an increase in the number of students achieving at the 85% and above on the Fitnessgram tests. 3.4 Students will continue to participate in community service projects such as the canned food drive (Kidz Can), clothing drives and charitable fundraisers. 3.5 Students will be offered additional interest based clubs and enrichment during lunch or after school hours.	country teams) to increase fitness. 3.2 Coaches' stipends will be provided for the athletic team coaches ($550 each). 3.3 Students will set personal fitness goals to increase fitness levels as measured by an increase in the number of students achieving at the 85% and above on the Fitnessgram tests. 3.4 Students will continue to participate in community service projects such as the canned food drive (Kidz Can), clothing drives and charitable fundraisers. 3.5 Students will be offered additional interest based clubs and enrichment during lunch or after school hours.	Salaries Site Formula Funds 2200	Salaries Site Formula Funds 2200
Increased educational opportunity: 4.1 Students in grades 2nd through 5th will receive beginning jazz and hip-hop dance instruction. 4.2 Students in grades 4th will receive beginning folk or square dance instruction during their Coloma field trip. 4.3 Fifth grade students will receive training and will serve as Safety Patrol officers to assist with the safe arrival and departure of students. 4.4 Art Instruction, through the teacher lessons, parent docents programs (Arts Attack) and/or guest instructors will deliver grade	4.1 Students in grades 2nd through 5th will receive beginning jazz and hip-hop dance instruction. 4.2 Students in grades 4th will receive beginning folk or square dance instruction during their Coloma field trip. 4.3 Fifth grade students will receive training and will serve as Safety Patrol officers to assist with the safe arrival and departure of students. 4.4 Art Instruction, through the teacher lessons, parent docents programs (Arts Attack) and/or guest instructors will deliver grade appropriate activities in grades K-5.	Dance Performances 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC) 4500	Dance Performances 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
appropriate activities in grades K-5. 4.5 Fourth graders will participate in a presentation from the "A Touch Of Understanding" organization which teaches tolerance for people with disabilities. 4.6 Students grades 2nd-5th will have the opportunity to perform in the "Showtime" production in the Fall. 4.7 A talent show will be offered for all students to participate in the Spring of 2018.	4.5 Fourth graders will participate in a presentation from the "A Touch Of Understanding" organization which teaches tolerance for people with disabilities. 4.6 Students grades 2nd-5th will have the opportunity to perform in the "Showtime" production in the Fall. 4.7 A talent show will be offered for all students to participate in the Spring of 2018.		
Staff development and professional collaboration: 5.1 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data. 5.2 Staff will participate in staff development with focus on fitness activities when offered.	5.1 Use grade level and cross grade level articulation to monitor and analyze students' progress toward California fitness standards using collected assessment data. 5.2 Staff will participate in staff development with focus on fitness activities when offered.		
Involvement of staff, parents, and community: 6.1 The PTC sponsored Dolphin Dash Fun Run and Dance Extravaganza. 6.2 The district safety committee will continue to meet to discuss ongoing safety concerns. 6.3 The site Crisis Response and Safe School Plan (AB187) will be updated with the input of the Safety Committee and parent surveys.	6.1 The PTC sponsored Dolphin Dash Fun Run and Dance Extravaganza. 6.2 The district safety committee will continue to meet to discuss ongoing safety concerns. 6.3 The site Crisis Response and Safe School Plan (AB187) will be updated with the input of the Safety Committee and parent surveys.		

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
8.3 The annual RUSD Parent Survey will be available online and the results will be analyzed and reported through the LCAP committee. 8.4 Safety Committee feedback will be reviewed, and the Safe School Plan and the School Crisis Plan updated and sent to the RUSD Board for approval in February 2018.	results will be analyzed and reported through the LCAP committee. 8.4 Safety Committee feedback will be reviewed, and the Safe School Plan and the School Crisis Plan updated and sent to the RUSD Board for approval in February 2018.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Lake Forest continues to promote an active lifestyle in our students. All classes participate in 200 minutes of PE minimum over each two week period. Sports, dance, fitness evaluations and lessons continue as they have in the past.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our scores on the CA Fitness Test largely remained the same as in the previous year. The number of students who achieve the highest ranking on the Fitness Tests was 77%, which was below the goal of 85% for the past year. We did improve in some areas such as flexibility and trunk extension.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The cost of our dance program exceeded the original budget because we added two weeks of instruction. Our generous PTC was able to cover the additional amount.

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 will be listed in Goal 1 of the Planned Improvements for 18-19 section of this plan and will be based on RUSD 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, literary materials, academic intervention and social support programs.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The school will measure the progress of this goal using assessment data from the California Healthy Kids Survey, Smarter Balanced Summative and Interim Assessments, CELDT Scores, suspension/expulsion rates, and attendance rates.	Our school goal is a 10% increase in the number of EL students meeting or exceeding the grade level standard as measured by the SBAC Summative Assessment and DIBELS measures and that all students reach grade level fluency benchmarks by the end of their current school year.	We currently do not have a significant subgroup in EL learners, However, the majority of Lake Forest EL students are making progress toward fluency. Over 80% (9 students out of 11) were at least at level 3 on the ELPAC. Our school suspension rate fell from .6% to .2% in 2017-18.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collection: Alignment of instruction with content standards 1.1 Staff will complete and analyze annual school collection history and determine priorities for purchase. 1.2 Through fundraising efforts (such as annual Book Fairs), staff and parent community members will continue to support the goal of 25+ books per student. 1.3 Library staff will complete annual CDE Online School Library Survey. 1.4 The library collection will support the linguistic and cultural diversity of the student population and meet the needs of all students.	1.1 Staff will complete and analyze annual school collection history and determine priorities for purchase. 1.2 Through fundraising efforts (such as annual Book Fairs), staff and parent community members will continue to support the goal of 25+ books per student. 1.3 Library staff will complete annual CDE Online School Library Survey. 1.4 The library collection will support the linguistic and cultural diversity of the student population and meet the needs of all students. 1.5 The library collection will support the state standards and	Purchase Books for the Library 4000-4999: Books And Supplies Donations 5000	Purchase Books for the Library 4000-4999: Books And Supplies Donations 4650

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.5 The library collection will support the state standards and frameworks in all curricular areas.	frameworks in all curricular areas.		
Library Access and Use: Increased educational opportunity 2.1 Track information on number of classes that use the library and compare yearly with the goal of 85% of classes using the library every week. 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. 2.3 Students will work individually or in small groups on grade level specific research and collaborative projects. 2.4 Students will have access to eBooks that can be viewed in the library or on classroom devices.	2.1 Track information on number of classes that use the library and compare yearly with the goal of 85% of classes using the library every week. 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. 2.3 Students will work individually or in small groups on grade level specific research and collaborative projects. 2.4 Students will have access to eBooks that can be viewed in the library or on classroom devices.	eBook purchases 4000-4999: Books And Supplies Donations 1500	eBook purchases 4000-4999: Books And Supplies Donations 1500
Library Program Elements: Increased educational opportunity 3.1 Continue to support district wide “I love Reading Week” and other school-wide reading incentive programs to increase student comprehension and fluency. 3.2 Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively.	3.1 Continue to support district wide “I love Reading Week” and other school-wide reading incentive programs to increase student comprehension and fluency. 3.2 Provide information literacy activities to increase student knowledge and skills related to locating, evaluating, and using information effectively. 3.3 Provide instructional materials and support to classroom instructional goals and priorities.	Reading Incentive Program-total words read display and prizes 4000-4999: Books And Supplies Donations 400	Reading Incentive Program-total words read display and prizes 4000-4999: Books And Supplies Donations 325

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.3 Provide instructional materials and support to classroom instructional goals and priorities. 3.4 Through motivational activities, the library will support grade level goals for number of books read annually by students as measured by increased circulation and classroom incentive programs. 3.5 An incentive program, through use of our Reading Counts program, will count words read by each student throughout the year. A visual display illustrating individual success will be created in the library and awards for levels of words read. 3.6 Library media coordinator and Technology Teacher will collaborate with classroom teachers to provide resources and activities related to curriculum units and lesson integration. 3.7 The partnership and cooperative activities between the school and public library will be fostered to expand access to resources and services for teachers and students.	3.4 Through motivational activities, the library will support grade level goals for number of books read annually by students as measured by increased circulation and classroom incentive programs. 3.5 An incentive program, through use of our Reading Counts program, will count words read by each student throughout the year. A visual display illustrating individual success will be created in the library and awards for levels of words read. 3.6 Library media coordinator and Technology Teacher will collaborate with classroom teachers to provide resources and activities related to curriculum units and lesson integration. 3.7 The partnership and cooperative activities between the school and public library will be fostered to expand access to resources and services for teachers and students.		
Monitoring program implementation and results: Involvement of staff, parents and community 4.1 Library Program support to instructional program will be measured by feedback from parent and teacher surveys. 4.2 Library/Media Coordinator will provide annual update on library	4.1 Library Program support to instructional program will be measured by feedback from parent and teacher surveys. 4.2 Library/Media Coordinator will provide annual update on library access, use and collection data. 4.3 Continue inventory of library collection and program priorities and		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
access, use and collection data. 4.3 Continue inventory of library collection and program priorities and determine funding options.	determine funding options.		
Increasing student "Emotional Intelligence" through social programs and services 5.1 Lake Forest, through collaboration with the elementary school counselor, will provide student counseling and social support for identified students in grades K-5. 5.2 With the help of our school psychologist and resource teacher, staff and yard duty will implement "Check In/Check Out" policy where identified students will communicate daily with a designated adult to monitor behavior and provide support. 5.3 Additional programs will be implemented within primary grades to increase awareness about emotions, the feelings of others, and provide tools for dealing with low level school social issues. These include Bucket Filling, Character Counts and Zones of Regulation. 5.4 The Lake Forest Student Leadership Team will assist staff in mentoring primary age students in acceptable play and role model positive behavior on the playground. 5.5 School Psychologist will conduct short age-appropriate lessons on	5.1 Lake Forest, through collaboration with the elementary school counselor, will provide student counseling and social support for identified students in grades K-5. 5.2 With the help of our school psychologist and resource teacher, staff and yard duty will implement "Check In/Check Out" policy where identified students will communicate daily with a designated adult to monitor behavior and provide support. 5.3 Additional programs will be implemented within primary grades to increase awareness about emotions, the feelings of others, and provide tools for dealing with low level school social issues. These include Bucket Filling, Character Counts and Zones of Regulation. 5.4 The Lake Forest Student Leadership Team will assist staff in mentoring primary age students in acceptable play and role model positive behavior on the playground. 5.5 School Psychologist will conduct short age-appropriate lessons on good choices, friendship and self advocacy in primary classrooms		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
good choices, friendship and self advocacy in primary classrooms throughout the school year.	throughout the school year.		
Providing support for disadvantaged students 6.1 Staff will be educated and surveyed on programs available to both foster youth and economically disadvantaged students. EDCOE programs will be offered to families who are identified as eligible, such as McKinney-Vento funds for the homeless and Kinship Care services.	6.1 Staff will be educated and surveyed on programs available to both foster youth and economically disadvantaged students. EDCOE programs will be offered to families who are identified as eligible, such as McKinney-Vento funds for the homeless and Kinship Care services.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Despite an insignificant number of students to form a subgroup in EL students, SEL, or foster youth last year, Lake Forest continued to look for ways to enhance students with the highest needs. Individually, we address student needs and develop learning plans, if needed through the Student Study Team or IEP process. EL student needs are discussed with the RUSD EL Coordinator, who provides insight to possible strategies that can help these learners. We currently only have 4 such students, but attention is still paid to the needs of this group.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The success of EL learners at Lake Forest have been encouraging. We have had the majority of our 11 students make progress this year on the ELPAC assessment. Many of our previously identified learners were promoted out of EL Designation last 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.

Changes will be listed in Goal 1 of the Planned Improvements for 18-19 section of this plan and will be based on RUSD 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
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 if brought to the attention of administration (none in 17-18).

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 by October of 2017. 1.3 The administrator will receive written updates from teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals. 1.4 The administrator will visit classrooms and	Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession in September of 2017. 1.2 The administrator will meet with each teacher to discuss staff-wide goals and individual professional goals by October of 2017. 1.3 The administrator will receive written updates from teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals. 1.4 The administrator will visit classrooms and	Release time to conduct conferences to discuss professional goals 1000-1999: Certificated Personnel Salaries Site Formula Funds 250	Release time to conduct conferences to discuss professional goals 1000-1999: Certificated Personnel Salaries Site Formula Funds 1250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provide specific feedback to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE BTSA program. Participating Teachers commit to spending 60 hours each year on BTSA related activities/professional development. BTSA teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as BTSA Support Providers for our Participating Teachers. Staff Evaluation/Hiring Support: 2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts. 2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need. Staff Support: 3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level. 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	provide specific feedback to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE BTSA program. Participating Teachers commit to spending 60 hours each year on BTSA related activities/professional development. BTSA teachers participate in the Induction Program and receive their CA Clear Teaching Credential. RUSD veteran teachers are hired by the PAR Panel to serve as BTSA Support Providers for our Participating Teachers. Staff Evaluation/Hiring Support: 2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts. 2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need. Staff Support: 3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level. 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		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
one another professionally. 3.3 New teachers will receive BTSA training and support as needed. 3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed.	one another professionally. 3.3 New teachers will receive BTSA training and support as needed. 3.4 The Administrator will meet with staff members to oversee job performance and provide support as needed.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Lake Forest had no credentialing needs or concerns in 2017-18.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Lake Forest teachers are surveyed each year to submit topics for Professional Development through the site. Math PD was offered through the district and county in 2017-18. Many teachers took advantage of sub time and conferences to improve practices in math. Scores improved slightly, but math will still be a focus this year.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Additional funds were added to the staff development budget to address math instruction.

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.

Lake Forest had no credentialing needs or concerns in 2017-18.

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.	Zero Williams Act/Uniform Complaints were received.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns. 1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement. 1.4 The administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.	Maintain Facilities and Grounds: 1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns. 1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement. 1.4 The administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns. 1.6 The administrator will provide feedback to custodial staff throughout the year and will evaluate staff as stated in the contract. 1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus. 1.8 School staff will alert the administrator regarding safety or health concerns on campus. 1.9 Teachers and yard duty staff will encourage students to increase beautification by picking up trash on the playground.	1.5 The administrator will communicate with the Director of Facilities in regards to campus issues or concerns. 1.6 The administrator will provide feedback to custodial staff throughout the year and will evaluate staff as stated in the contract. 1.7 Yard supervisors will communicate regularly with the school administrator regarding any safety issues or concerns on campus. 1.8 School staff will alert the administrator regarding safety or health concerns on campus. 1.9 Teachers and yard duty staff will encourage students to increase beautification by picking up trash on the playground		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Yard duty communication increased last year. The change in Early Release schedules allowed for additional time work on teaching recess games and support staff needs during work hours.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The district system for alerting the Facilities Department of school needs has been an effective way to communicate and get projects completed in a timely manner.

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.

Lake Forest had no credentialing needs or concerns in 2017-18.

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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	19,561.00
Donations	7,750.00
LCFF - Supplemental	10,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	37,900.00
Site Formula Funds	24,900.00
Title II Part A: Improving Teacher Quality	1,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,900.00
2000-2999: Classified Personnel Salaries	15,861.00
3000-3999: Employee Benefits	3,700.00
4000-4999: Books And Supplies	27,250.00
5000-5999: Services And Other Operating Expenditures	22,550.00
5800: Professional/Consulting Services And Operating Expenditures	3,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	15,861.00
3000-3999: Employee Benefits	District Funded	3,700.00
4000-4999: Books And Supplies	Donations	4,750.00
5000-5999: Services And Other Operating Expenditures	Donations	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	22,500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	14,800.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	20,900.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	3,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,750.00

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
Bruce Peters	Principal
Rebecca Labau	Parent or Community Member
Kurt Oneto	Parent or Community Member
Tami Madera	Parent or Community Member
Lonnie Dickson	Parent or Community Member
Tessa Lopes	Parent or Community Member
Sue Belli	Other School Staff
Ana Mountain	Classroom Teacher
Lisa Doig	Classroom Teacher
Carol Tinney	Classroom Teacher

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 2/5/2019.

Attested:

Principal, Bruce Peters on 2/6/19

SSC Chairperson, Rebecca Labau on 2/6/19

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 measureable 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	Lakeview Elementary School
Address	3371 Brittany Way El Dorado Hills, CA 95762
County-District-School (CDS) Code	09619780108258
Principal	Kathy Miracle
District Name	Rescue Union Elementary School District
SPSA Revision Date	October 2018 - January 2019
Schoolsite Council (SSC) Approval Date	February 6, 2019
Local Board Approval Date	February 12, 2019

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

Lakeview Elementary School's vision is to provide every student optimal learning opportunities through talented educators, rigorous curriculum and a positive, emotionally and physically safe academic environment.

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

School Profile

Home of the Eagles, Lakeview Elementary School is located in a gorgeous neighborhood, atop a hill overlooking breathtaking views of Folsom Lake. Our site offers a location which provides the benefits of living in the small community of El Dorado Hills, as well as the nearby convenience and bustle of the city of Folsom. As Rescue Union School District's newest campus, Lakeview opened its doors to students in August of 2005. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves approximately 550 TK-5th grade students. At Lakeview, students are “Soaring to Success.”

Lakeview houses 22 general education classrooms with a class size average of 24:1 student teacher ratio in grades K-3 and 28:1 in grades4-5. Our teachers ensure rigorous instructional delivery of California State Standards through our District adopted curriculum (Benchmark-ELA, GO Math, Step Up to Writing, Handwriting Without Tears for K-2, Scott Foresman Social Studies and Science), as well as using supplemental curriculum (Mystery Science, ST Math, Newsela, Reflex Math, and IXL) to ensure thorough and individualized learning. The core educational program provided to Lakeview students is based on the California Standards and is differentiated for all students, whether gifted, in need of intervention or specialized learning. Five trained paraeducators assist teachers in supporting our students in ELA and math. All 4th and 5th grade students receive specialized instruction in Science, as well as the opportunity to learn musical instruments in our Band program. All students receive PE instruction through their classroom teachers and experience amazing "arts" sessions in dance (TK-5), music (TK-3) and pottery (TK-5). Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding, which will open doors of opportunity and prepare them for critical thinking and hard work in the wider world. We offer a Learning Center to support students with Individualized Educational Plans, as well as experienced paraeducators who work with classroom teachers to provide a strong intervention program, ensuring all students' learning needs are supported. Small group instruction is emphasized in classrooms to offer focused learning in flexible, leveled groups. Our amazing teachers participate in professional development and collaboration throughout the school year. Each class visits our library regularly, where our full-time librarian works to support literacy and advance learning. Each teacher is certified in GLAD (Guided Language Assessment and Development) and receives ongoing coaching from certified trainers.

Technology and STEM opportunities are spectacular at Lakeview. Each classroom is equipped with Promethean Boards, document cameras and projectors to enhance instructional delivery, along with Chromebooks for every student (3rd-5th), a classroom Chromebook set (2nd), iPads for small group instruction (Tk-2nd) and desktop computers throughout the site. Our Technology Lab offers computers for whole class lessons and is embarking on a transition to become a 21st Century Learning Lab, complete with cutting edge technology and learning tools. A giant Rigamajig is available for classes to practice engineering while building structures. PTO funds additional STEM opportunities for students through enrichment lessons and exciting learning during STEM week.

Lakeview students receive numerous opportunities for extracurricular activities. Over 70 students serve on IMPACT Leadership, where all 4th and 5th grade students can learn leadership skills while serving on service teams. Cross Country (3rd-5th), volleyball (5th) and basketball (5th) teams run seasonally. After school enrichment opportunities are available throughout the year. Students can learn and practice skills such as, video editing, yoga, golf, physical fitness, musical performance, cooking, sewing and more.

Social Emotional Learning is a priority at Lakeview. Staff have received ongoing training in SEP strategies throughout the year. Each child's need for emotional safety and growth are supported through social skills training and social emotional tools in the classroom. Classrooms are equipped with comfort spaces for children are taught mindfullness to help embrace life's challenges in a positive manner. Positive Behavioral Intervention Support (PBIS) is currently being implemented at Lakeview. Students are expected to SOAR - Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect! School counselors, nurses and a school psychologist work directly with students to proactively guide them through healthy lifestyles and support them when needed. Further, we encourage a "growth

mindset" and strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

In recognition of ongoing academic excellence and achievement of positive community, Lakeview was awarded the California Distinguished School Award in spring of 2018.

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 Lakeview Elementary School Site Council, staff and PTO were the groups consulted for the planning of the 2018 School Plan for Student Achievement. Planning began in the spring of 2018 and continued through the fall. Feedback, input and Information was obtained through meetings, staff collaboration, as well as analysis of data.

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	0.2%	0.0%	0%	1	0	0
African American	1.1%	1.5%	1.64%	6	8	9
Asian	11.6%	11.5%	10.77%	61	63	59
Filipino	1.0%	0.9%	1.28%	5	5	7
Hispanic/Latino	7.8%	7.7%	8.39%	41	42	46
Pacific Islander	0.0%	0.0%	0%	0	0	0
White	70.3%	71.0%	70.80%	369	390	388
Multiple/No Response	8.0%	0.0%	0%	42	0	0
			Total Enrollment	525	549	548

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		88	91
Grade 1		79	77
Grade 2		76	82
Grade3		102	84
Grade 4		104	107
Grade 5		100	107
Grade 6			0
Grade 7			0
Grade 8			0
Grade 9			0
Grade 10			0
Grade 11			0
Grade 12			0
Total Enrollment		549	548

Conclusions based on this data:

1. Student Group and enrollment have remained similar over the last two years.

2. Our largest Student Group is White, with Asian being second and Hispanic being third.

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	13	21		2.5%	3.8%	
Fluent English Proficient	38	39		7.2%	7.1%	
Reclassified Fluent English Proficient	2	3		22.2%	23.1%	

Conclusions based on this data:

1. Our EL student population has increased over the last two years. We experienced a 38% increase in 2016-2017. Specialized instructional support is being provided to EL students.

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	100	101	84	100	101	83	100	101	83	100	100	98.8
Grade 4	97	106	107	96	105	106	96	105	106	99	99.1	99.1
Grade 5	90	100	108	88	100	108	88	100	108	97.8	100	100
All Grades	287	307	299	284	306	297	284	306	297	99	99.7	99.3

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	2474.[illegible]	2485.[illegible]	2468.[illegible]	44	49.50	42.17	33	26.73	28.92	16	17.82	20.48	7	5.94	8.43
Grade 4	2538.[illegible]	2531.[illegible]	2540.[illegible]	50	52.38	56.60	30	27.62	29.25	15	13.33	11.32	5	6.67	2.83
Grade 5	2551.[illegible]	2566.[illegible]	2559.[illegible]	33	48.00	37.96	44	37.00	40.74	14	8.00	12.96	9	7.00	8.33
All Grades	N/A	N/A	N/A	43	50.00	45.79	36	30.39	33.33	15	13.07	14.48	7	6.54	6.40

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	33	49.50	38.55	56	33.66	48.19	11	16.83	13.25
Grade 4	49	48.57	50.94	44	43.81	45.28	7	7.62	3.77
Grade 5	31	37.00	35.19	59	55.00	57.41	10	8.00	7.41
All Grades	38	45.10	41.75	53	44.12	50.51	10	10.78	7.74

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	39	54.46	36.14	49	42.57	49.40	12	2.97	14.46
Grade 4	54	48.57	50.00	42	45.71	43.40	4	5.71	6.60
Grade 5	51	67.00	61.11	40	27.00	30.56	9	6.00	8.33
All Grades	48	56.54	50.17	44	38.56	40.40	9	4.90	9.43

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	34	37.62	34.94	60	60.40	59.04	6	1.98	6.02
Grade 4	36	36.19	38.68	60	59.05	58.49	3	4.76	2.83
Grade 5	25	28.00	29.63	69	67.00	61.11	6	5.00	9.26
All Grades	32	33.99	34.34	63	62.09	59.60	5	3.92	6.06

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	45	41.58	42.17	47	52.48	42.17	8	5.94	15.66
Grade 4	45	44.76	51.89	51	49.52	41.51	4	5.71	6.60
Grade 5	53	55.00	44.44	41	40.00	44.44	6	5.00	11.11
All Grades	48	47.06	46.46	46	47.39	42.76	6	5.56	10.77

Conclusions based on this data:

1. Although our overall achievement in 17-18 was a strong 79.12%, it does represent a decline of 1.27%
2. Our percentage of students At or Near Standard in Reading and Writing slightly increased, while students Above Standard slightly decreased. Intervention in this area will continue.
3. A larger percentage of students earned At or Near Standard in Listening, additionally Research/Inquiry indicates an increase in Below Standard. Listening and Research/Inquiry instruction will be analyzed.

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	100	101	84	100	101	83	99	101	83	100	100	98.8
Grade 4	97	106	107	96	105	106	96	105	106	99	99.1	99.1
Grade 5	90	100	108	88	100	108	88	100	108	97.8	100	100
All Grades	287	307	299	284	306	297	283	306	297	99	99.7	99.3

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	2475.	2497.	2476.	30	50.50	34.94	43	34.65	38.55	23	11.88	20.48	3	2.97	6.02
Grade 4	2532.	2532.	2540.	38	41.90	44.34	44	34.29	37.74	17	19.05	15.09	2	4.76	2.83
Grade 5	2563.	2571.	2575.	50	45.00	50.93	20	29.00	26.85	20	24.00	18.52	9	2.00	3.70
All Grades	N/A	N/A	N/A	39	45.75	44.11	36	32.68	34.01	20	18.30	17.85	5	3.27	4.04

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	49	68.32	53.01	42	25.74	33.73	8	5.94	13.25
Grade 4	63	62.86	63.21	30	27.62	32.08	7	9.52	4.72
Grade 5	55	55.00	57.41	30	36.00	32.41	16	9.00	10.19
All Grades	55	62.09	58.25	34	29.74	32.66	10	8.17	9.09

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	38	51.49	46.99	57	44.55	40.96	5	3.96	12.05
Grade 4	38	40.95	47.17	51	51.43	48.11	11	7.62	4.72
Grade 5	43	43.00	44.44	41	47.00	45.37	16	10.00	10.19
All Grades	40	45.10	46.13	50	47.71	45.12	11	7.19	8.75

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	53	58.42	44.58	41	39.60	48.19	6	1.98	7.23
Grade 4	55	48.08	51.89	35	43.27	43.40	9	8.65	4.72
Grade 5	43	45.00	45.37	45	48.00	49.07	11	7.00	5.56
All Grades	51	50.49	47.47	41	43.61	46.80	9	5.90	5.72

Conclusions based on this data:

1. Overall, Lakeview students maintained similar high percentages of students in the At or Above Standards met in math.
2. In Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning, a small percentage of students moved from Above Standard to At or Near.
3. 3/4/5 Math para-educator hours will be funded to further support small group and individualized math instruction.

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 4	*	*	*	*
All Grades				26

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 4	*	*					*	*	*
All Grades	23	88.46			*	*	*	*	26

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 4	*	*			*	*			*
All Grades	24	92.31	*	*	*	*			26

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 4	*	*					*	*	*
All Grades	18	69.23	*	*			*	*	26

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 4	*	*	*	*			*
All Grades	24	92.31	*	*			26

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 4	*	*	*	*			*
All Grades	20	76.92	*	*			26

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 4	*	*			*	*	*
All Grades	19	73.08	*	*	*	*	26

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 4	*	*			*	*	*
All Grades	15	57.69	*	*	*	*	26

Conclusions based on this data:

1. Our EL student numbers have increased to 26 students. GLAD and EL resources will be used to advance learning for EL students.

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**
548	**6.8%**	**5.7%**	This is the percent of students whose well-being is the responsibility of a court.
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.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	31	5.7%
Socioeconomically Disadvantaged	37	6.8%
Students with Disabilities	47	8.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.6%
Asian	59	10.8%
Filipino	7	1.3%
Hispanic	46	8.4%
Two or More Races	39	7.1%
White	388	70.8%

Conclusions based on this data:

1. Our English Learner population has increased. Asian students represent 10.8% of our population.

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** Blue
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Lakeview Elementary is fortunate to excel in ELA and Math Academic Performance.
2. Chronic Absenteeism is being addressed through school supports (SEL, SST, counseling support, etc).
3. Suspension rates are minimal. This form of consequence is only used when CA Ed. Code requires action.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
55.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained -2.7 points	10 students	
293 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	23.3 points above standard	15.7 points above standard
	Declined -26.4 points	Declined -9.1 points
	24 students	44 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	78.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7 students		Maintained -1.6 points	4 students
		24 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
43.1 points above standard	83.1 points above standard	0 Students	52.6 points above standard
Increased 22.2 points	Increased 8.4 points		Declined -4.7 points
24 students	17 students		217 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	Less than 11 Students - Data Not Displayed for Privacy	55.8 points above standard
1 students	9 students	Maintained -0.6 points
		268 students

Conclusions based on this data:

1. Over 79% of Lakeview students met or exceeded ELA standards on the SBSA. A slight decline of less than 1% occurred from the previous year.
2. Socioeconomically Disadvantaged Students and Students with Disabilities slightly declined in their achievement of ELA standards. Of the significant student ethnicity groups, Hispanic students increased, Asian students maintained and White students declined slightly.
3. Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
48.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained -2.6 points	10 students	
293 students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	8.9 points above standard	22.2 points above standard
	Maintained -0.1 points	Maintained 0.7 points
	24 students	44 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	76.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
7 students		Increased 9.1 points	4 students
		24 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
42.3 points above standard	71.4 points above standard	0 Students	43.8 points above standard
Increased 13.1 points	Maintained -0.9 points		Declined -4.5 points
24 students	17 students		217 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	Less than 11 Students - Data Not Displayed for Privacy	47.3 points above standard
1 students	9 students	Maintained -1.2 points
		268 students

Conclusions based on this data:

1. Over 78% of Lakeview students (3-5) met or exceeded standard in Math.
2. Socioeconomically Disadvantaged and Students with Disabilities maintained their level of progress; Asian and Hispanic students increased slightly, while White students declined slightly.
3. Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

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**
26	88.5%	%	7.7%	3.8%

Conclusions based on this data:

1. Lakeview Elementary EL students are progressing well.
2. The ELPAC data has been even more helpful for our students as our EL population has grown.
3. Students at all levels of EL Progress are being supported through GLAD instructional strategies and EL curriculum.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	3

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

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
2.6% chronically absent	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.4%	Declined 3.7%	1 students
568 students	33 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Blue
Less than 11 Students - Data Not Displayed for Privacy	4.3% chronically absent	0% chronically absent
0 students	Declined 2.3%	Maintained 0%
	46 students	58 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
9 students	0 students	Maintained 0%	7 students
		63 students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Blue	No Performance Color	Yellow
5.9% chronically absent	2.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	2.8% chronically absent
Maintained 0.4%	Maintained 0.1%	0 students	Increased 0.6%
51 students	41 students		397 students

Conclusions based on this data:

1. Lakeview Elementary has maintained our status of .4% of all students being chronically absent.
2. Our White students indicated a .6% increase in chronic absenteeism. Attendance letters, SST meetings, phone calls, student meetings, etc. are being used to improve in this area.
3. Absenteeism in our Hispanic students is also being monitored closely and addressed.

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:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	4

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

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.4% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Maintained 0%	Maintained 0%	1 students
570 students	34 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Yellow
0 Students	0% suspended at least once	1.7% suspended at least once
	Maintained 0%	Maintained 0.1%
	48 students	58 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 9 students	No Performance Color 0 Students	Orange 1.6% suspended at least once Increased 1.6% 63 students	No Performance Color Less than 11 Students - Data 7 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least once Maintained 0% 51 students	Blue 0% suspended at least once Declined -2.2% 41 students	No Performance Color 0 Students	Blue 0.3% suspended at least once Maintained 0% 399 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.4% suspended at least once	0.3% suspended at least once	0.4% suspended at least once

Conclusions based on this data:

1. Our low suspension rates have been maintained. Students are only suspended when the incident requires that level of action.
2. One student in the Asian subgroup was suspended; one student in the Students with Disabilities subgroup was suspended.
3. Lakeview continues to proactively analyze character, social emotional learning and student behavior strategies to improve practice.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Lakeview Elementary 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 Balanced Assessment Results	School-wide SBAC data revealed 79.1% of students in grades 3-4 met or exceeded standards in ELA. This represents a less than 1% decrease from scores in 2016-2017. 78.1% of students in grades 3-5 met or exceeded standards in math. We maintained our 78% math average from 2016-2017.	During the 2018-2019 school year, 81% of students in grades 3-5 will meet or exceed ELA standards, and 80% will meet or exceed math standards, as will be indicated by SBAC data.
District Benchmark Assessment Results	DIBELS data revealed 85% of Lakeview kindergartners met end of year benchmark for Phoneme Segmentation. 71% met benchmark for Nonsense Word Fluency. 86% of first grade students met benchmark for Nonsense Word Fluency (Correct Letter Sounds), 81% met benchmark for Nonsense Word Fluency (Whole Words Read). 77% of first grade students met the reading fluency benchmark, and 78% met the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF). 79% of second grade students met the fluency benchmark, and 86% met the accuracy benchmark on the	Grade level and cohort groups were considered in goal setting. End of year assessments will indicate: 85% of kindergartners will meet the end of year benchmark for Phoneme Segmentation. 73% will meet the benchmark for Nonsense Word Fluency. 80% of first grade students will meet benchmark for Phoneme Segmentation. 75% will meet benchmark for Nonsense Word Fluency. 79% will meet the reading fluency benchmark, and 79% will meet the reading accuracy benchmark.

Metric/Indicator	Baseline	Expected Outcome
	DORF. 88% of second grade students met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment. 86% of third grade students met fluency and accuracy benchmarks on the DORF, and 71% of third grade students met the 80% or higher benchmark on the End of Year GO Math assessment benchmark. 68% of fourth grade students met fluency benchmark, and 94% met accuracy benchmark on the DORF. 51% of fourth grade students met the 80% or higher End of Year GO Math assessment benchmark. 93% of fifth grade students met fluency benchmark, and 95% met accuracy benchmark on the DORF. 59% of fifth grade students met the 80% or higher End of Year GO Math assessment benchmark.	79% of second grade students will meet fluency benchmark, and 86% will meet accuracy benchmark. 81% of third grade students will meet fluency benchmark, and 89% will meet accuracy benchmark. 86% of fourth grade students will be fluency and accuracy benchmarks on the DORF. 75% of fifth grade students will be fluency benchmark, and 95% will be accuracy benchmark on the DORF.
Lexile Scores (Student Reading Inventory)	First Grade: 61% of all 1st grade students' Lexile is within the grade level band (190-450). Second Grade: 70% of all 2nd grade students' Lexile is within the grade level band (450-620). Third Grade: 79% of all 3rd grade students' Lexile is within the grade level band (620-790). Fourth Grade: 71% of all 4th grade students' Lexile is within the grade level band (790-875). Fifth Grade: 69% of all 5th grade students' Lexile is within the grade level band (875-980).	By the end of the 2018-2019 school year, cohorts will work to increase their Lexile scores: First Grade: 64% of 1st grade students will achieve Lexile within the grade level band. Second Grade: 65% of 2nd grade students will achieve Lexile within the grade level band. Third Grade: 75% of 3rd grader students will achieve Lexile within the grade level band. Fourth Grade: 81% of 4th grade students will achieve Lexile within the grade level band. Fifth Grade: 73% of 5th grade students will achieve Lexile within the grade level band.

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instructional with Content Standards:

Lakeview Elementary will utilize district adopted, standards-aligned language arts and math 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 participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Reflect Math, Reading Counts). 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. Lakeview 4th and 5th grade students will receive specialized science instruction from a science teacher; students will receive two rigorous, collaborative science lessons/labs weekly. These science instructional minutes will be provided during the 4/5 teacher prep minutes negotiated in the RUFT Contract. Physical Education minutes (200 every two weeks) will be provided by classroom teachers. Two para-educators will assist teachers (3rd-5th grade focus) in supporting students in math. In order to provided quality, leveled instruction, blended classrooms will receive some para-educator support. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, IXL ELA/Math - 5th) will be utilized strategically to enhance learning. Screen time will be limited, allowing teacher-delivered lessons, student interaction and collaboration to remain the priority. RUSD Technology TOSAs will be utilized to train teachers and administration on current strategies and resources. Our STEM focus has come from analysis of SBAC scores, District Benchmark Assessments, LCAP Survey Results and teacher/parent feedback.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/2018 - 5/24/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Teaching Resources and Supplies for Science Labs
Amount	17,043.00
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (2 Para-educators) 3-5 Math, 2/3 Blended Classroom Support
Amount	10,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, IXL Learning 5th Grade)

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

Lakeview Elementary will utilize instructional support staff and materials to enhance our standards-based curriculum and assist certificated staff in delivery of quality, differentiated instruction. Data analysis of ongoing student assessments will drive our instruction. Students will receive opportunities for academic intervention, as well as challenge learning, based on individual needs. Three intervention para-educators will work closely with teachers and the principal to improve phonics and reading skills of students in 1st - 5th grades. Supplemental programs, such as SIPPS, Read Live and REWARDS will be used to deliver intervention instruction. Frequent formative assessment, along with District and State assessment data will be analyzed and used to appropriately level students and target necessary curricular areas. Mathletes tutoring will be offered weekly to those 4th and 5th grade students in need of math homework and skill support; this program is offered by Oak Ridge High School students under the supervision of a Lakeview teacher. The needs of gifted students, students in need of intervention, students with disabilities and English Learners will be monitored closely, engaging, flexible, skill-based instruction will be offered. The RUSD EL Coordinator will work with Lakeview teachers and administration to ensure EL support. ELPAC results will be used to monitor EL students' acquisition of language. Lakeview's Nana Program will offer additional volunteer support for literacy groups and creative writing. Student Success Team meetings will be held to document and address concerns effecting student learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/2017 - 5/25/2018

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	11,000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Assessment Release Days for Teachers
Amount	1,000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers
Amount	9,389.00
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (1 Paraeducator) - Intervention Support
Amount	19,380.00

Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (2 Paraeducators) - Intervention Support
Amount	1,050.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Assessment/Learning Support for Reading Intervention (Read Live)

Strategy/Activity 3

Extended Learning Time; Increased Educational Opportunity and Support Services:

Lakeview Elementary will provide extended learning time and increased educational opportunities for students. Field trips relating to the CA State Standards will take place at each grade level. Our librarian will offer weekly library visits to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as iFly, Coloma Outdoor Discovery Overnight, High Hill Ranch in Apple Hill, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and Power House Science Center - Challenger, etc. Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation and Nature Bowl. All 5th grade students will experience the El Dorado County District Attorney sponsored program, Project LEAD, where students will learn important legal lessons and act out a mock trial at the County Court House. Athletic opportunities in cross country (3rd-5th), volleyball (5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while provided important service to others. A District provided music teacher will instruct 4th and 5th grade students in instrumental music; 3rd grade students will learn recorders. TK - 3rd grade students will receive music instructions during a 5 week session. TK - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction for approximately five sessions. Parent docents will deliver art lessons using the Arts Attack program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work, deliver garden/science lessons and enhance our garden by writing grants. A STEM teacher will offer enrichment to TK - 5th grade classes through standards based science and engineering lessons throughout the year. A week long STEM week, including grade level lessons and activities, as well as school-wide daily science experiments at Morning Gathering in the amphitheater will also be led by our contracted STEM teacher. Students will participate in a school-wide Health Week (in lieu of Red Ribbon Week) in which healthy activities and lifestyle will be promoted through staff, culminating in an end-of-week Fun Run. PTO will offer after school enrichment sessions for all students (ex. golf, cooking, fitness, yoga, art, musical performance, sewing, video production, etc.). Staff will continue to promote and foster our sister school relationship with Wenyi Street Primary School in Hangzou, China.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/17 - 5/25/18

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding Assistance for Grade Level Field Trips
Amount	800.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl, Project LEAD)
Amount	2,000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Athletic Team Coaching Stipends
Amount	450.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	IMPACT Adviser Stipend
Amount	300.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	IMPACT Student T-Shirts
Amount	17,500.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding for Contracted Instruction Services in Music, Dance, Pottery, and STEM
Amount	2,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Library Books
Amount	450.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teacher Stipends for Overnight Field Trip (4th Grade)

Strategy/Activity 4

Staff Development & Professional Collaboration:

Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn and discuss current best practices. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Teachers new to Lakeview will receive certification in Guided Language Assessment and Design, while all certified GLAD teachers will receive coaching from a GLAD trainer, along with two release days for planning and collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/17 - 5/25/18

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EDCOE Professional Development Opportunities for Staff
Amount	1,850.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Registration for Certification - 1 Teacher
Amount	3,000.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Contracted Funds for GLAD Trainer (TK-5th Grade Teachers)
Amount	6,600.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Sub Costs for GLAD Coaching & Planning Release Days for Teachers

Strategy/Activity 5

Involvement of Staff, Parents & Community:

Lakeview Elementary will work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council, PTO and the English Language Advisory Committee (ELAC) will serve as forums to offer input and influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee with further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. PTO will provide community building opportunities through activities such as Fall Festival, Muffins with Moms, Movie Nights, Donuts with Dads, the Sweetheart Dance, Morning Coffee Chats, the Lakeview Gala and much more. Lakeview will continue to work with retired members of our community through our Nana Program, along with organizations such as, the El Dorado Hills Rotary, Hands for Hope, the El Dorado Hills Fire Department, the EDC DA's Office and Oak Ridge High School.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/17-5/25/18

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, 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	The California Healthy Kids 2017 Survey indicates results from 5th grade students. Most noteworthy were the following results: 64% of students felt that staff members give them a chance to solve problems most or all of the time. 68% felt that students at school were well behaved all or most of the time. 89% of students felt safe at school all or most of the time.	In 2018-2019 our goals are the following: 75% of students will feel that staff members give them a chance to solve problems all or most of the time. 75% of the students will feel that students are well behaved all or most of the time. 92% of students will indicate they feel safe at school.
LCAP Survey	LCAP Parent Survey Results indicate continued priority in maintaining a safe learning environment for students, as well as increased STEAM opportunities.	LCAP Parent Survey Results will reflect improvement in our safe school environment and STEAM activities.
Discipline Data/Aeries Reports	Lakeview's suspension rate for the 2017-2018 school year was 1%.	Lakeview's suspension rate will continue at a very low percentage in 2018-2019. Focus will be placed on behavioral supports and positive community building.
Attendance Data	Lakeview's average attendance rate for the 2017-2018 school year was 97.1%.	Lakeview's current attendance rate of 97.78% will increase to 98% by the end of 2018-2019. Chronic

Metric/Indicator	Baseline	Expected Outcome
		absenteeism will continue to be addressed.

Planned Strategies/Activities

Strategy/Activity 1

School Safety (Climate and Community Building, Staff Development and Professional Collaboration):

Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at following safety protocol for evacuation, duck and cover and lock-down drills. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our Comprehensive School Safety Plan.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/17-05/25/18

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	In response to law enforcement recommendations, two additional gates will be installed on playground and blacktop area to allow students of all ages to promptly exit the area in the event of an emergency.

Strategy/Activity 2

School Climate and Community Building:

Lakeview Elementary staff will diligently work to ensure the safe well-being of all students. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character building skills will be taught, modeled and practiced by all. Teachers will use Mind + Heart curriculum to focus on the teaching of core values and tools for SEL and mindfullness. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. School counselors will work to support the mental health needs of students three days each week through class presentations, individual counseling and group counseling. A staff team will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect). Student leadership teams will assist in promoting a positive learning environment.

Staff will be trained in Trauma Informed Practices to become better equipped in successfully reaching students in need of intervention, de-escalation and/or motivation.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/17-05/25/18

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	700.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Mind + Heart Curriculum for Social Emotional Learning
Amount	1,300.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	A Touch of Understanding Training for 3rd Grade Students
Amount	2,500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Teacher supplies for classroom based Comfort Corners/Zen Zones, etc.
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Signage for Positive Behavioral Interventions & Supports
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Learning Tools for Students

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 this survey.	Throughout 2018-2019, training opportunities will be offered to classified staff in Social Emotional Learning and specific job related training, as identified through need, departments and CSS survey.
Facility Inspection Tool	The facilities were reported to be in good repair as measured by the FIP.	Facilities will continue to be in good repair, as measured by the 2018-2019 FIP.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2017-2018 school year.	No Williams Act/Uniform Complaints are expected in the 2018-2019 school year. Any complaints will be addressed immediately.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Lakeview Elementary and RUSD will provide classified staff with collaboration and professional development opportunities to improve our already high level of school support. Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Interventions and Supports, Mindfulness and Growth Mindset. Classified staff will participate in the California School Staff Survey (CSSS) to aide in determining areas of additional needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/2018- 5/24/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Secretary Training
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Custodial Training

Strategy/Activity 2

Facilities & Technology Infrastructure:

Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Our site, along with RUSD will use the Facilities Inspection Tool (FIT) to determine areas of needed facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/9/2017- 5/25/2018

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	850.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Distinguished School Mural Painting
Amount	3,600.00

Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Stage Risers for Student Performance Opportunities
Amount	7,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Replacement of Multipurpose Room Electronic Scoreboard & Installation
Amount	18,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Installation of two new and upgrade of three existing drinking fountains. Water bottle filling stations installed.

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 Balanced Assessment, Lexile, DIBELS and District assessments were used to evaluate this goal.	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Metric Results for 2017-2018: School-wide SBAC data revealed 79.1% of students in grades 3-4 met or exceeded standards in ELA. This represents a less than 1% decrease from scores in 2016-2017. 78.1% of students in grades 3-5 met or exceeded standards in math. We maintained our 78% math average from 2016-2017. DIBELS data revealed 85% of Lakeview kindergartners met end of year benchmark for Phoneme Segmentation. 71% met benchmark for Nonsense Word Fluency. 86% of first grade students met benchmark for Nonsense Word Fluency (Correct Letter Sounds), 81% met benchmark for Nonsense Word Fluency (Whole Words Read). 77% of first grade students met the reading fluency benchmark, and 78% met the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF). 79% of second grade students met the fluency benchmark, and 86% met the accuracy benchmark on the DORF. 88% of second grade students met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment. 86% of third grade students met fluency and accuracy benchmarks on the DORF, and 71% of third grade students met the 80% or higher benchmark on the End of Year GO Math assessment benchmark. 68% of fourth grade students met fluency benchmark, and 94% met accuracy benchmark on the DORF.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		51% of fourth grade students met the 80% or higher End of Year GO Math assessment benchmark. 93% of fifth grade students met fluency benchmark, and 95% met accuracy benchmark on the DORF. 59% of fifth grade students met the 80% or higher End of Year GO Math assessment benchmark.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of instruction and content standards: 1.1 Teaching staff will align ELA and math instruction with CA Standards. 1.2 Teaching staff will implement ELA CA Standards through use of Benchmark, the RUSD adopted curriculum. 1.3 Teaching staff will implement Math CA Standards through the use of GO MATH, the RUSD adopted curriculum. 1.4 Teaching Staff will use math assessments, (SBAC, District-wide adopted assessments, Interim assessments blocks) as formative assessment to align instruction to student needs. 1.5 Teaching staff will use DIBELS assessments, BPST and Lexile to determine student needs	Alignment of instruction and content standards: 1.1 Teaching staff will align ELA and math instruction with CA Standards. 1.2 Teaching staff will implement ELA CA Standards through use of Benchmark, the RUSD adopted curriculum. 1.3 Teaching staff will implement Math CA Standards through the use of GO MATH, the RUSD adopted curriculum. 1.4 Teaching Staff will use math assessments, (SBAC, District-wide adopted assessments, Interim assessments blocks) as formative assessment to align instruction to student needs. 1.5 Teaching staff will use DIBELS assessments, BPST and Lexile to determine student needs in reading. Reading	1.7 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Donations 15,000.00	1.7 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Donations 15,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
in reading. Reading Counts Program implementation will continue to grow at Lakeview. 1.6 Teachers will use SRI (College and Career) and Reading Counts to obtain performance/Lexile levels in reading. 1.7 After receiving feedback from multiple sources, holding grade level meetings and conducting a staff survey, a decision was made to alter our 4th/5th grade math program. Previously, 4th/5th grade teachers assessed at the beginning of each year and recommended students for one accelerated math class yearly. Although Lakeview students in this accelerated class demonstrated success, staff felt strongly that challenge could best be offered to students within their own classrooms. Students will now be assessed and leveled frequently (each math unit/chapter), allowing instruction to be accurately targeted to student levels for each concept. Students will also receive extended math instructional time (minimum of 75 minutes daily), allowing math to extend into the school day when necessary. Additionally, students will have the benefit of instructional aide support to enhance small group and individualized instruction. Math	Counts Program implementation will continue to grow at Lakeview. 1.6 Teachers will use SRI (College and Career) and Reading Counts to obtain performance/Lexile levels in reading. 1.7 Students are assessed and leveled frequently (each math unit/chapter), allowing instruction to be accurately targeted to student levels for each concept. Students will also receive extended math instructional time (minimum of 75 minutes daily), allowing math to extend into the school day when necessary. Additionally, students will have the benefit of instructional aide support to enhance small group and individualized instruction. Math intervention and challenge will take place within each classroom through differentiated instruction. 1.8 Teachers will use web-based (research-based, standards-based) software to support student learning including Brain Pop, Starfall, ST Math, Reflex Math,		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
intervention and challenge will take place within each classroom through differentiated instruction. 1.8 Teachers will use web-based (research-based, standards-based) software to support student learning including Brain Pop, Starfall, ST Math, Reflex Math, Reading Counts, Think Central.com (GO MATH!), Typing Agent, Newsela, RAZ-kids and IXL Learning. 1.9 Flocabulary may be used in 4/5 for supplemental ELA instruction. This program was recommended from a GAFE conference attended by staff in 16-17. 1.10 Students will access web-based supplemental concept reinforcement (as described above - ex. ST Math) at home and in classroom. 1.11 5th grade students will receive supplemental ELA and math practice on IXL Learning. This will enhance their opportunities for concept reinforcement, intervention and accelerated learning. If effective, grades 3-4 will consider this program next year. 1.12 Teaching staff will use Step Up to Writing program as foundation for writing instruction. Step Up to Writing strategies will be aligned with Benchmark curriculum.	Reading Counts, Think Central.com (GO MATH!), Typing Agent, Newsela, RAZ-kids and IXL Learning. 1.9 Flocabulary may be used in 4/5 for supplemental ELA instruction. This program was recommended from a GAFE conference attended by staff in 16-17. 1.10 Students will access web-based supplemental concept reinforcement (as described above - ex. ST Math) at home and in classroom. 1.11 5th grade students will receive supplemental ELA and math practice on IXL Learning. This will enhance their opportunities for concept reinforcement, intervention and accelerated learning. 1.12 Teaching staff will use Step Up to Writing program as foundation for writing instruction. Step Up to Writing strategies will be aligned with Benchmark curriculum. 1.13 Students will participate in instructional activities that enhance learning in the areas of reading comprehension including, shared inquiry, literature circle discussions, interactive journals and response to reading journals. 1.14 All students in grades 1-5 will be		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.13 Students will participate in instructional activities that enhance learning in the areas of reading comprehension including, shared inquiry, literature circle discussions, interactive journals and response to reading journals. 1.14 All students in grades 1-5 will be screened using DIBELS assessments, BPST and/or Lexile scores and GO Math assessments to determine level of need for reading and math intervention. SBAC data and teacher observation will also be used for intervention screening, as well. 1.15 Teachers who are GLAD certified will implement GLAD strategies in the classroom. 1.16 Intervention students in grades 1-4 will use SIPPS, Rewards Phonics and Read Live to increase fluency and comprehension skills during Intervention instruction. 1.17 Kindergarten program will transition to "all day" format. Facilities, safety, instruction and social emotional components will be addressed to ensure a successful outcome.	screened using DIBELS assessments, BPST and/or Lexile scores and GO Math assessments to determine level of need for reading and math intervention. SBAC data and teacher observation will also be used for intervention screening, as well. 1.15 Teachers who are GLAD certified will implement GLAD strategies in the classroom. 1.16 Intervention students in grades 1-4 will use SIPPS, Rewards Phonics and Read Live to increase fluency and comprehension skills during Intervention instruction. 1.17 Kindergarten successfully transitioned to an "all day" format. Facilities, safety, instruction and social emotional components will be addressed to ensure a successful outcome.		
Science & PE:	Science & PE:	2.3 Supplies, soil, seeds, plants 4000-4999: Books	2.3 Supplies, soil, seeds, plants 4000-4999: Books

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.1 4th and 5th grade students will receive hands-on learning through weekly science lab activities. 2.2 STEM Scopes will be used to enhance our science program and update curriculum. 2.3 The Lakeview Garden will provide enrichment in the area of science with a "hands-on" learning experience from Life Lab trained staff and volunteers. 2.4 Master Gardener volunteer "Nanas" will share lessons in the garden with K-5 students. 2.5 Teachers will provide 200 minutes of physical education instruction every two weeks. 2.6 PE teacher (teacher prep) will provide PE instruction to 5th grade students. 2.7 Staff will work to provide STEAM activities for students. INTEL Parents will contribute to this program.	2.1 4th and 5th grade students will receive hands-on learning through weekly science lab activities. 2.2 STEM Scopes will be used to enhance our science program and update curriculum. 2.3 The Lakeview Garden will provide enrichment in the area of science with a "hands-on" learning experience from Life Lab trained staff and volunteers. 2.4 Master Gardener volunteer "Nanas" will share lessons in the garden with K-5 students. 2.5 Teachers will provide 200 minutes of physical education instruction every two weeks. 2.6 PE teacher (teacher prep) will provide PE instruction to 5th grade students. 2.7 Staff will work to provide STEAM activities for students.	And Supplies Site Formula Funds 500.00	And Supplies Site Formula Funds 500.00
Extended Learning Time/Increased Educational Opportunity: 3.1 Students will have access at home to online programs (Typing Agent, GO MATH, ST Math, Reflex Math, IXL Learning - 5th Grade).	Extended Learning Time/Increased Educational Opportunity: 3.1 Students will have access at home to online programs (Typing Agent, GO MATH, ST Math, Reflex Math, IXL Learning - 5th Grade).	3.2 Fee for Spelling Bee 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO 225.00	3.2 Fee for Spelling Bee 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 225.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.2 Students will have the opportunity to participate in county-wide spelling bee, Oral Interpretation, STEAM Day and Nature Bowl. 3.3 Students will attend field trips that support and enhance student learning (ex. Folsom Zoo, Harris Center, Discovery Museum, Challenger, Apple Hill, Coloma Outdoor School, Nimbus Fish Hatchery, American River Conservancy, Effie Yaw Nature Center, Maidu Center, Chaw'se Indian Grinding Rock). 3.4 Students in 4th and 5th grades have the opportunity to join IMPACT, a student leadership/service program. IMPACT students will learn leadership skills while providing school, community and global service. 3.5 Students in 4th and 5th grades will receive enriched science curriculum in science lab by science teacher. 3.6 5th grade students will participate in the science fair. 3.7 Students will have the opportunity to host visiting students from Hangzhou, China in their homes and at school. School wide assemblies and ceremony will be enjoyed by all.	3.2 Students will have the opportunity to participate in county-wide spelling bee, Oral Interpretation, STEAM Day and Nature Bowl. 3.3 Students will attend field trips that support and enhance student learning (ex. Folsom Zoo, Harris Center, Discovery Museum, Challenger, Apple Hill, Coloma Outdoor School, Nimbus Fish Hatchery, American River Conservancy, Maidu Center, Chaw'se Indian Grinding Rock). 3.4 Students in 4th and 5th grades have the opportunity to join IMPACT, a student leadership/service program. IMPACT students will learn leadership skills while providing school and community service. 3.5 Students in 4th and 5th grades will receive enriched science curriculum in science lab by science teacher. 3.6 Teachers decided, due to additional science opportunities, Lakeview decided to take a year off of the Science Fair. 3.7 Wenyi took a year off of their visit for this year. They plan to continue their visit next year.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enrichment Opportunities: 4.1 PTO will offer three sessions of enrichment classes after school which include sports, music, cooking, science, yoga, art, Chess Club, etc. 4.3 Intel partners will provide mentoring to a 5th grade class as a part of PC Pals. 4.4 In order to increase STEAM opportunities for students, Intel Partners and staff will coordinate "STEAM Day" for all students and parents. 4.5 Students will participate in Health and Fitness Week in October. Activities will include a focus on health (preventing illness), tour of the season in the garden, and the Lakeview Fun Run. 4.6 Students in grades 4 and 5 may participate in an elective band program. Nana Program: 4.7 Community volunteers, through our Nana program, will provide mentorship in the Garden, computer lab, and literature circles. Dance-Music: 4.8 Students in grades K-5 will receive dance lessons, one day each week for eight weeks, and participate in a school	Enrichment Opportunities: 4.1 PTO will offer three sessions of enrichment classes after school which include sports, music, cooking, science, yoga, art, Chess Club, etc. 4.3 PC Pals is not available this year. 4.4 In order to increase STEAM opportunities for students, PTO will fund an instructor/coordinator for STEM week. Grade levels will receive lessons and have access to recess activities. School-wide science experiments will be conducted at Morning Gathering. 4.5 Students will participate in Health and Fitness Week in October. Activities will include a focus on health (preventing illness), tour of the season in the garden, and the Lakeview Fun Run. 4.6 Students in grades 4 and 5 may participate in an elective band program. Nana Program: 4.7 Community volunteers, through our Nana program, will provide mentorship in the Garden, computer lab, and literature circles. Dance-Music: 4.8 Students in grades K-5 will receive dance lessons, one day each week for eight weeks, and	4.4 Intel STEAM Day Supplies 4000-4999: Books And Supplies Donations 500.00 4.4 STEM Week 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1,000.00	4.4 STEM Week Supplies 4000-4999: Books And Supplies Donations 500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
dance performance during the school day. 4.9 Students in grades TK-3 will receive music lessons, one day each week for eight weeks, from a music teacher.	participate in a school dance performance during the school day. 4.9 Students in grades TK-3 will receive music lessons, one day each week for eight weeks, from a music teacher.		
Library: 5.1 Additional books for library circulation including non-fiction titles to support research and fiction. 5.2 Library will house six computers for the use of students and or parents for school related use. All students will visit the library on a weekly or bi-monthly schedule. 5.3 Librarian will develop activities to promote reading interest in students including California Young Reader Medal nominees. 5.4 Librarian will work to add Reading Counts quizzes to accompany current library books. Library books will be gradually labeled with Lexile numbers. 5.5 Support "I Love Reading Week" and other school-wide reading incentive programs to increase student appreciation of literature.	Library: 5.1 Additional books for library circulation including non-fiction titles to support research and fiction. 5.2 Library will house six computers for the use of students and or parents for school related use. All students will visit the library on a weekly or bi-monthly schedule. 5.3 Librarian will develop activities to promote reading interest in students including California Young Reader Medal nominees. 5.4 Librarian will work to add Reading Counts quizzes to accompany current library books. Library books will be gradually labeled with Lexile numbers. 5.5 Support "I Love Reading Week" and other school-wide reading incentive programs to increase student appreciation of literature.	5.1 Additional Library Books/Resources 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,000.00	5.1 Additional Library Books/Resources 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5.6 Support author visits and assemblies to increase student interest in literature. 5.7 Librarian will collect and share data as it relates to library access, library use, and library needs.	5.6 No author visit this year. 5.7 Librarian will collect and share data as it relates to library access, library use, and library needs.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Standards based instruction, enhanced with supplemental resources have been effectively implemented at Lakeview. All staff work to support students and educate the "whole child," Students have been successfully supported, challenged and enriched with additional learning opportunities,

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Multiple learning strategies and programs have resulted in student success at Lakeview,

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

STEM Day involved multiple volunteers, however STEM Week will feature an instructor throughout the week. Funding will cover her stipend/contract.

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.

STEM Day sponsored by Intel was transformed to STEM Week. This allowed our contracted teacher to reach every grade level and to provide school-wide learning activities.

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
Smarter Balanced Summative Assessment results and Digital Literacy Compliance Reports were used to evaluate this goal.	Expected outcomes are formally established in the Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Metric Results for 2017-2018: School-wide SBAC data revealed 79.1% of students in grades 3-4 met or exceeded standards in ELA. This represents a less than 1% decrease from scores in 2016-2017. 78.1% of students in grades 3-5 met or exceeded standards in math. We maintained our 78% math average from 2016-2017. DIBELS data revealed 85% of Lakeview kindergartners met end of year benchmark for Phoneme Segmentation. 71% met benchmark for Nonsense Word Fluency. 86% of first grade students met benchmark for Nonsense Word Fluency (Correct Letter Sounds), 81% met benchmark for Nonsense Word Fluency (Whole Words Read). 77% of first grade students met the reading fluency benchmark, and 78% met the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF). 79% of second grade students met the fluency benchmark, and 86% met the accuracy benchmark on the DORF. 88% of second grade students met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment. 86% of third grade students met fluency and accuracy benchmarks on the DORF, and 71% of third grade students met the 80% or higher benchmark on the End of Year GO Math assessment benchmark. 68% of fourth grade students met fluency benchmark, and 94% met accuracy benchmark on the DORF.

Metric/Indicator	Expected Outcomes	Actual Outcomes
		51% of fourth grade students met the 80% or higher End of Year GO Math assessment benchmark. 93% of fifth grade students met fluency benchmark, and 95% met accuracy benchmark on the DORF. 59% of fifth grade students met the 80% or higher End of Year GO Math assessment benchmark.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Teachers will continue to utilize the use of Promethean Boards, document cameras and teacher iPads for instructional use in every classroom. 1.2 Utilize five iPads for small group instruction in kindergarten, first, and second grade classrooms to enhance language arts and math instruction and engagement. 1.3 Utilize six student stations in each classroom for access to academic programs and to enhance technology skills. 1.4 Utilize Chromebooks for student use in grades 3-5. We currently have a 1:1 ratio in 3rd, 4th and 5th grade levels. 1.5 A classroom set of Chromebooks and cart will be assigned to 2nd grade teachers to be used by the grade level. Portions of the	1.1 Teachers will continue to utilize the use of Promethean Boards, document cameras and teacher iPads for instructional use in every classroom. 1.2 Utilize five iPads for small group instruction in kindergarten, first, and second grade classrooms to enhance language arts and math instruction and engagement. 1.3 Utilize six student stations in most classrooms for access to academic programs and to enhance technology skills. 1.4 Utilize Chromebooks for student use in grades 3-5. We currently have a 1:1 ratio in 3rd, 4th and 5th grade levels. 1.5 A classroom set of Chromebooks and cart has been assigned to 2nd grade teachers to be used by the grade level. Portions of the	1.7 Ongoing replacement costs for technology devices, bulbs, pens, projectors, ELMO document cameras 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4,000.00	1.7 Ongoing replacement costs for technology devices, bulbs, pens, projectors, ELMO document cameras 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Benchmark curriculum will be accessed through the use of the Chromebook cart. 1.6 District elementary technology teachers (Tech TOSAs) will assist students and classroom teachers with tech skills, as required by district adopted technology standards, including Digital Literacy. Tech TOSAs will also work to enhance instructional technology by coaching teachers. 1.7 Teachers and students will access district adopted curriculum using technology components to complement CA Standards and stimulate learning in a challenging manner. Technology maintenance will be consistently serviced. 1.8 Teachers will utilize software in the computer lab and on Chromebooks, including ST Math, Reflex Math and Brain Pop to support differentiation in science, math, and language arts. ST Math is designed to enhance the spatial temporal areas used for mathematical thinking/reasoning. 1.9 As previously indicated, STEM Scopes will be used as an instructional tool for Science curriculum.	Benchmark curriculum will be accessed through the use of the Chromebook cart. 1.6 District elementary technology teachers (Tech TOSAs) will assist students and classroom teachers with tech skills, as required by district adopted technology standards, including Digital Literacy. Tech TOSAs will also work to enhance instructional technology by coaching teachers. 1.7 Teachers and students will access district adopted curriculum using technology components to complement CA Standards and stimulate learning in a challenging manner. Technology maintenance will be consistently serviced. 1.8 Teachers will utilize software in the computer lab and on Chromebooks, including ST Math, Reflex Math and Brain Pop to support differentiation in science, math, and language arts. ST Math is designed to enhance the spatial temporal areas used for mathematical thinking/reasoning. 1.9 As previously indicated, STEM Scopes will be used as an instructional tool for Science curriculum.		
2.1 Teachers will use Jupiter Grades as a means of parent	2.1 Teachers will use Jupiter Grades as a means of parent		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
communication and record keeping for grades. 2.2 A school newsletter will be emailed home to inform parents of ongoing success and upcoming activities. 2.3 Email blasts will be sent to parents, as needed, communicating important reminders. 2.4 Teacher newsletters will be emailed regularly to inform parents of important class and school information. 2.5 The REMIND app will be available for parents to receive school updates and reminders. 2.6 PTO Blasts will be emailed regularly. 2.7 School website will be updated regularly as an additional means of parent communication. 2.8 Teachers were asked to include CSTP 6.4 Working with families to improve professional practice to their Goals & Objectives for the 17-18 school year.	communication and record keeping for grades. 2.2 A school newsletter will be emailed home to inform parents of ongoing success and upcoming activities. 2.3 Email blasts will be sent to parents, as needed, communicating important reminders. 2.4 Teacher newsletters will be emailed regularly to inform parents of important class and school information. 2.5 The REMIND app was not yet requested by high numbers of "opt in" parents, therefore other means of communication are being used. 2.6 PTO Blasts will be emailed regularly. 2.7 School website will be updated regularly as an additional means of parent communication. 2.8 Teachers were asked to include CSTP 6.4 Working with families to improve professional practice...to their Goals & Objectives for the 17-18 school year. School communication was well received.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Up to date technology in classrooms allows teachers necessary tools to deliver instruction in an engaging, organized manner. Our District and site have worked hard throughout the years to implement student devices to enhance learning even further.

Effective, thorough and frequent communication to our parent community is crucial in maintaining an optimal learning environment for our students. Multiple means of communication have proven effective.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our strategies of implementing technology in learning AND improving communication to parents have been strongly successful.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

We have worked to continue the great work in effective communication to families at Lakeview. Our progress in offering students integration of technology in their learning continues to improve. See SPSA Goals 1 & 2.

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 will measure effectiveness.	Expected outcomes are formally established in the Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Metrics for 2017-2018: All staff surveyed stated GLAD training and coaching was extremely useful professional development. Requests for additional release days for planning and preparing GLAD units was requested.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.1 Early release days will provide teacher collaboration time to enhance instruction. Teachers will plan instruction, analyze student data and receive professional development. Curriculum Council, teacher feedback and administration will offer input for collaboration agenda items. 1.2 RUSD, with input from Curriculum Council, will schedule and plan District grade level collaboration days on scheduled Early Release Days. 1.3 Grade level teams will receive one release day during the first trimester to collaborate. The focus of collaboration will be instructional planning, assessment planning,	1.1 Early release days provided teacher collaboration time to enhance instruction. Teachers planned instruction, analyzed student data and received professional development. Curriculum Council, teacher feedback and administration offered input for collaboration agenda items. 1.2 RUSD, with input from Curriculum Council, scheduled and planned District grade level collaboration days on scheduled Early Release Days. 1.3 Grade level teams received one release day during the first trimester to collaborate. The focus of collaboration was instructional planning,		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
pacing, data analysis, differentiation and GLAD.	assessment planning, pacing, data analysis, differentiation and GLAD.		
2.1 GLAD Certified teachers will receive GLAD coaching and a refresher course to further enhance the use of GLAD instructional strategies. 2.2 Nine additional teachers will receive eight days of GLAD training. 86% of Lakeview teachers will soon be certified in GLAD. School-wide strategies will be implemented. 2.3 Lakeview will host GLAD demo training in March, by request of the trainers. 2.4 Teachers with students displaying challenging behaviors will receive training. 2.5 RUSD administrative team will work to train teachers on Growth Mindset philosophy and strategies. 2.6 Teachers will receive training in Catapult, as needed. 2.7 Teachers will have the opportunity to attend professional development workshops at EDCOE. 2.8 Provide time for teachers to administer reading assessments to students, including DIBELS, each trimester.	2.1 GLAD Certified teachers received GLAD coaching and a refresher course to further enhance the use of GLAD instructional strategies. 2.2 Nine additional teachers received eight days of GLAD training. 100% of FTE Lakeview teachers are now GLAD certified (one is finishing certification). School-wide strategies will be implemented. 2.3 Lakeview will hosted GLAD demo training in March, by request of the trainers. 2.4 Teachers with students displaying challenging behaviors will received District training but did not attend behavior conferences. 2.5 RUSD administrative team will work to train teachers on Growth Mindset philosophy and strategies. 2.6 Teachers will receive training in Catapult, as needed. 2.7 Teachers had the opportunity to attend professional development workshops at EDCOE. 2.8 Provided time for teachers to administer reading assessments to students, including DIBELS, each trimester.	2.1 GLAD Coaching 5000-5999: Services And Other Operating Expenditures District Funded 1,500.00	2.1 GLAD Coaching 5000-5999: Services And Other Operating Expenditures District Funded 1,500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Early Release Collaboration Days have provided ongoing professional growth, planning and data analysis opportunities. Students directly benefit from the training and planning time provided to their teachers. The process of certifying and coaching all Lakeview teachers in GLAD has been extremely well received by teachers and our parent community. Grade level groups have worked together to build GLAD units and implement strategies. Ongoing data analysis serves as a measure of student success as it pertains to professional development of staff.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

GLAD certification has allowed our teachers to effectively implement research-based instructional strategies and improve language acquisition for all students, especially English Learners. After receiving standards through the use of GLAD instructional strategies, students have consistently been observed as demonstrating depth of knowledge of the subject matter. GLAD, along with weekly collaboration time/professional development, have provided a solid foundation of learning opportunities and professional collaboration.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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 have only resulted in the number of teachers remaining to receive GLAD certification. After this spring, all full time teachers at Lakeview will be certified in GLAD. Early Release days were moved to Wednesdays this year.

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
The California Healthy Kids Survey is used to measure how safe and connected students feel at school.	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	The California Healthy Kids 2017 Survey indicates results from 5th grade students. Most noteworthy were the following results: 64% of students felt that staff members give them a chance to solve problems most or all of the time. 68% felt that students at school were well behaved all or most of the time. 89% of students felt safe at school all or most of the time.
The RUSD LCAP Survey	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	LCAP Parent Survey Results indicate continued priority in maintaining a safe learning environment for students, as well as increased STEAM opportunities.
Aeries Discipline Data	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Lakeview's suspension rate for the 2017-2018 school year was 1%.
Aeries Attendance Data	Expected outcomes are formally established in Fall 2018 for the 2018-2019 school year. The actual outcome section reflects the metric data from the 2017-2018 school year.	Lakeview's average attendance rate for the 2017-2018 school year was 97.1%.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Support: 1.1 Teachers will use Intervention and EL Materials from Benchmark and GO Math curriculum to support instruction. 1.2 District EL Administrator will provide and assist with	Instructional Support: 1.1 Teachers used Intervention and EL Materials from Benchmark and GO Math curriculum to support instruction. 1.2 District EL Administrator provided and assisted with	1.5 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Site Formula Funds 5,521.00	1.5 Instructional Aide Salaries 2000-2999: Classified Personnel Salaries Site Formula Funds 5,521.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
CELDT/LPAC score interpretation and data analysis, assist in training/supporting teachers of EL students and lead the English Language Advisory Committee. 1.3 A school counselor will be available at Lakeview one day each week to support students in their social and emotional development. Group and individual counseling will be provided to those most in need. 1.4 An independence facilitator will provide support to those students in the General Education population who are most in need of support with behavior, social/emotional or academic needs. 1.5 Assessment data will be analyzed and used to form intervention needs, plans and schedules. Instructional aides will perform assessments and work with teachers and principal to form leveled skill groups. Targeted, systematic reading instruction will be delivered to students who qualify for intervention. Math support will be offered to students as needed/available (see Goal 1). Based on data analysis, three instructional aides will be hired to serve grades 1-5 beginning in the fall. Aides will focus on reading instruction (in addition to daily teacher-led instruction) for grades	CELDT/LPAC score interpretation and data analysis, assisted in training/supporting teachers of EL students and lead the English Language Advisory Committee. 1.3 A school counselor is now available at Lakeview three days each week to support students in their social and emotional development. Group and individual counseling was/is provided to those most in need. 1.4 District funding could not sustain funding the for IIF to assist with general education behavioral needs. 1.5 Assessment data was analyzed and used to form intervention needs, plans and schedules. Instructional aides performed assessments and worked with teachers and principal to form leveled skill groups. Targeted, systematic reading instruction was delivered to students who qualified for intervention. Math support was offered to students as needed/available (see Goal 1). Based on data analysis, three instructional aides were hired to serve grades 1-5 beginning in the fall. Aides focused on reading instruction (in addition to daily teacher-led instruction) for grades 1-3. Intervention shall be considered a "double dose" for students in need of this support. Students		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1-3. Intervention shall be considered a "double dose" for students in need of this support. Students will be assessed at the end of each trimester to determine needs and placement. Students in need of intervention in 4th and 5th grade will be supported through the intervention program, as well. 1.6 Teachers will work to support EL students daily through integrated and designated supports in the classroom. 1.7 Teachers will implement GLAD strategies to support learning in the classrooms for English Language Learners, as well as supporting instruction and differentiation to all students. 1.8 Teachers will use differentiation strategies to support all learning in the classroom. 1.9 Growth Mindset strategies will be implemented to enhance learning, student success, risk taking and making "challenge" the norm.	continue to be assessed at the end of each trimester to determine needs and placement. Students in need of intervention in 4th and 5th grade will be supported through the intervention program, as well. 1.6 Teachers work to support EL students daily through integrated and designated supports in the classroom. 1.7 Teachers implemented GLAD strategies to support learning in the classrooms for English Language Learners, as well as supporting instruction and differentiation to all students. 1.8 Teachers use differentiation strategies to support all learning in the classroom. 1.9 Growth Mindset strategies are implemented to enhance learning, student success, risk taking and making "challenge" the norm.		
Character Building: 2.1 All students will participate in our character education program. A different positive character trait will be emphasized each month and award	Character Building: 2.1 All students participate in our character education program. A different positive character trait will be emphasized each month and award	2.1 Awards/Certificates 4000-4999: Books And Supplies Site Formula Funds 500.00	2.1 Awards/Certificates 4000-4999: Books And Supplies Site Formula Funds 500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
certificates presented to recipients in classes. Teachers will create and display a GLAD T-Chart monthly, featuring the character trait of the month. 2.2 Students who earn Eagle Nest Cards for positive behavior also earn trip to school Treasure Chest. 2.3 IMPACT Leadership will assist with positive school culture through school service projects (see Goal 1). 2.4 Anti-bullying awareness will be taught in classrooms by using grade level appropriate lessons delivered by teachers and principal. 2.5 A Touch of Understanding program will be delivered to all 3rd grade students to increase their understanding, support and empathy for people with disabilities.	certificates presented to recipients in classes. Teachers will create and display a GLAD T-Chart monthly, featuring the character trait of the month. 2.2 Students who earn Eagle Nest Cards for positive behavior also earn trip to school Treasure Chest. 2.3 IMPACT Leadership will assist with positive school culture through school service projects (see Goal 1). 2.4 Anti-bullying awareness will be taught in classrooms by using grade level appropriate lessons delivered by teachers and principal. 2.5 A Touch of Understanding program will be delivered to all 3rd grade students to increase their understanding, support and empathy for people with disabilities.		
Increased Educational Opportunities: 3.1 Students will participate in the El Dorado County Spelling Bee. 3.2 Students will participate in Oral Interpretation. 3.3 Students will participate in Nature Bowl.	Increased Educational Opportunities: 3.1 Students will participate in the El Dorado County Spelling Bee. 3.2 Students will participate in Oral Interpretation. 3.3 Students will participate in Nature Bowl.	3.1 Spelling Bee Fee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00	3.1 Spelling Bee Fee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3.4 Students will have the opportunity to participate in athletics such as: basketball, volleyball and cross country teams to increase fitness. 3.5 Field trips, guest speakers, and assemblies will continue to enhance standards based curriculum (see Goal 1). 3.6 In order to promote cultural awareness, a team of teachers will work to support the RUSD Multi-Cultural Fair. 3.7 Students in grades 4 and 5 may participate in band instructional music program 1-2 times per week. 3.8 Students in grades K-5 will receive dance instruction one time per week for eight weeks, concluding with a school-wide performance (see Goal 1). 3.9 Students in grades K-3 will receive music instruction once weekly for five to eight weeks (see Goal 1). 3.10 Students will participate in Health and Fitness Week in October. Activities will include health and nutrition instruction, a tour of the season in the garden and the Lakeview Fun Run. 3.11 PTO will provide afterschool enrichment opportunities (see Goal 1).	3.4 Students will have the opportunity to participate in athletics such as: basketball, volleyball and cross country teams to increase fitness. 3.5 Field trips, guest speakers, and assemblies will continue to enhance standards based curriculum (see Goal 1). 3.6 In order to promote cultural awareness, a team of teachers will work to support the RUSD Multi-Cultural Fair. 3.7 Students in grades 4 and 5 may participate in band instructional music program 1-2 times per week. 3.8 Students in grades K-5 will receive dance instruction one time per week for eight weeks, concluding with a school-wide performance (see Goal 1). 3.9 Students in grades K-3 will receive music instruction once weekly for five to eight weeks (see Goal 1). 3.10 Students will participate in Health and Fitness Week in October. Activities will include health and nutrition instruction, a tour of the season in the garden and the Lakeview Fun Run. 3.11 PTO will provide afterschool enrichment opportunities (see Goal 1).		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Programs/Community Service: 4.1 Students in 4th/5th grades have the opportunity to join IMPACT, a student leadership and service program. See Goal 1 for details. 4.2 IMPACT students will look for opportunities to provide service to foster children in our area (ex. Hands for Hope PJ Drive). 4.3 IMPACT students will serve as role models for the EDCOE Autism Program at lunch recesses.	School Programs/Community Service: 4.1 Students in 4th/5th grades continue to have the opportunity to join IMPACT Leadership. See Goal 1 for details. 4.2 IMPACT students will look for opportunities to provide service to foster children in our area (ex. Hands for Hope PJ Drive). 4.3 IMPACT students serve as role models for the EDCOE Autism Program at lunch recesses.	4.1 IMPACT Adviser Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 400.00	4.1 IMPACT Adviser Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 450.00
Student Support Programs: 5.1 The Student Success Team will meet, as needed, to facilitate and discuss problem solving among staff and parents to plan and generate alternative instructional and behavior management strategies for identified students. 5.2 Fifth grade volunteer students will receive training and will serve as safety patrol officers to assist with the safe arrival and departure of students. 5.3 Staff will participate in the development and implementation of Safe and Civil Schools	Student Support Programs: 5.1 The Student Success Team meets, as needed, to facilitate and discuss problem solving among staff and parents to plan and generate alternative instructional and behavior management strategies for identified students. 5.2 Fifth grade volunteer students have received training and will serve as safety patrol officers to assist with the safe arrival and departure of students. 5.3 Safe and Civil Schools Plan will now be served through Positive Behavioral Interventions & Supports.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
including yearly survey of staff and students. 5.4 IMPACT will create and film an expectations movie to be viewed by the students on the first day of school. Rule consistency and clarity will be improved by this project. Positive school culture will be improved. 5.5 4th and 5th grade students will have opportunities to learn leadership skills and serve on school service teams, such as Teachers' Aides, Librarian Aides, Assembly Set-Up, Friendship Group for the EDCOE Autism Program, Environmental Awareness Group, Disability Awareness Group, Student Website Team, etc. through IMPACT. 5.5 Recess game rules will be posted on signs on the blacktop to increase student understanding of rules and decrease recess conflict. (See Goal 6) 5.6 Perfect attendance will be honored at the end of year awards assembly.	5.4 IMPACT worked to create and film an expectations movie to be viewed by the students on the first day of school, however we put this project on hold for PBIS methods to be implemented (confusion was avoided). Positive school culture continues to improve. 5.5 4th and 5th grade students continue to have opportunities to learn leadership skills and serve on school service teams, such as Teachers' Aides, Librarian Aides, Assembly Set-Up, Friendship Group for the EDCOE Autism Program, etc. through IMPACT. 5.5 Recess game rules are occasionally posted on signs on the blacktop to increase student understanding of rules and decrease recess conflict. (See Goal 6) 5.6 In order to avoid promoting school attendance when illness exists, we will encourage positive attendance but avoid specific awards.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Improvement of school culture through character building, increased educational opportunities and student programs were all effectively implemented. Students' academic and social-emotional needs were met through ongoing intervention, enrichment and professional development of staff. Our EL student population increased over the last two years. Staff have implemented GLAD strategies and balanced instruction to allow for EL support. The District EL

Coordinator works with staff to find methods of improvement for EL learning. IMPACT Leadership serves as an important part of our school community, offering service while building leadership.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and programs described in this goal have been strongly effective for our students. We have observed measurable growth in student success, both in academics and social-emotional learning.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

The Safe and Civil Schools approach was altered and became Positive Behavioral Interventions and Supports implementation.This change can be viewed in Goal 2 of 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 in the following areas: Secretaries received training in Aeries and costumer service procedures. Custodians were trained in specific cleaning procedures and customer services. Paraeducators were provided collaboration and training time with teachers and the Resource Center staff throughout the school year.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All teachers at Lakeview Elementary School are Highly Qualified Professional Goals: 1.1 Teachers will develop professional goals with action plans tied to the California Standards of the Teaching Profession. 1.2 The administrator will meet with each teacher to	All teachers at Lakeview Elementary School are Highly Qualified Professional Goals: 1.1 Teachers developed professional goals with action plans tied to the California Standards of the Teaching Profession. 1.2 The administrator met meet with each teacher to		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
discuss staff-wide goals and individual professional goals by October. 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. 1.4 The administrator will visit classrooms and provide specific feedback to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE TIP (Teacher Induction Program - Previously BTSA). 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.	discuss staff-wide goals and individual professional goals by October. 1.3 The administrator will met with teachers in February of 2018 to discuss progress made on their goals and the evidence to support their goals. 1.4 The administrator visited classrooms and provided specific feedback to teachers following those visits. 1.5 RUSD credentialed teachers in their first or second year of teaching are eligible to participate in the two-year EDCOE TIP (Teacher Induction Program - Previously BTSA). Participating Teachers commited to spending 60 hours each year on TIP related activities/professional development. TIP teachers participated in the Induction Program and received their CA Clear Teaching Credential. RUSD veteran teachers were hired by the PAR Panel to serve as TIP Support Providers for our Participating Teachers.		
Staff Evaluation/Hiring Support: 2.1 The administrator will follow evaluation timelines given by the Human Resources Department as outlined by the CSEA and RUFT contracts.	Staff Evaluation/Hiring Support: 2.1 The administrator followed evaluation timelines given by the Human Resources Department as outlined by		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.2 The Peer Assistance Review Board (PAR) will be another resource available to support teachers in need.	the CSEA and RUFT contracts. 2.2 The Peer Assistance Review Board (PAR) was another resource available to support teachers in need.		
Staff Support: 3.1 Professional development will be provided for staff to assist them in performing their duties at the highest level. 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. 3.3 The administrator will meet with staff members to oversee job performance and provide support as needed. 3.4 The administrator will have an open door policy and maintain open and clear communication patterns with all staff.	Staff Support: 3.1 Professional development was provided for staff to assist them in performing their duties at the highest level. 3.2 Collaboration and articulation time was 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. 3.3 The administrator met with staff members to oversee job performance and provide support as needed. 3.4 The administrator maintains an open door policy and maintain open and clear communication patterns with all staff.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Teachers set professional goals early in the fall . Each teacher attended a Goals and Objectives meeting with the principal to discuss their plans. A school wide goal for improving parent communication was also incorporated. Formal and informal classroom observations were conducted by the principal. Teachers due for evaluation were formally observed and evaluated. Best practices were discussed. Two teachers served as TIP Mentors.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Setting Goals and Objectives at the beginning of the year is always productive and positive. Professional conversations and plans result, and supportive guidance is evident. Typically, the evaluation process further enhances the professional environment and promotes collaborative discussions of best practices. Professional development and collaboration are beneficial to maintaining a strong learning environment.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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.

Professional development and collaboration topics/goals were altered this year and can be found in Goals 1 & 2 of 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 good 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. 100% 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
1.1 Each year the Safe School Plan will be updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian will walk the campus monthly to check the campus for all safety/facility concerns. 1.3 Staff will complete Help Desk tickets if there are items needing repair or replacement. 1.4 The administrator will communicate directly on a daily basis with the Lead Custodian regarding facility needs.	1.1 The Safe School Plan was updated and concerns/feedback will be solicited from all stakeholders including custodians, yard supervisors, staff, and School Site Council. 1.2 The Administrator and Lead Custodian walked the campus to check the campus for all safety/facility concerns. 1.3 Staff completed Help Desk tickets for items needing repair or replacement. 1.4 The administrator communicated directly with the Lead Custodian regarding facility needs. 1.5 The administrator communicated with the Facilities Manager in		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.5 The administrator will communicate with the Facilities Manager in regards to campus issues or concerns. 1.6 The administrator will provide feedback to the Director of Facilities for the evaluation of the custodial staff and will evaluate the Lead Custodian. 1.7 Yard supervisors will communicate regularly with the school administrator, regarding any safety issues or concerns on campus. 1.8 Teachers will alert the administrator, regarding safety or health concerns on campus.	regards to campus issues or concerns. 1.6 The administrator will evaluate the custodial staff. 1.7 Yard supervisors communicate regularly with the school administrator, regarding any safety issues or concerns on campus. 1.8 Teachers will alert the administrator, regarding safety or health concerns on campus.		
Yard Supervisors and Safety Patrol: 2.1 Monthly yard supervisor meetings will take place to discuss student safety, conflict resolution, consistency, and to ensure the smooth implementation of peaceful playgrounds. 2.2 Yard supervisors will join CSEA and transition to a consistent schedule, allowing each YS to work five days each week. The YS team will, therefore be more consistent. 2.3 5th grade volunteer students will receive training and will serve as safety patrol officers to assist with the safe arrival and departure of students.	Yard Supervisors and Safety Patrol: 2.1 Monthly yard supervisor meetings take place to discuss student safety, conflict resolution, consistency, and to ensure the smooth implementation of peaceful playgrounds. 2.2 Yard supervisors joined CSEA and transition to a consistent schedule, allowing each YS to work five days each week. The YS team has become more consistent. 2.3 5th grade volunteer students receive training and serve as safety patrol officers to assist with the safe arrival and departure of students.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
2.4 Rules for playground, lunchroom, and school grounds will be provided to teachers and yard supervisors. 2.5 Parent volunteers will wear proper identification stickers while visiting campus. All volunteers will be cleared through the RUSD HR Department. 2.6 IMPACT Leadership will create a School Peace service team to promote kindness, peace and solutions to conflict.	2.4 Rules for playground, lunchroom, and school grounds areprovided to teachers and yard supervisors. 2.5 Parent volunteers wear proper identification stickers while visiting campus. All volunteers will be cleared through the RUSD HR Department. 2.6 IMPACT Leadership choose alternative service teams for this year's focus.		
School Safety: 3.1 The site Crisis Response and Safe School Plan (AB 187) will be updated. 3.2 The site safety plan will be reviewed and analyzed for school improvement purposes with input from PTO, School Site Council and the Safety Committee. 3.3 Emergency backpacks will be updated in classrooms. 3.4 Cloth window blinds will be made to cover classroom door windows. 3.5 Staff pictures will be displayed in the office for student familiarity. 3.6 IMPACT Expectations Movie will be viewed by all students on the first day of school to ensure clear and consistent	School Safety: 3.1 The site Crisis Response and Safe School Plan (AB 187) are updated. 3.2 The site safety plan was reviewed and analyzed for school improvement purposes with input from PTO, School Site Council and the Safety Committee. 3.3 Emergency backpacks have been updated in classrooms. 3.4 Cloth window blinds were made to cover classroom door windows. 3.5 Staff pictures are now displayed in the office for student familiarity. 3.6 IMPACT Expectations Movie will be viewed by all students to ensure clear and consistent understanding of school rules.	3.3 Emergency Backpack Embroidery and Supplies 4000-4999: Books And Supplies Site Formula Funds 1,000.00	3.3 Emergency Backpack Embroidery and Supplies 4000-4999: Books And Supplies Site Formula Funds 1,000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
understanding of school rules. 3.7 Additional signage will be purchased and mounted in highly visible areas to instruct visitors to sign-in at the office. Signage will also be purchased to display rules for playground games (to avoid conflict). 3.8 Students will continue to understand and use a school wide quiet signal for consistent expectations and for emergencies. 3.9 Substitute teacher binders with all necessary information and emergency procedures will be available for each sub. 3.10 School-wide drills are held monthly (fire/evaluation), bi-annually (duck and cover) and (lock down). 3.11 Principal and custodial staff will be trained on NOA regulations. 3.12 NOA 5 Year Inspection Complete	3.7 Additional signage was purchased and mounted in highly visible areas to instruct visitors to sign-in at the office. Signage was also purchased to display rules for playground games (to avoid conflict). 3.8 Students continue to understand and use a school wide quiet signal for consistent expectations and for emergencies. 3.9 Substitute teacher binders with all necessary information and emergency procedures will be available for each sub. 3.10 School-wide drills are held monthly (fire/evaluation), bi-annually (duck and cover) and (lock down). 3.11 Principal and custodial staff will continue to be trained on NOA regulations. 3.12 NOA 5 Year Inspection Complete		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

The School Safety Plan was developed and monitored by the Safety Committee (sub-group of SSC). Improvements toward a safer school environment were made. Yard supervisors are now employed through CSEA, providing consistent schedules and staffing. IMPACT Leadership and Safety Patrol Officers continue to contribute to our positive, safe school community.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Input, regarding safety was taken throughout the year from parents, staff, PTO and SSC. Meetings were held regularly for all stakeholders. Plans were implemented

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

None

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 and strategies in this goal will continue to improve through facility safety improvements, Positive Behavioral Interventions and Supports implementation, ongoing staff professional development, etc. Additional information can be found in Goal 2 of 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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	11,000.00
Donations	28,543.00
LCFF - Supplemental	19,380.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	6,800.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	63,150.00
Site Formula Funds	20,889.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	21,500.00
2000-2999: Classified Personnel Salaries	45,812.00
4000-4999: Books And Supplies	11,100.00
5000-5999: Services And Other Operating Expenditures	71,350.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	11,000.00
2000-2999: Classified Personnel Salaries	Donations	17,043.00
4000-4999: Books And Supplies	Donations	4,500.00
5000-5999: Services And Other Operating Expenditures	Donations	7,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,380.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO	6,800.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,600.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	56,550.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	10,500.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	9,389.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1,000.00

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

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Kathy Miracle	Principal
Laurisa Stuart	Classroom Teacher
Jennifer Bazor	Classroom Teacher
Anna Doughty	Other School Staff
Katie Allred	Parent or Community Member
Michael Flaherty	Parent or Community Member
Rushi Shah	Parent or Community Member
Erin Koht	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
	English Learner Advisory Committee

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 11/30/16.

Attested:

Principal, Kathy Miracle on

SSC Chairperson, Shelle Limoncelli 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 measureable 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

ITEM #: 13
DATE: February 12, 2019

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Public Hearing - Surplus Instructional Materials**

BACKGROUND:

Board Policy 3270 allows staff to identify District property that is unusable, obsolete, or no longer needed by the District to be declared surplus so disposal and/or public sale can proceed At least 60 days before disposing of these instructional materials, the Board shall notify the public of its intention to do so and permit members of the public to address the Board regarding the distribution of these materials.

STATUS:

The enclosed Report of Surplus District Instructional Materials lists instructional materials that are unusable or obsolete. The estimated values of materials are of insufficient value to defray the costs of arranging a sale. The property may be donated to a charitable organization or disposed of as required. Public notice was published as required.

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS:

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

RECOMMENDATION:

The Board of Trustees hold a public hearing to hear comments from the public regarding the distribution of surplus instructional materials and approve the attached declaration of surplus instructional material and proposed donation/disposal of those materials.

Rescue Union School District

Report of Surplus Equipment

Date: 9/6/18

School / Department Data	District Use Only
Name of School / Department: Lake Forest Elementary School	**Type of Disposition:**
Name / Title of Person to Contact for Further Information: Cindy Carpenter-Library/Media Coordinator	**Board Approval Date:**
Building / Room Number Which Equipment Was Assigned: Library	**Disposition Contact:**

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY	
							Asset Number	Disposition Code
	B & C	Discarded library books, please see attached list	606					
		All materials are outdated, unrepairable, no longer used or have been replaced.						

Principal / Supervisor Signature

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.

* If there is no inventory number on the equipment, please record the serial number or model number in its place.

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	REF 031 Wor	T 29117	The World Book encyclopedia. V.18.	
	5/31/2019	REF 031 Wor	T 29118	The World Book encyclopedia. V.19.	
	5/31/2019	REF 031 Wor	T 29119	The World Book encyclopedia. V.20.	
	5/31/2019	REF 031 Wor	T 29120	The World Book encyclopedia. V.21.	
	5/31/2019	REF 031 Wor	T 29121	The World Book encyclopedia. V.22.	
	5/31/2019	REF 317.3 Wor	T 29122	World Book special census edition.	
	5/31/2019	REF 591 Wil	T 34251	Wildlife Fact File/ Groups 2-11 : Animal identification and conservation guide.	
	5/31/2019	REF 591 Wil	T 34259	Wildlife Fact file; Group 1 Mamals : Animal Identification and conservation guide.	
	5/31/2019	REF 591 Wil	T 34973	Wildlife Fact File; Group 2-B Birds.	
	5/31/2019	REF 591 Wil	T 34974	Wildlife Fact File; Group 2-A Birds.	
	5/31/2019	REF 591 Wil	T 34982	Wildlife Fact File; Group 2.	
	5/31/2019	REF 591 Wil	T 34983	Wildlife Fact File; Group 3 -7.	
	5/31/2019	REF 591 Wil	T 34991	Wildlife Fact File; group 8 -11.	
	5/31/2019	Ref 597/SHA	T 990	Sharks and their relatives.	
	5/31/2019	Ref 597.92/SEA	T 991	Sea turtles.	
	5/31/2019	Ref 598/PEN	T 986	Penguins.	
	5/31/2019	Ref 599.5/BOT	T 984	A sea world education Dept. pub.	
	5/31/2019	Ref 599.5/CAL	T 992	California sea lions.	
	5/31/2019	Ref 599.5/KIL	T 989	Killer whales.	
	5/31/2019	Ref 599.5/SEA	T 987	Sea otters.	
	5/31/2019	Ref 599.5/WAL	T 985	Walruses.	
	5/31/2019	Ref 599.5/WHA	T 988	Whales.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	5/31/2019	PRO NEW	T 11505	Newbridge-Life in the Desert theme pack.	
	5/31/2019	REF 031 GUI	T 35648	Guinness World Records, 2014	
	5/31/2019	REF 031 Wor	T 29100	The World Book encyclopedia. V. 1.	
	5/31/2019	REF 031 Wor	T 29101	The World Book encyclopedia. V. 2.	
	5/31/2019	REF 031 Wor	T 29102	The World Book encyclopedia. V. 3.	
	5/31/2019	REF 031 Wor	T 29103	The World Book encyclopedia. V. 4.	
	5/31/2019	REF 031 Wor	T 29104	The World Book encyclopedia. V. 5.	
	5/31/2019	REF 031 Wor	T 29105	The World Book encyclopedia. V. 6.	
	5/31/2019	REF 031 Wor	T 29106	The World Book encyclopedia. V. 7.	
	5/31/2019	REF 031 Wor	T 29107	The World Book encyclopedia. V. 8.	
	5/31/2019	REF 031 Wor	T 29108	The World Book encyclopedia. V. 9.	
	5/31/2019	REF 031 Wor	T 29109	The World Book encyclopedia. V.10.	
	5/31/2019	REF 031 Wor	T 29110	The World Book encyclopedia. V.11.	
	5/31/2019	REF 031 Wor	T 29111	The World Book encyclopedia. V.12.	
	5/31/2019	REF 031 Wor	T 29112	The World Book encyclopedia. V.13.	
	5/31/2019	REF 031 Wor	T 29113	The World Book encyclopedia. V.14.	
	5/31/2019	REF 031 Wor	T 29114	The World Book encyclopedia. V.15.	
	5/31/2019	REF 031 Wor	T 29115	The World Book encyclopedia. V.16.	
	5/31/2019	REF 031 Wor	T 29116	The World Book encyclopedia. V.17.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	5/31/2019	FIC ROW	T 34055	Harry Potter and the prisoner of Azkaban	
	5/31/2019	FIC RUS	T 35704	Tales from a not-so-popular party girl	
	5/31/2019	FIC STA	T 38020	The Secret Tree	
	5/31/2019	J FIC OSB	T 33913	Christmas in Camelot	
	5/31/2019	PB 92 DIS	T 100408	I am Walt Disney	
	5/31/2019	PB Fic Lew	T 34501	The chronicles of Narnia	
	5/31/2019	PB FIC MCE	T 35261	Hold on tight	
	5/31/2019	PB J FIC BER	T 12698	The Berenstain Bears accept no substitutes	
	5/31/2019	PB J FIC DAD	T 13588	Howling at the Hauntlys'	
	5/31/2019	PB J FIC OSB	T 34002	Pirates past noon	
	5/31/2019	PB J FIC OSB	T 34878	Good morning, gorillas	
	5/31/2019	PB J FIC OSB	T 35349	High tide in Hawaii	
	5/31/2019	PB PNF 791.45 HIB	T 35592	Star Wars : Clone troopers in action	
	5/31/2019	PNF 567.9 DIN	T 34162	Dinosaurs.	
	5/31/2019	PNF 629 Wil	T 12433	Spacebusters : the race to the moon	
	5/31/2019	PNF 636.7 TAG	T 33768	Dogs and their puppies	
	5/31/2019	PNF 97.8 WEC	T 33782	Glass frogs	
	5/31/2019	PRO 973.3 BEE	T 12646	The American Revolution;a Scholastic curriculum guide. Linda Ward Beech.	
	5/31/2019	PRO NEW	T 11491	Newbridge-Amazing Water theme pack.	
	5/31/2019	PRO NEW	T 11492	Newbridge-The Native Americans told us so theme pack.	
	5/31/2019	PRO NEW	T 11493	Newbridge-Four Seasons theme pack.	
	5/31/2019	PRO NEW	T 11494	Newbridge-The Vegetable Garden theme pack.	
	5/31/2019	PRO NEW	T 11495	Newbridge-Busy as a Bee theme pack.	
	5/31/2019	PRO NEW	T 11496	Newbridge-An Apple a day theme pack.	
	5/31/2019	PRO NEW	T 11497	Newbridge-The Mighty Ocean theme pack.	
	5/31/2019	PRO NEW	T 11498	Newbridge-Insect lives theme pack.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	5/31/2019	979.4 Cal	T 6363	The California missions : a pictorial history	
	5/31/2019	979.4 CAL	T 13028	California's missions.	
	5/31/2019	979.4 SMI	T 5418	Adobe days.	
	5/31/2019	979.4 YOU	T 11823	The Missions of California : Stanley Young.	
	5/31/2019	979.5 Ste	T 11433	Celebrate the States-Oregon.	
	5/31/2019	979.7 Ste	T 11848	Celebrate the States Washington : Rebecca Stefoff.	
	5/31/2019	979.7 STE	T 12061	Celebrate the States Washington /.	
	5/31/2019	979.8 Pol	T 12981	Life in the polar lands : Monica Byles.	
	5/31/2019	979.8 Ste	T 13770	Celebrate the States-Alaska.	
	5/31/2019	996.9 GOL	T 11787	Celebrate the States, Hawaii : Jake Goldberg.	
	5/31/2019	998.004 YOU	T 8036	Indians of the arctic and subarctic.	
	5/31/2019	92 JOR	T 32708	Michael Jordan : a biography	
	5/31/2019	92 OBA	T 35080	Barack Obama	
	5/31/2019	E B	T 2962	Beware of boys	
	5/31/2019	E P	T 30785	Welcome Comfort	
	5/31/2019	E RIC	T 32619	The first Olympic games : a gruesome Greek myth with a happy ending	
	5/31/2019	E S	T 4226	The stinky cheese man and other fairly stupid tales.	
	5/31/2019	E SEU	T 4333	Oh, the places you'll go!	
	5/31/2019	E WIL	T 37449	Don't let the pigeon stay up late!	
	5/31/2019	E WIL	T 38050	We are in a book!	
	5/31/2019	FIC Cle	T 4628	Ramona and her father	
	5/31/2019	FIC CLE	T 6087	Ellen Tebbits	
	5/31/2019	FIC Cle	T 6125	Henry Huggins	
	5/31/2019	FIC CLE	T 6201	The mouse and the motorcycle	
	5/31/2019	FIC CLE	T 6225	Ralph S. Mouse	
	5/31/2019	FIC Cle	T 6226	Ramona and her father	
	5/31/2019	FIC CLI	T 30996	The lucky stone	
	5/31/2019	FIC KIN	T 37498	Diary of a wimpy kid : Greg Heffley's journal	
	5/31/2019	FIC LIN	T 38031	Where the mountain meets the moon	
	5/31/2019	FIC PIL	T 100028	The adventures of Captain Underpants	
	5/31/2019	FIC RIO	T 34915	The Battle of the Labyrinth / Book 4	
	5/31/2019	FIC RIO	T 37110	The Titan's Curse / Book 3	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	974.4 AND	T 1999	The first Thanksgiving feast	
	5/31/2019	974.6 She	T 11432	Celebrate the States-Connecticut.	
	5/31/2019	974.7 FIS	T 1475	The Statue of Liberty	
	5/31/2019	974.7 Sch	T 11439	Celebrate the States-New York.	
	5/31/2019	974.8 MIL	T 1483	The story of the Liberty Bell.	
	5/31/2019	975.3 ELI	T 11972	Celebrate the States Wash/D.C. : Dan Elish.	
	5/31/2019	975.4 Hof	T 12058	Celebrate the States West Virginia /.	
	5/31/2019	975.5 CAM	T 2028	Jamestown: the beginning	
	5/31/2019	975.5 MIL	T 1929	The story of Mount Vernon.	
	5/31/2019	975.9 CHA	T 11786	Celebrate the States, Florida : Perry Chang.	
	5/31/2019	976.3 Lev	T 11435	Celebrate the States-Louisiana.	
	5/31/2019	976.4 Bre	T 11441	Celebrate the States-Texas.	
	5/31/2019	976.8 Bar	T 11430	Celebrate the States-Tennessee.	
	5/31/2019	977.004	T 5595	The Ojibwe	
	5/31/2019	977.1 SHE	T 11850	Celebrate the States Ohio : Victoria Sherrow.	
	5/31/2019	977.1 She	T 12059	Celebrate the States Ohio /.	
	5/31/2019	977.2 Bri	T 11437	Celebrate the States-Indiana.	
	5/31/2019	977.3 Bri	T 11438	Celebrate the States-Illinois.	
	5/31/2019	977.4 BRI	T 13333	Celebrate the States, Michigan : Marlene Targ Brill.	
	5/31/2019	977.7 MOR	T 11788	Celebrate the States, Iowa : Polly Morrice.	
	5/31/2019	978 FRE	T 1977	Buffalo hunt	
	5/31/2019	978 LEV	T 31728	--If you traveled West in a covered wagon	
	5/31/2019	978 ROU	T 3597	The prairie schooners.	
	5/31/2019	978 STE	T 1415	The pioneers go west	
	5/31/2019	978.02 FOX	T 5896	The story of women who shaped the west.	
	5/31/2019	978.02 FRE	T 4676	Cowboys of the wild West	
	5/31/2019	978.3 PRO	T 1484	The story of Mount Rushmore.	
	5/31/2019	978.7 BAL	T 11847	Celebrate the States Wyoming : Guy Baldwin.	
	5/31/2019	978.7 THO	T 2468	Wyoming	
	5/31/2019	978.8 Aye	T 11434	Celebrate the States-Colorado.	
	5/31/2019	979 REI	T 5851	Stagecoach Santa	
	5/31/2019	979 YUE	T 5100	The Pueblo	
	5/31/2019	979.4 Alt	T 11442	Celebrate the States-California.	
	5/31/2019	979.4 Blu	T 5393	The great American gold rush	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	973 CAR	T 3586	More than moccasins : a kid's activity guide to traditional North American Indian life	
	5/31/2019	973 FLE	T 1295	The king of Prussia and a peanut butter sandwich	
	5/31/2019	973. HAK	T 4324	A history of U.S., book 1- the first Americans.	
	5/31/2019	973 HAK	T 4509	A history of U.S., book 2-from colonies to country.	
	5/31/2019	973 HAK	T 4629	A history of U.S.,book 3- the new nation.	
	5/31/2019	973 HAK	T 4654	A history of U.S., book 4, the new nation.	
	5/31/2019	973 HAK	T 4804	A history of U.S., war, terrible war #5.	
	5/31/2019	973 HUB	T 8198	The Mohawk Indians	
	5/31/2019	973 KRE	T 347	Who really discovered America?	
	5/31/2019	973 LAW	T 1557	Watchwords of liberty : a pageant of American quotations	
	5/31/2019	973 LAW	T 5200	Watchwords of liberty : a pageant of American quotations	
	5/31/2019	973 PRO	T 8077	My fellow Americans : a family album	
	5/31/2019	973 VAN	T 3096	A history of the United States through art	
	5/31/2019	973.04 HAS	T 406	The day martin Luther king, Jr. was shot - a photo : history of the civil rights movement.	
	5/31/2019	973.2 EGG	T 3074	USKids history. Book of the American colonies	
	5/31/2019	973.2 Kni	T 6163	Jamestown, New World adventure	
	5/31/2019	973.2 McG	T 6332	–If you lived in colonial times	
	5/31/2019	973.2 SAB	T 1672	Colonial life in America	
	5/31/2019	973.2 STO	T 2811	Missions	
	5/31/2019	973.3 CLI	T 2448	The story of the Green Mountain Boys	
	5/31/2019	973.3 EGG	T 3073	USKids history. Book of the American Revolution	
	5/31/2019	973.3 MOR	T 2518	The American Revolution	
	5/31/2019	973.3 STE	T 1921	The story of the Boston Tea Party	
	5/31/2019	973.5 SMI	T 32203	USKids history. Book of the new American nation	
	5/31/2019	973.7 BUR	T 2447	The story of Fort Sumter	
	5/31/2019	973.7 FRE	T 4675	Lincoln : a photobiography	
	5/31/2019	973.7 RIC	T 1926	The story of the Gettysburg address	
	5/31/2019	973.7 STA	T 100222	Civil War	
	5/31/2019	973.7 STE	T 7154	Valley forge.	
	5/31/2019	973.8 lev	T 11239	Turn of the century : our nation one hundred years ago	
	5/31/2019	974.1 Doh	T 13041	The Penobscot	
	5/31/2019	974.3 Eli	T 11436	Celebrate the States-Vermont.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	940 FAI	T 1855	Peoples and nations of Europe.	
	5/31/2019	940 FAI	T 5036	Peoples and nations of Europe.	
	5/31/2019	940.1 May	T 12431	Days of the knights : a tale of castles and battles	
	5/31/2019	940.3 MAR	T 3651	World War I	
	5/31/2019	940.53 AMB	T 30197	American heritage new history of World War II	
	5/31/2019	940.53 REI	T 31934	The upstairs room	
	5/31/2019	940.53 WOR	T 3652	World War II	
	5/31/2019	940.54 SKI	T 2427	Pearl Harbor	
	5/31/2019	940.54 Ste	T 11704	The Story of the U.S.S. Arizona.	
	5/31/2019	940.54 SUL	T 5176	American heritage picture history of World War II.	
	5/31/2019	950 FAI	T 1854	Peoples and nations of Asia.	
	5/31/2019	951 SAB	T 2354	Ancient China	
	5/31/2019	952 ODI	T 5510	The Ancient World The Japanese	
	5/31/2019	960 AYO	T 8033	Africa, eyewitness books.	
	5/31/2019	960 ELL	T 2215	First book about Africa : an introduction for young readers	
	5/31/2019	960 ELL	T 3246	Afro-Bets, first book about Africa : an introduction for young readers	
	5/31/2019	960 FAI	T 5038	Peoples and nations of Africa.	
	5/31/2019	960 MUS	T 1967	Ashanti to Zulu : African traditions	
	5/31/2019	968 Mei	T 11470	South Africa; a tapestry of peoples and traditions : Exploring cultures of the world.	
	5/31/2019	970 Ear	T 11758	Earth Maker's lodge; native American folklore, activities, and foods /.	
	5/31/2019	970 FAI	T 1853	Peoples and nations of the Americas.	
	5/31/2019	970 FAI	T 5039	Peoples and nations of the Americas.	
	5/31/2019	970.004 BEA	T 2324	Only the names remain; the Cherokees and the Trail of Tears	
	5/31/2019	970.004 Sut	T 6135	The how and why wonder book of North American Indians	
	5/31/2019	970.004 TAY	T 4156	The native Americans, the indigenous people of north : America.	
	5/31/2019	970.01 BRE	T 5860	If you were there in 1492	
	5/31/2019	970.01 EXP	T 5897	The Usborne book of explorers.	
	5/31/2019	970.01 SMI	T 2307	All about arrowheads and spear points	
	5/31/2019	970.4 BAY	T 30790	When clay sings	
	5/31/2019	970.94 BRO	T 4058	The Pomo Indians of California and their neighbors.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	920 FAB	T 1749	Great lives : American government	
	5/31/2019	920 FOU	T 1728	The Founding Fathers.	
	5/31/2019	920 FRE	T 5162	Indian chiefs	
	5/31/2019	920 GRE	T 11281	The American eye : eleven artists of the twentieth century	
	5/31/2019	920 HAN	T 1154	Famous firsts of black Americans	
	5/31/2019	920 HAN	T 1712	Famous firsts of black Americans	
	5/31/2019	920 HAZ	T 11275	Heroes : great men through the ages	
	5/31/2019	920 IF	T 4603	If they can do it, we can too.	
	5/31/2019	920 ITA	T 8982	Great auto makers and their cars.	
	5/31/2019	920 KNA	T 31918	Top 10 American men's Olympic gold medalists	
	5/31/2019	920 Kos	T 12662	Eyes on America; Famous presidents : Philip Koslow.	
	5/31/2019	920 LeV	T 5139	The Doubleday book of famous Americans	
	5/31/2019	920 MCG	T 1992	The defenders	
	5/31/2019	920 OXF	T 7853	The Oxford children's book of famous people.	
	5/31/2019	920 PIL	T 8976	Top entrepreneurs and their businesses.	
	5/31/2019	920 POY	T 31919	Top 10 American women's figure skaters	
	5/31/2019	920 SAB	T 1587	Wilbur and Orville Wright : the flight to adventure	
	5/31/2019	920 STR	T 8975	Soviet leaders from Lenin to Gorbachev.	
	5/31/2019	920 SUL	T 1751	Great lives : sports	
	5/31/2019	920 Web	T 5619	Webster's American biographies	
	5/31/2019	920 WOM	T 5959	They led the way.	
	5/31/2019	929.9 Fla	T 12258	Flags-Eyewitness Handbooks /.	
	5/31/2019	929.9 HAB	T 3207	How proudly they wave : flags of the fifty states	
	5/31/2019	930 Mil	T 11155	How people lived.	
	5/31/2019	930 WIL	T 7061	Mysterious places, the lands of the bible.	
	5/31/2019	930.1 COR	T 2220	The young scientist book of archaeology	
	5/31/2019	931 MCK	T 2232	China, 1400 BC-AD 1911	
	5/31/2019	931.04 FIS	T 5177	The Great Wall of China	
	5/31/2019	932 ALL	T 2267	Time traveller book of pharaohs and pyramids	
	5/31/2019	932 Mil	T 2271	Pyraids; History Highlights /.	
	5/31/2019	937 BIS	T 904	The secrets of Vesuvius.	
	5/31/2019	937 CHI	T 5495	Living in Roman times	
	5/31/2019	937 JAM	T 5774	Ancient Rome, eyewitness books.	
	5/31/2019	938 Ver	T 6334	The Greek and Roman eras	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	909.09 Aye	T 11328	Territories and Possessions.	
	5/31/2019	909.7 FOS	T 32631	George Washington's world	
	5/31/2019	909.82 HIL	T 31843	Our century 1970-1980	
	5/31/2019	909.82 OUR	T 31839	Our century 1930-1940.	
	5/31/2019	909.82 OUR	T 31840	Our century 1940-1950.	
	5/31/2019	909.82 OUR	T 31841	Our century 1950-1960.	
	5/31/2019	909.82 OUR	T 31842	Our century 1960-1970.	
	5/31/2019	909.82 OUR	T 31844	Our century 1980-1990.	
	5/31/2019	910 Joh	T 11444	The history news : explorers	
	5/31/2019	910 MIL	T 7984	Exploration & discovery from Ad1450 to Ad1750.	
	5/31/2019	910 VAN	T 4819	Geography for every kid.	
	5/31/2019	910 VOI	T 2202	Voices from around the world.	
	5/31/2019	910.02 Mor	T 8724	The World's top ten mountain ranges.	
	5/31/2019	910.02 Mor	T 8725	The World's top ten deserts.	
	5/31/2019	910.4 PIC	T 11164	The Atlas of ship wrecks & treasure.	
	5/31/2019	910.76 Fam	T 11872	Famous Places /.	
	5/31/2019	912 VAN	T 7477	The earth atlas.	
	5/31/2019	912 YOR	T 31980	The alphabet atlas	
	5/31/2019	913.01 Pay	T 6219	The pharaohs of ancient Egypt	
	5/31/2019	916.04 BUE	T 3461	Africatrek : a journey by bicycle through Africa	
	5/31/2019	917.8 BLU	T 2025	The incredible journey of Lewis and Clark	
	5/31/2019	917.8 PET	T 2044	Meriwether Lewis and William Clark : soldiers, explorers, and partners in history	
	5/31/2019	917.8 TRA	T 5169	Trails West	
	5/31/2019	917.9 Aye	T 11329	The West; Arizona, Nevada, Utah.	
	5/31/2019	920	T 31517	Biography for beginners : presidents of the United States	
	5/31/2019	920 AAS	T 8986	Great Justices of the Supreme Court	
	5/31/2019	920 ASH	T 5482	People who make a difference.	
	5/31/2019	920 BAK	T 2242	Explorers of North America	
	5/31/2019	920 BOU	T 464	Great lives	
	5/31/2019	920 Cle	T 13422	Yo, Millard Fillmore!	
	5/31/2019	920 CUS	T 3259	Artists who created great works	
	5/31/2019	920 DIT	T 31920	Top 10 American women's Olympic gold medalists	
	5/31/2019	920 DOL	T 1153	Famous builders of California	

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Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	5/31/2019	811 RYD	T 5599	Under your feet	
	5/31/2019	811 SER	T 2440	The shooting of Dan McGrew	
	5/31/2019	811 SER	T 30402	The cremation of Sam McGee	
	5/31/2019	811 SIE	T 1345	Mojave	
	5/31/2019	811 SIE	T 2012	Heartland	
	5/31/2019	811 SIE	T 30583	Heartland	
	5/31/2019	811 Sil	T 8339	Falling up	
	5/31/2019	811 SMI	T 33350	Short takes : fast-break basketball poetry	
	5/31/2019	811 SOT	T 2795	A fire in my hands : a book of poems	
	5/31/2019	811 ST.VIN	T 242	The ballad of the harp-weaver.	
	5/31/2019	811 STA	T 1989	The covered bridge house and other poems	
	5/31/2019	811 SUR	T 30758	Surprises	
	5/31/2019	811 VIO	T 1791	If I were in charge of the world and other worries : poems for children and their parents	
	5/31/2019	811 YOL	T 219	Bird watch : a book of poetry	
	5/31/2019	812 PLA	T 5652	Plays children love Vol 11.	
	5/31/2019	812.008 BIG	T 3264	The Big book of holiday plays	
	5/31/2019	812.008 BIG	T 11350	The Big book of dramatized classics : 25 adaptations of favorite novels, stories, and plays for stage and round-the-table reading	
	5/31/2019	818 Kel	T 13738	Best riddle book ever	
	5/31/2019	821 PET	T 1858	Pet poems	
	5/31/2019	821.008 SIX	T 7928	Six centuries of great poetry	
	5/31/2019	822.3 MUL	T 4681	Shakespear for everyone, Julius Caesar.	
	5/31/2019	895.6 Gol	T 13123	Cool melons-- turn to frogs! : the life and poems of Issa	
	5/31/2019	897 IN	T 30605	In the trail of the wind : American Indian poems and ritual orations	
	5/31/2019	900 MIL	T 8017	Warriors & seafarers from 1500 Bc to 500bc.	
	5/31/2019	909 Chr	T 13729	Great events	
	5/31/2019	909 FAI	T 1856	Peoples and nations of the far east and pacific.	
	5/31/2019	909 FAI	T 5040	Peoples and nations of the far east and pacific.	
	5/31/2019	909 MOK	T 2273	The rise of Islam	
	5/31/2019	909 RAN	T 626	Rand McNally children's atlas of world history.	
	5/31/2019	909 VOI	T 2203	Voices from distant lands.	

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Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	629.8 Gif	T 12270	Robot-Inside Guides : Clive Gifford.	
	5/31/2019	629.8 Gif	T 34141	Robot-Inside Guides : Clive Gifford.	
	5/31/2019	636.1 Bud	T 11136	Horses	
	5/31/2019	636.9 KEL	T 31696	Hamsters today : a complete and up-to-date guide	
	5/31/2019	636.9 SIL	T 1758	Hamsters: all about them	
	5/31/2019	641.5 Bet	T 34622	Snack attack!.	
	5/31/2019	641.5 HOL	T 2800	Holiday cooking around the world	
	5/31/2019	641.5 LAN	T 280	Land o lakes classic cookies, baking & more.	
	5/31/2019	641.5 PIL	T 2823	The Pillsbury Doughboy's kids cookbook.	
	5/31/2019	641.6 MOO	T 1745	The great banana cookbook for boys and girls	
	5/31/2019	688.7 BEE	T 35039	Lego Star Wars : the visual dictionary	
	5/31/2019	700.8 TIM	T 4920	Voices of triumph-creative fire, Africn Americans.	
	5/31/2019	709 Jan	T 11221	History of art for young people.	
	5/31/2019	720 BRO	T 4334	The Random House book of how things were built	
	5/31/2019	741.5 DAV	T 33896	Garfield, tons of fun	
	5/31/2019	743 BUT	T 2151	How to draw machines	
	5/31/2019	743.6 MAK	T 32482	How to draw cats	
	5/31/2019	743.6 Mil	T 34937	Drawing animals : Internet-linked	
	5/31/2019	751.4 CAR	T 3295	Hand-print animal art	
	5/31/2019	759.13 RUB	T 35651	Wideness and wonder : the life and art of Georgia O'Keeffe	
	5/31/2019	759.6 BLA	T 2853	Miro : earth and sky	
	5/31/2019	759.9492 RAB	T 5084	Rembrandt, art for children.	
	5/31/2019	769.56 Sch	T 5160	Beginner's guide to stamp collecting	
	5/31/2019	782.4 RAF	T 8029	Raffi's top 10 songs to read.	
	5/31/2019	793.2 THO	T 5617	My book of Christmas games.	
	5/31/2019	810.8 FRO	T 2541	From sea to shining sea : a treasury of American folklore and folk songs	
	5/31/2019	811 Mye	T 11513	Harlem.	
	5/31/2019	811 MYE	T 30407	Glorious angels : a celebration of children	
	5/31/2019	811 NIK	T 7345	Bein' with you this way	
	5/31/2019	811 PRI	T 1901	The secret world of teddy bears : a rare and privileged glimpse into the lives they lead when you're not there	
	5/31/2019	811 Ref	T 6229	Reflections on a gift of watermelon pickle ... : and other modern verse	

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Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	623.4 BYA	T 37430	Arms & armor	
	5/31/2019	623.7 Gre	T 11299	Amphibious vehicles.	
	5/31/2019	623.8 Gra	T 6413	Boats, ships, submarines, and other floating machines	
	5/31/2019	623.8 GRA	T 31525	Boats, ships, submarines, and other floating machines	
	5/31/2019	623.8 GRE	T 32014	Cruisers	
	5/31/2019	624.19 MAC	T 5092	Underground	
	5/31/2019	624.9 BUI	T 5154	Builders of the ancient world.	
	5/31/2019	625 LIT	T 7982	Finding out about wings, wheels, and water.	
	5/31/2019	625.1 COI	T 4332	Train-eyewitness books.	
	5/31/2019	628.1 RYB	T 3164	Environmental experiments about water	
	5/31/2019	628.5 LAM	T 2425	Oil spill	
	5/31/2019	629 Cru	T 11158	Cars and how they work.	
	5/31/2019	629 Eye	T 8115	The Visual dictionary of cars.	
	5/31/2019	629 Eye	T 8116	The visual dictionary of flight.	
	5/31/2019	629.046 WIL	T 3547	The history of transportation	
	5/31/2019	629.1 Mil	T 11034	Let's build airplanes & rockets!.	
	5/31/2019	629.12 AUS	T 589	Flight! : free as a bird	
	5/31/2019	629.13 DAR	T 30438	Up, up, and away : the science of flight	
	5/31/2019	629.13 STA	T 3161	Airplanes : the lure of flight	
	5/31/2019	629.133 BRA	T 31149	The aircraft encyclopedia	
	5/31/2019	629.2 War	T 6385	The how and why wonder book of automobiles	
	5/31/2019	629.22 PUP	T 6484	Dirt bikes	
	5/31/2019	629.222 LAF	T 2761	Top gear : the history of automobiles	
	5/31/2019	629.227 PUP	T 31616	Dirt bikes	
	5/31/2019	629.4 CLA	T 3621	Space travel and exploration	
	5/31/2019	629.4 HAW	T 2829	Space and aircraft	
	5/31/2019	629.4 MYR	T 1882	Finding out about rockets and spaceflight	
	5/31/2019	629.4 STO	T 30435	Space exploration	
	5/31/2019	629.43 COL	T 32698	Living on Mars : mission to the Red Planet	
	5/31/2019	629.45 Sto	T 11591	Fly the Space Shuttle : Action Book.	
	5/31/2019	629.47 BER	T 3572	Living in space	
	5/31/2019	629.47 BUT	T 8458	Look Inside Cross-Sections : Space.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	599.74 BRO	T 5042	Amazing otters.	
	5/31/2019	599.74 PAR	T 7369	Cunning carnivores.	
	5/31/2019	599.74 WEX	T 2513	Wolves	
	5/31/2019	599.74 Wil	T 13101	Wild creatures : Eyes on Nature.	
	5/31/2019	600 Bri	T 34137	Technology	
	5/31/2019	609 BEN	T 5775	Invention, eyewitness books.	
	5/31/2019	609 PLA	T 7849	Visual Timeline of inventions.	
	5/31/2019	610.973 Fis	T 11455	The Doctors; Colonial craftsmen.	
	5/31/2019	611.71 Arn	T 11061	The skeletal system	
	5/31/2019	612 ALL	T 1637	Blood and guts : a working guide to your own insides	
	5/31/2019	612 COL	T 2621	Your insides	
	5/31/2019	612 MAR	T 2176	Outside and inside you	
	5/31/2019	612 MES	T 5046	Messengers to the brain, our fantastic five senses.	
	5/31/2019	612 Par	T 8089	How the body works.	
	5/31/2019	612 PAR	T 8970	Human body, eyewitness science.	
	5/31/2019	612 PAR	T 31527	The body : and how it works	
	5/31/2019	612 Tre	T 8225	Understanding your brain.	
	5/31/2019	612 VAN	T 3701	Janice VanCleave's play and find out about the human body : easy experiments for young children.	
	5/31/2019	612 YOU	T 5010	Your wonderful body!.	
	5/31/2019	612.1 Ang	T 12318	The power pack	
	5/31/2019	612.1 PAR	T 7625	How our blood circulates-invisible world.	
	5/31/2019	612.1 SAU	T 4294	You and your body, heart and lungs.	
	5/31/2019	612.2 SIL	T 30430	The respiratory system	
	5/31/2019	612.7 Avi	T 7459	How muscles work : Invisible world.	
	5/31/2019	612.7 SAU	T 4288	You and your body, muscles and bones.	
	5/31/2019	612.8 PAR	T 3075	The brain and nervous system.	
	5/31/2019	612.8 SIL	T 30427	The nervous system	
	5/31/2019	616 BUR	T 1913	Slim Goodbody, what can go wrong and how to be strong	
	5/31/2019	616.97 LAT	T 30382	Allergies	
	5/31/2019	620 BOR	T 7820	Catastrophe!.	
	5/31/2019	621 Bur	T 11146	Machines and how they work.	
	5/31/2019	621.04 CHA	T 4772	Eyewitness science energy.	
	5/31/2019	621.381 BRI	T 8971	Electronics, eyewitness science.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	5/31/2019	591.56 PAR -MEMORY OF SHARLENE	T 232	Woodpile.	
	5/31/2019	591.68 ARN	T 33529	Arnosky's ark	
	5/31/2019	591.68 DOB	T 11356	Can we save them? : endangered species of North America	
	5/31/2019	591.68 MCC	T 3568	Last of the wild : vanished and vanishing giants of the animal world	
	5/31/2019	591.77 Gre	T 12561	Sea creatures : Over 100 questions and answers to things you want to know.	
	5/31/2019	591.77 GRU	T 32997	Destination : deep sea	
	5/31/2019	591.90	T 12560	Jungle Animals /.	
	5/31/2019	591.909 CHI	T 2584	Rainforest animals	
	5/31/2019	591.909 RIN	T 5577	Along a rocky shore	
	5/31/2019	591.92 DOW	T 2237	Don't blink now! : capturing the hidden world of sea creatures	
	5/31/2019	591.92 SIB	T 2278	Sea creatures on the move	
	5/31/2019	595.7 JUL	T 7508	The fascinating world of bees.	
	5/31/2019	595.7 SOU	T 566	Insects in the garden.	
	5/31/2019	595.7 WOO	T 5097	Insects of the world.	
	5/31/2019	595.78 Fac	T 13470	Creepy, crawly caterpillars	
	5/31/2019	595.78 JUL	T 7505	The fascinating world of-- butterflies and moths	
	5/31/2019	595.78 WHA	T 5199	Butterfly & moth.	
	5/31/2019	597 Res	T 7702	Fish	
	5/31/2019	597.8 JUL	T 7507	The fascinating world of-- frogs and toads	
	5/31/2019	597.8 MAT	T 30083	Frogs & toads of the world.	
	5/31/2019	597.9 Mat	T 13777	Lizards	
	5/31/2019	597.9 SPE	T 8020	Mysteries & marvels of the reptile world	
	5/31/2019	597.9 SPE	T 8151	Mysteries & marvels of the reptile world	
	5/31/2019	598 BUR	T 5198	Bird.	
	5/31/2019	598 PARPB	T 5416	Amazing birds	
	5/31/2019	598.251 KRE	T 3071	Bird life : a guide to the behavior and biology of birds	
	5/31/2019	599.2 SEL	T 1163	A first look at kangaroos, koalas, and other animals with pouches	
	5/31/2019	599.53 BRU	T 32207	Dolphins & porpoises	

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Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	582 JEN	T 1902	Seeds and seedlings	
	5/31/2019	582 LAU	T 1448	Seeds pop, stick, glide	
	5/31/2019	582 LAU	T 1732	From flower to flower : animals and pollination	
	5/31/2019	582 LAU	T 5098	From flower to flower : animals and pollination	
	5/31/2019	582.13 BUR	T 7492	Flowers - eyewitness explorers.	
	5/31/2019	582.13 BUR	T 8056	Flowers-eyewitness explorers.	
	5/31/2019	582.13 Joh	T 8178	Roses red, violets blue.	
	5/31/2019	582.16 BRA	T 30077	Discovering trees	
	5/31/2019	582.16 BUR	T 5773	Tree	
	5/31/2019	582.16 Dor	T 11292	A tree is growing.	
	5/31/2019	582.16 DOW	T 1638	The blossom on the bough : a book of trees	
	5/31/2019	582.16 HIS	T 5833	The big tree	
	5/31/2019	582.16 Loc	T 8107	Sky Tree.	
	5/31/2019	583 Ove	T 6054	Carnivorous plants	
	5/31/2019	589.2 TES	T 7151	Our living world, fungi.	
	5/31/2019	589.9 FAC	T 3068	Bacteria	
	5/31/2019	590 SWI	T 13910	Chipmunks-Beavers	
	5/31/2019	590 SWI	T 35676	Nature's Children; Penguins and Elephants : Getting to know Natures Children; Penguins & Elephants.	
	5/31/2019	590.74 RIN	T 5049	What happens at the zoo.	
	5/31/2019	591 Lle	T 11018	Disguises and surprises.	
	5/31/2019	591 MAC	T 5001	Animal clowns.	
	5/31/2019	591 Mat	T 8415	Nightmares of nature	
	5/31/2019	591 Ran	T 11035	Endangered species wild and rare : Ranger Rick's Nature Scope.	
	5/31/2019	591.3 LAU	T 5182	What's hatching out of that egg.	
	5/31/2019	591.5 SAN	T 467	North country night.	
	5/31/2019	591.52 BEH	T 2792	Endangered wildlife	
	5/31/2019	591.52 FAC	T 7064	And then Thr was one.	
	5/31/2019	591.52 RIN	T 5041	Animals of the high mountains.	
	5/31/2019	591.52 RUF	T 1612	Animals underground	
	5/31/2019	591.56 MCC	T 5015	Animals and their hiding places.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	5/31/2019	574.92 Sea	T 11580	Sea Life : DK Picturepedia.	
	5/31/2019	574.92 Sec	T 13227	Secrets of the sea	
	5/31/2019	574.92 ZIM	T 2279	Seashores : a guide to animals and plants along the beaches	
	5/31/2019	575 PAR	T 4489	Charles Darwin and evolution	
	5/31/2019	575.1 SHO	T 1338	Me and my family tree	
	5/31/2019	576 Ben	T 2221	Atoms and cells	
	5/31/2019	576 RIC	T 7149	Our living world, microorganisms.	
	5/31/2019	576.8 Cou	T 12086	Is anybody out there? : the search for life beyond our planet	
	5/31/2019	577.3 TRE	T 30293	The gift of the tree	
	5/31/2019	577.34 JEN	T 30367	A walk through a rain forest : life in the Ituri Forest of Zaire	
	5/31/2019	577.34 LAS	T 11359	The most beautiful roof in the world : exploring the rainforest canopy	
	5/31/2019	577.4 DUN	T 33095	Here is the African savanna	
	5/31/2019	577.5 DAV	T 32965	City park	
	5/31/2019	577.5 MAS	T 3464	Along the coasts	
	5/31/2019	577.5 REG	T 30704	People of the islands	
	5/31/2019	577.5 WAT	T 32368	Polar regions	
	5/31/2019	577.54 LAM	T 30703	People of the deserts	
	5/31/2019	577.69 MOR	T 15079	A tide pool on the seashore	
	5/31/2019	577.69 TAY	T 31889	Shoreline	
	5/31/2019	577.69 WAL	T 31879	Fascinating facts about the seashore	
	5/31/2019	577.7 GOW	T 31220	Fountains of life : the story of deep sea vents	
	5/31/2019	577.7 SIL	T 31589	Coral reef	
	5/31/2019	577.7 TEL	T 31734	Inside a coral reef	
	5/31/2019	578.77 Sca	T 11649	Watch it grow, Coral Reef.	
	5/31/2019	579 BIR	T 33288	Pasteur's fight against microbes	
	5/31/2019	581 Car	T 11645	Incredible Plants.	
	5/31/2019	581 EYE	T 4155	The visual dictionary of plants.	
	5/31/2019	581 THI	T 2758	Things that grow : step-by-step science activity projects from the Smithsonian Institution.	
	5/31/2019	581 Woo	T 12986	Life in the woodlands : Rosanne Hooper.	
	5/31/2019	581.1 JOH	T 561	How leaves change.	
	5/31/2019	581.5 Lla	T 8215	Plants of the desert.	
	5/31/2019	582 HEL	T 5853	The reason for a flower.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	567.9 HOR	T 4753	Digging up tyrannosaurus Rex.	
	5/31/2019	567.9 LAM	T 7078	The ultimate dinosaur book.	
	5/31/2019	567.9 Lam	T 12403	Guide to Dinosaurs : David Lambert.	
	5/31/2019	567.9 Lla	T 11047	The Great marine reptiles.	
	5/31/2019	567.9 SAT	T 1994	Dinosaurs of North America	
	5/31/2019	567.9 Vis	T 11583	The Visual dictionary of Dinosaurs : Eyewitness Visual Dictionaries.	
	5/31/2019	567.9 Wat	T 12500	The Giant golden book of dinosaurs and other prehistoric reptiles /.	
	5/31/2019	569 MCG	T 5887	Album of prehistoric animals.	
	5/31/2019	570 OXL	T 2619	The world of the microscope	
	5/31/2019	570.28 Bur	T 11587	Microlife : Inside Guides.	
	5/31/2019	571.6 Lla	T 6447	The life of a cell	
	5/31/2019	573.7 TRE	T 3451	Understanding your muscles & bones / the muscles that made this book belong to Rebecca Treays who wrote the words ; Christyan Fox who drew the picture	
	5/31/2019	574 BUR	T 8979	Life, eyewitness science.	
	5/31/2019	574 Bur	T 34136	Life	
	5/31/2019	574 Ran	T 11036	Wading into wetlands : Ranger Rick's Nature Scope.	
	5/31/2019	574.5 0WE	T 7185	Intro to your environment.	
	5/31/2019	574.5 ARN	T 3188	Watching desert wildlife	
	5/31/2019	574.5 Gre	T 12562	Desert animals : Over 100 questions and answers to things you want to know.	
	5/31/2019	574.5 LES	T 8030	Inside the amazing Amazon	
	5/31/2019	574.5 Lla	T 8217	Great plaines.	
	5/31/2019	574.5 Lla	T 8219	Plants of the forest.	
	5/31/2019	574.5 MAC	T 5023	Let's explore a river.	
	5/31/2019	574.5 PAR	T 5093	Pond & river.	
	5/31/2019	574.5 SCH	T 1772	The hidden life of the meadow	
	5/31/2019	574.5 SCH	T 1773	The hidden life of the pond	
	5/31/2019	574.5 SIL	T 2320	Life in a tidal pool	
	5/31/2019	574.5 WRI	T 2616	Will we miss them? : endangered species	
	5/31/2019	574.5 YOU	T 3174	Lives intertwined : relationships between plants and animals	
	5/31/2019	574.909 AMO	T 5048	Exploring the seashore.	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	539.7 Stw	T 11931	The world of atoms and quarks	
	5/31/2019	540 MEB	T 2515	Adventures with atoms and molecules : chemistry experiments for young people	
	5/31/2019	540 MOJ	T 31588	Cool chemistry : great experiments with simple stuff	
	5/31/2019	540 NEW	T 4771	Eyewitness science chemistry.	
	5/31/2019	540 VAN	T 2710	Janice VanCleave's molecules.	
	5/31/2019	541 Cox	T 8174	Atoms and molecules.	
	5/31/2019	541.3 LLE	T 7513	How things work.	
	5/31/2019	546 EDO	T 2334	Science with water	
	5/31/2019	546 WIC	T 3387	A drop of water : a book of science and wonder	
	5/31/2019	548 SYM	T 2375	Crystal & gem	
	5/31/2019	550 MAR	T 5844	Earth alive!	
	5/31/2019	550 PAR	T 7469	The earth and how it works.	
	5/31/2019	550 VAN	T 8969	Earth, eyewitness science.	
	5/31/2019	551 KAL	T 7479	The air I breathe.	
	5/31/2019	551.2 Mer	T 6147	I can read about earthquakes and volcanoes	
	5/31/2019	551.2 Moo	T 11643	Volcanoes & Earthquakes.	
	5/31/2019	551.2 RAD	T 1700	Earthquakes	
	5/31/2019	551.46 Bla	T 13775	Exploring the sea	
	5/31/2019	551.46 Bla	T 13778	Exploring the sea	
	5/31/2019	551.46 UND	T 3187	Under the sea	
	5/31/2019	551.47 ROG	T 2298	Waves, tides, and currents	
	5/31/2019	552.ARE	T 7135	Discover rocks & minerals.	
	5/31/2019	552 Bra	T 8167	Understanding & collecting rocks & fossils.	
	5/31/2019	552 Bus	T 11938	Rocks & fossils : Arthur B. Busbey.	
	5/31/2019	560 TAY	T 5772	Fossil/eyewitness books.	
	5/31/2019	567.9 ABN	T 12565	Dinosaurs	
	5/31/2019	567.9 DIN	T 8066	Dinosaurs.	
	5/31/2019	567.9 Din	T 11939	Dinosaurs /.	
	5/31/2019	567.9 Dix	T 8434	Dougal Dixon's dinosaurs	
	5/31/2019	567.9 FUN	T 4839	The dinosaur question and answer book	
	5/31/2019	567.9 GAR	T 31207	Dinosaurs : monster reptiles of a bygone era	
	5/31/2019	567.9 GLU	T 7133	Discover dinosaurs.	
	5/31/2019	567.9 Gri	T 12344	Dinosaur habitat	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	5/31/2019	529 BRA	T 30148	Keeping time : from the beginning and into the 21st century	
	5/31/2019	529 SKU	T 33273	On time : from seasons to split seconds	
	5/31/2019	530 COB	T 502	Why can't you unscramble and egg?.	
	5/31/2019	530 Coo	T 12442	Matter	
	5/31/2019	530 MOJ	T 3121	Paper clip science : simple & fun experiments	
	5/31/2019	530.1 Gri	T 11157	Time & Space : Eyewitness Science.	
	5/31/2019	531 ARD	T 2434	The science book of gravity	
	5/31/2019	531 CAT	T 2296	Exploring uses of energy	
	5/31/2019	531 JOH	T 2244	The forces with you!	
	5/31/2019	531 LAF	T 4769	Eyewitness science force & motion.	
	5/31/2019	531 TAY	T 2243	Force and movement	
	5/31/2019	531 VAN	T 2709	Janice VanCleave's gravity.	
	5/31/2019	531.1 ARD	T 2435	The science book of motion	
	5/31/2019	531.6 COB	T 483	Why doesn't the sun burn out?.	
	5/31/2019	532 War	T 8213	Experimenting with surface tension and bubbles.	
	5/31/2019	534 War	T 8211	Experimenting with sound.	
	5/31/2019	535 BAK	T 2754	Sound : a creative, hands-on approach to science	
	5/31/2019	535 BUR	T 4768	Eyewitness science light.	
	5/31/2019	535 CAT	T 2163	Exploring light	
	5/31/2019	535 WOO	T 7990	Science with light & mirrors.	
	5/31/2019	536 CAT	T 2195	Exploring sound	
	5/31/2019	536 EDO	T 7992	Science with water.	
	5/31/2019	537 Ada	T 8169	Electricity and magnetism.	
	5/31/2019	537 EDO	T 7989	Science with magnets.	
	5/31/2019	537 PAR	T 4767	Eyewitness science electricity.	
	5/31/2019	537 WAR	T 7442	Experimenting with batteries, bulbs, and wires	
	5/31/2019	537 WAR	T 8210	Experimenting with batteries, bulbs, and wires	
	5/31/2019	537 War	T 8212	Experimenting with magnetism.	
	5/31/2019	537 WHY	T 1703	Electricity and magnetism	
	5/31/2019	537 ZUB	T 31997	Blinkers and buzzers : building and experimenting with electricity and magnetism	
	5/31/2019	537.078 TAY	T 2680	Batteries and magnets	
	5/31/2019	537.6 BIL	T 4701	Superconductivity from discovery to breakthrough.	
	5/31/2019	539.2 Sku	T 11217	Waves : the electromagnetic universe	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Circulation Types: All. Patron Types: All.

Lake Forest Elementary

Discard **P 1000**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	5/31/2019	292 LOW	T 5180	Greek gods and heroes.	
	5/31/2019	391 SIC	T 3548	History of women's costume	
	5/31/2019	398.2 MAY	T 4566	Magical tales from many lands	
	5/31/2019	520 FOR	T 33508	The young astronomer	
	5/31/2019	520 MEC	T 31831	National Audubon Society first field guide. Night sky	
	5/31/2019	520 MIT	T 3458	The young Oxford book of astronomy	
	5/31/2019	520 Rid	T 11529	Stars & Planets atlas.	
	5/31/2019	520 Rid	T 12266	Stars and planets-Eyewitness Handbooks : Ian Pidpath.	
	5/31/2019	520 WIL	T 32977	Comets, stardust and supernovas	
	5/31/2019	523 BER	T 32599	Do stars have points? : questions and answers about stars and planets	
	5/31/2019	523.2 LAU	T 30307	Journey to the planets	
	5/31/2019	523.2 LEE	T 32133	Postcards from Pluto : a tour of the solar system	
	5/31/2019	523.2 Pea	T 6210	Our solar system and beyond	
	5/31/2019	523.2 SIM	T 36387	Our solar system	
	5/31/2019	523.4 BEN	T 2328	The planets : neighbors in space	
	5/31/2019	523.4 FRA	T 3423	The planet hunters : the search for other worlds	
	5/31/2019	523.4 NIC	T 33302	The planets	
	5/31/2019	523.41 SIM	T 31803	Mercury	
	5/31/2019	523.43 RID	T 32729	The mystery of Mars	
	5/31/2019	523.43 SKU	T 11976	Discover Mars : Gloria Skurzynski.	
	5/31/2019	523.43 SKU	T 31617	Discover Mars	
	5/31/2019	523.43 SKU	T 33959	Discover Mars	
	5/31/2019	523.45 BER	T 31618	Discovering Jupiter : the amazing collision in space	
	5/31/2019	523.45 SIM	T 30547	Destination : Jupiter	
	5/31/2019	523.45 SIM	T 31602	Destination : Jupiter	
	5/31/2019	523.47 KER	T 33429	Uranus, Neptune, and Pluto	
	5/31/2019	523.6 SIM	T 36045	Comets, meteors, and asteroids	
	5/31/2019	523.7 BEN	T 2341	The sun : our very own star	
	5/31/2019	523.8 BEN	T 2340	The stars : lights in the night sky	
	5/31/2019	523.8 CLA	T 3442	Stars and galaxies	
	5/31/2019	523.8 NEW	T 3375	Black holes and supernovae	
	5/31/2019	523.8 OXL	T 33240	The mystery of black holes	
	5/31/2019	525 RID	T 30356	The third planet : exploring the earth from space	

Rescue Union School District

Report of Surplus Equipment

Date: 10-19-18

School / Department Data	District Use Only
Name of School / Department: Lakeview Library	Type of Disposition:
Name / Title of Person to Contact for Further Information: Erin Sargent	Board Approval Date:
Building / Room Number Which Equipment Was Assigned: Library	Disposition Contact:

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY	
							Asset Number	Disposition Code
		Discarded Library books, please see attached list.	350	0				
	B&C	All books are a combination of disrepair, outdated, & poor circulation, or have been replaced with newer versions.						

K. Meade

Principal / Supervisor Signature

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.

* If there is no inventory number on the equipment, please record the serial number or model number in its place.

Checked Out Materials, Overdue Materials, Unpaid Fines.

Include: Textbook. Circulation Types: All. Patron Types: All.

Lakeview Elementary School

Discard **P 79999**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	11/14/2018	031.02 RIP	T 5091	Ripley's believe it or not! ($15.00)	
	11/14/2018	621.385 STI	3115000009212O	Telephones ($14.95)	
	11/14/2018	621.388 MAT	3115000009215R	The television : window to the world ($12.95)	
	11/14/2018	621.47 HIL	3115000006908X	Done in the sun : solar projects for children ($5.90)	
	11/14/2018	651.8 MOO	3115000013470P	How can you use a computer? ($5.00)	
	11/16/2018	741.5	T 7084	Phineas and Ferb : nothing but trouble ($5.00)	
	11/14/2018	741.5 AMA	T 6354	Kingdom hearts : chain of memories. 1 ($9.00)	
	11/15/2018	741.5 GOW	T 5505	Amelia rules : funny stories ($5.00)	
	11/14/2018	741.5 JOL	3115000011153L	The lost warrior ($6.00)	
	11/14/2018	741.5 LER	T 5501	Totally spies!. #1 ($7.00)	
	11/14/2018	741.5 STE	T 5504	Pirates of the Caribbean, dead man's chest. Island of thePelegostos ($6.00)	
	11/14/2018	741.5 WEN	T 6353	The Untold Legend of the Batman ($5.00)	
	11/14/2018	793.73 LET	3115000011526P	Let's find Pokémon! : Firered, Leafgreen ($12.00)	
	11/14/2018	818 KOW	3115000007499$	Holiday joke book ($7.36)	
	11/14/2018	818 MCC	3115000008026Q	Looney Tunes, back in action : joke book ($8.76)	
	11/16/2018	979.4	T 6828	Mission San Luis Rey de Francia ($5.00)	
	11/16/2018	979.4 BOU	T 6829	Mission San Diego de Alcalá ($5.00)	
	11/16/2018	E BEL	3115000007959/	Lilly in the middle ($8.00)	
	11/14/2018	E BRO	3115000013263P	The Sailor Dog ($5.00)	
	11/16/2018	E CHO	3115000006539X	Carrie loses her nerve ($8.00)	
	11/16/2018	E COE	T 2908	The big balloon race ($8.00)	
	11/16/2018	E EAS	3115000013223L	All hands on deck! ($3.00)	
	11/16/2018	E FIC ARN	3115000014878	Prince Fly Guy ($6.00)	
	11/16/2018	E FIC BEN	3115000010518P	My little pony : a secret gift ($10.00)	
	11/16/2018	E FOS	3115000006949	Dwight and the trilobite ($7.86)	
	11/14/2018	E GAR	T 1796	The tiniest mermaid ($18.00)	
	11/16/2018	E GER	T 2693	Penny ($8.00)	
	11/16/2018	E HOP	3115000010398V	Freddie and Flossie ($15.00)	
	11/16/2018	E LAG	3115000014213L	Sealed with a kiss ($3.00)	
	11/16/2018	E MIL	T 3288	Belle ($6.00)	
	11/14/2018	E PB CAR	T 5156	The little mermaid ($5.00)	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Include: Textbook. Circulation Types: All. Patron Types: All.

Lakeview Elementary School

Discard **P 79999**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	11/14/2018	E PB FIN	T 5518	Alvin and the chipmunks : chipwrecked : the junior novel ($6.00)	
	11/14/2018	E PFI	T 3267	Rainbow Fish and the sea monster's cave ($8.00)	
	11/16/2018	E PIL	3115000010508O	Ricky Ricotta's mighty robot : an adventure novel ($10.00)	
	11/16/2018	E SAN	3115000013243N	Help is on the way! ($3.00)	
	11/16/2018	E STA	3115000008272T	Morgan's pet plot ($7.96)	
	11/14/2018	E TAM	3115000009452U	Venus and the comets ($9.36)	
	11/16/2018	E WEB	3115000014340M	Barbie I can be-- president ($3.00)	
	11/14/2018	E YOL	3115000010432K	How do dinosaurs play with their friends? ($6.00)	
	11/14/2018	FIC ALC	3115000013370O	Little women ($10.00)	
	11/14/2018	FIC APP	3115000013950S	The invasion ($13.00)	
	11/14/2018	FIC APP	3115000013956Y	The visitor ($13.00)	
	11/14/2018	FIC BAN	3115000006943W	Drums at Saratoga ($12.70)	
	11/14/2018	FIC BAN	3115000009081S	A spy in the king's colony ($12.70)	
	11/14/2018	FIC BAN	T 3699	The secret of the Indian ($12.00)	
	11/14/2018	FIC BAX	3115000011717R	River of freedom ($13.00)	
	11/14/2018	FIC BEN	T 4049	My dog ate it ($10.00)	
	11/14/2018	FIC BLU	T 3697	Double Fudge ($18.00)	
	11/14/2018	FIC BLY	3115000006784Z	Daring rescue at Sonora Pass ($10.76)	
	11/14/2018	FIC BUC	T 4095	Samantha's special talent ($6.00)	
	11/14/2018	FIC CHI	3115000009434U	Utterly me, Clarice Bean ($15.00)	
	11/14/2018	FIC CON	T 5522	The amazing memory of Harvey Bean ($6.00)	
	11/14/2018	FIC COS	3115000010612K	The pirate, Big Fist, and me ($17.95)	
	11/14/2018	FIC DEF	3115000011678X	Bringing Ezra back ($14.00)	
	11/14/2018	FIC DRI	3115000006294V	The beast within ($9.00)	
	11/14/2018	FIC FAR	3115000009925Z	Web of shadows ($10.00)	
	11/14/2018	FIC FAR	3115000009937	Challenge of the Hordika ($12.00)	
	11/14/2018	FIC FAR	3115000010076O	Time trap ($10.00)	
	11/14/2018	FIC FIC	3115000007114N	First steamboat down the Mississippi ($10.96)	
	11/14/2018	FIC FIN	3115000014461Q	A big surprise ($11.00)	
	11/14/2018	FIC FUN	3115000006927Y	Dragon rider ($15.00)	
	11/14/2018	FIC GEI	3115000008670V	Prairie summer ($12.75)	
	11/14/2018	FIC GRA	3115000010744Q	Grand Canyon : the tail of the scorpion ($10.00)	
	11/14/2018	FIC HAD	3115000006516S	Calliope Day falls-- in love? ($18.35)	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Include: Textbook. Circulation Types: All. Patron Types: All.

Lakeview Elementary School

Discard **P 79999**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	11/14/2018	FIC HOP	3115000006379Z	Birdie's lighthouse ($6.00)	
	11/14/2018	FIC KEN	T 2104	The mystery on Cobbett's Island ($12.00)	
	11/14/2018	FIC KIN	3115000011293Q	Diary of a wimpy kid : Rodrick rules ($12.00)	
	11/14/2018	FIC KIN	3115000012952T	Diary of a wimpy kid : cabin fever ($14.00)	
	11/14/2018	FIC KIN	3115000012953U	Diary of a wimpy kid : cabin fever ($14.00)	
	11/14/2018	FIC KIN	3115000013724R	Diary of a wimpy kid : Rodrick rules ($12.00)	
	11/14/2018	FIC KIN	3115000014290Q	Diary of a wimpy kid : the long haul ($12.00)	
	11/14/2018	FIC KIN	3115000014291R	Diary of a wimpy kid : the long haul ($12.00)	
	11/14/2018	FIC KIN	T 4978	Diary of a wimpy kid : the last straw ($14.00)	
	11/14/2018	FIC KIN	T 5357	Diary of a wimpy kid : the ugly truth ($14.00)	
	11/14/2018	FIC KIN	T 6097	Diary of a wimpy kid : the third wheel ($14.00)	
	11/14/2018	FIC KIN	T 6098	Diary of a wimpy kid : the third wheel ($14.00)	
	11/14/2018	FIC MIG	3115000008399$	New student starfish ($8.00)	
	11/15/2018	FIC NOL	3115000007443S	Haunted park ($8.86)	
	11/14/2018	FIC ORM	3115000006554U	Castaways on Long Ago ($10.96)	
	11/14/2018	FIC PAT	3115000009660V	Who was the woman who wore the hat? ($12.74)	
	11/14/2018	[Fic] PB CHA	T 5164	Horses & heroes ($5.00)	
	11/14/2018	FIC POR	T 4094	Addy studies freedom ($6.00)	
	11/14/2018	FIC PRY	3115000009271T	Thomas in danger ($13.59)	
	11/14/2018	FIC SHA	3115000007855Z	Kirsten and the Chippewa ($4.20)	
	11/14/2018	FIC SHA	3115000007856-	Kirsten and the new girl ($3.36)	
	11/14/2018	FIC SLO	3115000008350Q	My robot buddy ($9.36)	
	11/14/2018	FIC STA	3115000009109T	Stinky ($9.26)	
	11/14/2018	FIC STA	3115000009374X	Trouble with girls ($9.26)	
	11/14/2018	FIC STE	3115000006410L	The bones in the cliff ($14.00)	
	11/14/2018	FIC STE	3115000009372V	Trouble for Lucy ($9.66)	
	11/14/2018	FIC TEI	31150000088991	Secret of the Star Saber ($7.96)	
	11/14/2018	FIC THO	3115000008657-	Polly's absolutely worst birthday ever ($18.35)	
	11/14/2018	FIC THO	3115000008943Y	Showdown at Camp Wannaweep ($7.76)	
	11/16/2018	FIC TRI	T 2919	Meet Felicity : an American girl ($8.00)	
	11/14/2018	FIC TRI	T 3117	Samantha's short story collection ($12.00)	
	11/14/2018	FIC TRI	T 4092	Molly's A+ partner ($6.00)	
	11/14/2018	FIC TRI	T 4093	Felicity discovers a secret ($6.00)	
	11/14/2018	FIC TRI	T 6830	Felicity's new sister ($4.00)	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Include: Textbook. Circulation Types: All. Patron Types: All.

Lakeview Elementary School

Discard **P 79999**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	11/16/2018	J FIC BAL	T 6018	Girl's Best Friend/Barbie ($5.00)	
	11/16/2018	J FIC BAL	T 6019	Barbie : a stitch in time ($5.00)	
	11/16/2018	J FIC BAL	T 6020	Barbie. The turquoise trail mystery ($5.00)	
	11/16/2018	J FIC BAL	T 6021	Barbie. The turquoise trail mystery ($5.00)	
	11/16/2018	J FIC BAL	T 6023	Barbie : safe and sound ($5.00)	
	11/16/2018	J FIC BAL	T 6024	Barbie: The class act ($5.00)	
	11/16/2018	J FIC BEN	T 2480	George, the drummer boy ($12.00)	
	11/16/2018	J FIC BEN	T 2521	Sam, the minuteman ($12.00)	
	11/14/2018	J FIC BRU	T 7550	Bad Kitty : Puppy's big day ($14.00)	
	11/16/2018	J FIC HUT	31150000087990	Robyn makes the news ($8.00)	
	11/16/2018	J FIC PIL	3115000010507N	Ricky Ricotta's mighty robot vs. the voodoo vultures from Venus : the third robot adventure novel ($10.00)	
	11/16/2018	J FIC PIL	T 7238	Ricky Ricotta's mighty robot vs. the voodoo vultures from Venus ($6.00)	
	11/16/2018	J FIC PIL	T 7477	Ricky Ricotta's mighty robot vs. the voodoo vultures from Venus ($16.00)	
	11/14/2018	J FIC STI	3115000013738W	The quest for paradise : the return to the Kingdom of Fantasy ($13.00)	
	11/14/2018	J FIC STI	T 6197	The dragon prophecy : the fourth adventure in the Kingdom of Fantasy ($15.00)	
	11/16/2018	KC3	T 3455	Miss Moo goes to the zoo ($8.00)	
	11/16/2018	KC4	T 6820	Go, Speed Racer, go! ($4.00)	
	11/16/2018	KC5	T 2118	Meet my monster ($6.00)	
	11/16/2018	KC6	T 2324	The bunny hop ($6.00)	
	11/14/2018	PB 031.2 SCH	T 2575	Scholastic book of world records 2002 ($15.00)	
	11/14/2018	PB 741.5 P	T 7666	Big Nate; I smell a pop quiz ($10.00)	
	11/16/2018	PB 793.8 BRE	T 4894	Surprising science puzzles ($7.00)	
	11/16/2018	PB 793.932 HUT	T 7539	Book of elements. Life & undead ($7.00)	
	11/14/2018	PB D	T 5093	High school musical 2 : the junior novel ($5.00)	
	11/16/2018	PB E B	T 1438	Arthur's computer disaster ($7.00)	
	11/16/2018	PB E B	T 1926	Arthur babysits ($7.00)	
	11/16/2018	PB E B	T 1931	Arthur and the true Francine ($7.00)	

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Lakeview Elementary School

Discard **P 79999**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	11/16/2018	PB E B	T 1951	Arthur's nose ($7.00)	
	11/16/2018	PB E B	T 2236	Arthur babysits ($6.00)	
	11/16/2018	PB E B	T 3037	Arthur writes a story ($8.00)	
	11/14/2018	PB E B	T 5973	In the air ($3.00)	
	11/14/2018	PB E B	T 6088	Bad Kitty for president ($5.00)	
	11/16/2018	PB E BER	T 3427	The Berenstain Bears in the wax museum ($8.00)	
	11/16/2018	PB E BER	T 3571	The Berenstain Bear Scouts in Giant Bat Cave ($6.00)	
	11/16/2018	PB E BRO	T 1426	Arthur Meets the President ($6.00)	
	11/16/2018	PB E BRO	T 1925	Arthur's first sleepover ($7.00)	
	11/16/2018	PB E BRO	T 3091	Arthur's computer disaster. ($8.00)	
	11/14/2018	PB E BRY	T 4788	Mumble's journey ($7.00)	
	11/14/2018	PB E DEL	T 1742	A Pee Wee Christmas ($6.00)	
	11/14/2018	PB E DIS	T 3295	Disney's 102 dalmatians. Calling all dogs. ($6.00)	
	11/16/2018	PB E FIC	T 3570	The Berenstain Bears in maniac mansion ($8.00)	
	11/14/2018	PB E GIF	T 1747	December secrets ($6.00)	
	11/16/2018	PB E GIF	T 2331	The powder puff puzzle ($6.00)	
	11/16/2018	PB E GRO	T 5238	Star wars, the clone wars : bounty hunter, Boba Fett ($5.00)	
	11/16/2018	PB E HAL	T 2948	I see a bug ($6.00)	
	11/14/2018	PB E HEA	T 2420	Space Dog meets Space Cat ($6.00)	
	11/14/2018	PB E M	T 6220	Stink : the incredible shrinking kid ($4.00)	
	11/14/2018	PB E MEA	3115000011352M	Penny the pony fairy ($6.00)	
	11/14/2018	PB E PAR	T 1767	Junie B. Jones and her big fat mouth ($6.00)	
	11/16/2018	PB E PAR	T 2113	It's fun to be five. ($6.00)	
	11/14/2018	PB E PAR	T 4061	Junie B. Jones and the stupid smelly bus ($8.00)	
	11/16/2018	PB E PL2 MOO	T 4833	The day of the bad haircut ($7.00)	
	11/16/2018	PB E SAN	T 1314	Care Bears : Wish Bear's promise ($6.00)	
	11/16/2018	PB E SHA	T 1651	Nate the Great goes undercover ($6.00)	
	11/16/2018	PB E SLA	T 1736	Who's afraid of the big bad bully? ($6.00)	
	11/14/2018	PB E WES	T 2245	Bubbles saves the circus ($6.00)	
	11/14/2018	PB E WIN	T 5239	Fire ring race ($5.00)	
	11/14/2018	PB FIC A	T 6513	Little women ($1.00)	
	11/14/2018	PB FIC A	T 7116	Megamind : bad, blue, brilliant : the novel ($5.00)	
	11/16/2018	PB FIC ADL	T 2269	Samantha learns a lesson : a school story ($8.00)	

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Lakeview Elementary School

Discard **P 79999**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	11/16/2018	PB FIC ADL	T 3110	Meet Samantha, an American girl ($8.00)	
	11/14/2018	PB FIC B	T 6135	Hannah Montana: Keeping Secrets #1 ($5.00)	
	11/14/2018	PB FIC BEE	T 5096	Hannah Montana: Keeping Secrets #1 ($5.00)	
	11/14/2018	PB FIC BUR	T 5159	Out of this World /Ehtan Flask and Professor von Offel Take on Space Science ($4.00)	
	11/14/2018	PB FIC CAL	T 5375	Fork in the trail ($9.00)	
	11/14/2018	PB FIC CHR	T 2408	Hard drive to short, ($6.00)	
	11/14/2018	PB FIC CHR	T 2409	Return of the homerun kid ($6.00)	
	11/15/2018	PB FIC CIE	T 1140	Dinotopia; Windchaser. ($6.00)	
	11/15/2018	PB FIC CIE	T 2831	Dinotopia; Windchaser. ($6.00)	
	11/14/2018	PB FIC COE	T 2966	Mieko and the fifth treasure ($6.00)	
	11/14/2018	PB FIC COV	T 3935	Space Brat 4 : planet of the dips ($8.00)	
	11/14/2018	PB FIC D	T 7454	The boy next door ($4.00)	
	11/16/2018	PB FIC DAH	3115000013972W	The last son of Krypton ($5.00)	
	11/15/2018	PB FIC DEW	T 1137	Firestorm ($6.00)	
	11/14/2018	PB FIC DIX	T 5058	The Hardy Boys: Passport to Danger ($5.00)	
	11/14/2018	PB FIC DIX	T 6322	The Caribbean cruise caper ($4.00)	
	11/14/2018	PB FIC DLA	T 2644	Fire star ($6.00)	
	11/14/2018	PB FIC DLA	T 4039	The fire eternal ($12.00)	
	11/15/2018	PB FIC DOW	T 3800	The secret language of girls ($6.00)	
	11/14/2018	PB FIC DUB	T 3728	The case of the surfing secret ($8.00)	
	11/16/2018	PB FIC F	3115000014353Q	Kai : ninja of fire ($4.00)	
	11/16/2018	PB FIC FAR	3115000014352P	Jay : ninja of lightning ($4.00)	
	11/14/2018	PB FIC FAR	T 2928	Escape from Sentai Mountain ($10.00)	
	11/14/2018	PB FIC FAR	T 2929	Escape from Sentai Mountain ($10.00)	
	11/14/2018	PB FIC FAR	T 2956	Mystery of Metru Nui ($8.00)	
	11/14/2018	PB FIC FAR	T 3998	Rain forest rose ($8.00)	
	11/14/2018	PB FIC FAR	T 4150	Escape from Sentai Mountain ($8.00)	
	11/14/2018	PB FIC FAR	T 4156	Trial by fire ($8.00)	
	11/14/2018	PB FIC FAR	T 4157	Web of shadows ($6.00)	
	11/14/2018	PB FIC G	T 6132	Shark tale : the movie novel ($5.00)	
	11/14/2018	PB FIC GLE	T 2965	Misery guts ($10.00)	
	11/14/2018	PB FIC GRA	3115000010725P	Bryce and Zion : danger in the Narrows ($10.00)	

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Lakeview Elementary School

Discard **P 79999**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	11/14/2018	PB FIC GRE	3115000011545Q	The secret of Robber's Cave ($6.00)	
	11/14/2018	PB FIC GRI	T 1801	Dinosaur habitat ($8.00)	
	11/14/2018	PB FIC H	T 6063	Tale of the Toa ($5.00)	
	11/14/2018	PB FIC H	T 6976	Igor : movie novelization ($6.00)	
	11/14/2018	PB FIC HIL	T 4957	Xtreme Mysteries Lost Wake. ($6.00)	
	11/14/2018	PB FIC HIL	T 5059	Deep powder, deep trouble / by Laban Hill. ($4.00)	
	11/14/2018	PB FIC JOH	T 3635	Mystery of the missing map ($6.00)	
	11/14/2018	PB FIC K	T 5462	Diary of a wimpy kid : cabin fever ($9.00)	
	11/14/2018	PB FIC K	T 6586	Diary of a wimpy kid : hard luck ($9.00)	
	11/14/2018	PB FIC KAT	T 3729	If I were president ($8.00)	
	11/14/2018	PB FIC KEE	T 1969	The feathered serpent ($6.00)	
	11/14/2018	PB FIC KEE	T 5100	Pageant Perfect Crime; Nancy Drew Girl Detective ($6.00)	
	11/14/2018	PB FIC KEE	T 5101	Pageant Perfect Crime; Nancy Drew Girl Detective ($6.00)	
	11/14/2018	PB FIC KEH	T 1805	Earthquake terror ($6.00)	
	11/14/2018	PB FIC KEH	T 1837	Earthquake terror ($6.00)	
	11/14/2018	PB FIC KIN	T 3175	Diary of a wimpy kid : Greg Heffley's journal ($10.00)	
	11/14/2018	PB FIC KIN	T 4696	Diary of a wimpy kid : dog days ($8.00)	
	11/14/2018	PB FIC KIN	T 6333	Diary of a wimpy kid : the last straw ($8.00)	
	11/14/2018	PB FIC LEP	T 6321	The new girl ($4.00)	
	11/14/2018	PB FIC LER	T 1498	Tunnel vision ($6.00)	
	11/14/2018	PB FIC LER	T 2435	Proof positive ($6.00)	
	11/14/2018	PB FIC LEV	T 1976	Return of the Jedi ($6.00)	
	11/16/2018	PB FIC M	T 4088	Judy Moody saves the world! ($8.00)	
	11/14/2018	PB FIC MAG	T 3583	Cowgirl Megan ($6.00)	
	11/14/2018	PB FIC Mc	T 6136	Danger after dark ($6.00)	
	11/14/2018	PB FIC MCC	T 1960	Young Indiana Jones and the ghostly riders ($6.00)	
	11/16/2018	PB FIC MCD	T 3502	Judy Moody Was in a mood, A bad mood, Not a good mood ($8.00)	
	11/14/2018	PB FIC MIL	T 3747	The secret life of the underwear champ ($8.00)	
	11/14/2018	PB FIC N	T 6141	The legend of Deadman's Mine ($4.00)	
	11/14/2018	PB FIC N	T 7136	Your worst nightmare ($6.00)	
	11/14/2018	PB FIC NAY	3115000012546S	Boys against girls ($6.00)	
	11/14/2018	PB FIC P	T 5909	Race to Witch Mountain : a novel based on the major motion picture ($5.00)	

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Lakeview Elementary School

Discard **P 79999**

Library Materials	Due	Call Num.	Barcode	Title	Est. Fine
	11/14/2018	PB FIC P	T 7679	Big Nate on a roll ($10.00)	
	11/14/2018	PB FIC P	T 7687	Big Nate Strikes Again ($10.00)	
	11/14/2018	PB FIC PIL	T 5062	Ricky Ricotta's Mighty Robot vs. the Uranium unicorns from Uranus : the seventh robot adventure novel ($4.00)	
	11/14/2018	PB FIC R	T 5480	Dolphin tale : the junior novel ($6.00)	
	11/14/2018	PB FIC R	T 6007	Spy kids 3-D : game over : a novel based on the major motion picture ($5.00)	
	11/15/2018	PB FIC ROD	T 2945	Not my dog ($6.00)	
	11/14/2018	PB FIC S	T 5904	Report to the principal's office ($5.00)	
	11/15/2018	PB FIC S	T 7714	The machine of doom ($6.00)	
	11/16/2018	PB FIC SCH	T 2270	Samantha's surprise : a Christmas story ($8.00)	
	11/16/2018	PB FIC SCH	T 3596	Samantha's surprise : a Christmas story ($8.00)	
	11/14/2018	PB FIC SCH	T 5320	Racing stripes : a junior novelization ($5.00)	
	11/15/2018	PB FIC SNY	T 1139	Hatchling ($6.00)	
	11/15/2018	PB FIC SOB	T 1961	Encyclopedia Brown, boy detective ($6.00)	
	11/16/2018	PB FIC STI	T 5155	Body switchers from outer space ($4.00)	
	11/14/2018	PB FIC T	T 6008	Herbie, fully loaded : the junior novelization ($5.00)	
	11/15/2018	PB FIC T	T 6981	The lily pond ($7.00)	
	11/14/2018	PB FIC T	T 6995	Picket Pin of the High Sierra ($15.00)	
	11/15/2018	PB FIC TAM	T 1276	The junkyard dog ($6.00)	
	11/16/2018	PB FIC TRI	3115000013731P	Happy birthday, Samantha! : a springtime story ($5.00)	
	11/16/2018	PB FIC TRI	T 2271	Happy birthday, Samantha! : a springtime story ($8.00)	
	11/16/2018	PB FIC TRI	T 2272	Samantha saves the day : a summer story ($8.00)	
	11/16/2018	PB FIC TRI	T 2273	Changes for Samantha : a winter story ($8.00)	
	11/16/2018	PB FIC TRI	T 2274	Meet Felicity : an American girl ($8.00)	
	11/16/2018	PB FIC TRI	T 2275	Felicity learns a lesson : a school story ($8.00)	
	11/16/2018	PB FIC TRI	T 2276	Felicity's surprise : a Christmas story ($8.00)	
	11/16/2018	PB FIC TRI	T 2277	Happy birthday, Felicity! : a springtime story ($8.00)	
	11/16/2018	PB FIC TRI	T 2278	Felicity saves the day : a summer story ($8.00)	
	11/16/2018	PB FIC TRI	T 2279	Changes for Felicity : a winter story ($8.00)	
	11/16/2018	PB FIC TRI	T 2907	Felicity learns a lesson : a school story ($8.00)	
	11/16/2018	PB FIC TRI	T 3580	Happy birthday, Felicity! : a springtime story ($8.00)	
	11/16/2018	PB FIC TRI	T 3581	Happy birthday, Josefina! : a springtime story : 1824 ($6.00)	
	11/16/2018	PB FIC TRI	T 3582	Meet Molly : an American girl : 1944 ($7.00)	

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Lakeview Elementary School

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Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	11/14/2018	PB FIC TRI	T 4151	Pirates of the Caribbean : the curse of the Black Pearl : the junior novelization ($8.00)	
	11/14/2018	PB FIC VEL	T 2424	Shelby and the shifting rings ($6.00)	
	11/15/2018	PB FIC VOR	T 1138	River quest ($6.00)	
	11/16/2018	PB J FIC B	T 4107	Barbie of Swan Lake : a junior novelization ($8.00)	
	11/14/2018	PB J FIC B	T 6090	Bad Kitty vs Uncle Murray : the uproar at the front door ($5.00)	
	11/16/2018	PB J FIC B	T 6833	Barbie and the three musketeers : a junior novelization ($4.00)	
	11/16/2018	PB J FIC DEW	T 2353	The four-star challenge ($6.00)	
	11/16/2018	PB J FIC GIF	T 2337	The case of the cool-itch kid ($6.00)	
	11/16/2018	PB J FIC H	T 3425	Keeker and the sneaky pony ($8.00)	
	11/14/2018	PB J FIC H	T 5482	Spooky buddies ($5.00)	
	11/14/2018	PB J FIC KRU	3115000012072M	Tip-top tappin' mom! ($6.00)	
	11/14/2018	PB J FIC KRU	T 3889	Witch switch ($8.00)	
	11/14/2018	PB J FIC KRU	T 3899	Major league mess-up ($6.00)	
	11/14/2018	PB J FIC KRU	T 4123	Flower power ($8.00)	
	11/14/2018	PB J FIC L	T 1728	Second-grade pig pals ($6.00)	
	11/16/2018	PB J FIC STI	T 5327	A very merry Christmas ($7.00)	
	11/16/2018	PB J FIC WES	T 5172	Tough enough ($5.00)	
	11/16/2018	PB PL1	T 4911	Best dad in the sea ($7.00)	
	11/14/2018	PB PL1	T 7505	Star Wars, the force awakens : new adventures ($4.00)	
	11/16/2018	PB PL2	T 5500	Igor : more than an Igor ($4.00)	
	11/16/2018	PB PL2 E FRA	T 2858	The chronicles of Narnia, the lion, the witch, and the wardrobe. Tea with Mr. Tumnus ($8.00)	
	11/16/2018	PB PL2 E MCP	T 2988	The day the dog said, "Cock-a-doodle doo!" ($8.00)	
	11/16/2018	PB PL2 E ORY	T 1531	Ice age 2 : the meltdown : geyser blast! ($6.00)	
	11/16/2018	PB PL3	T 5499	The golden compass : Lyra's world ($4.00)	

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Lakeview Elementary School

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	11/16/2018	PB PL3 E BAR	T 1749	That fat hat ($6.00)	
	11/16/2018	PB PL3 E BAR	T 4550	That fat hat ($6.00)	
	11/16/2018	PB PL3 E BRE	T 1887	Wagon wheels ($6.00)	
	11/16/2018	PB PL3 E NAG	T 2986	The lunch line ($6.00)	
	11/16/2018	PB PL4 E LUN	T 4561	Lad, a dog : Lad is lost ($6.00)	
	11/16/2018	PB PNF 004 GRE	3115000013518S	Computers ($6.00)	
	11/16/2018	PB PNF 551.46 GAF	T 1880	Aquaman's guide to the oceans ($7.00)	
	11/16/2018	PB PNF 597.3 GUI	T 1445	Sharks ($6.00)	
	11/16/2018	PB PNF 636.7 FOS	T 7883	Pupstyle : red carpet pups ($6.00)	
	11/16/2018	PB PNF 641.5 ALB	T 2313	The Polly Pocket cookbook ($6.00)	
	11/16/2018	PB PNF 791.43 BEE	3115000011636R	Star Wars, R2-D2 and friends ($6.00)	
	11/16/2018	PB PNF 796.323 SMA	T 2872	Dwyane Wade ($6.00)	
	11/14/2018	PB PNF 818 KOW	T 4675	Belly laughs from bikini bottom ($6.00)	
	11/16/2018	PBJ FIC GIF	T 2335	The clue at the zoo ($6.00)	
	11/14/2018	PL1	3115000011073M	Silly Tilly's Thanksgiving dinner ($10.00)	
	11/16/2018	PL1	3115000014138R	Barbie I can be-- a pet vet ($3.00)	
	11/16/2018	PL1	3115000014166S	3, 2, 1, liftoff! ($3.00)	
	11/16/2018	PL1	3115000014234O	Barbie I can be-- a horse rider ($3.00)	
	11/16/2018	PL1	3115000014272Q	Barbie : I can be a gymnast ($4.00)	
	11/16/2018	PL1	T 1086	Monkey see, monkey do ($6.00)	
	11/16/2018	PL1	T 1666	Old, new, red, blue! ($6.00)	
	11/16/2018	PL1	T 3905	A pony for a princess ($5.00)	

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Lakeview Elementary School

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	11/16/2018	PL1	T 5266	Hot Wheels Cave Race! ($4.00)	
	11/16/2018	PL1 DRI	T 4012	Smash trash! ($10.00)	
	11/16/2018	PL1 OCO	3115000013299Y	Fancy Nancy and the too-loose tooth ($16.00)	
	11/16/2018	PL2	3115000012937W	Special delivery! ($3.00)	
	11/16/2018	PL2	3115000013426Q	Batman, the brave and the bold : Batman and friends ($3.00)	
	11/14/2018	PL2	3115000014129R	Cinderella ($4.00)	
	11/16/2018	PL2	3115000014162O	Man of Steel : Superman's superpowers ($3.00)	
	11/16/2018	PL2	3115000014179W	Superman : I am Superman ($3.00)	
	11/16/2018	PL2	3115000014180O	Superman : Superman versus Mongul ($3.00)	
	11/16/2018	PL2	3115000014273R	Barbie : little lost dolphin ($4.00)	
	11/16/2018	PL2	3115000014299Z	Transformers prime : meet team Prime ($4.00)	
	11/16/2018	PL2	3115000014361P	Barbie I can be-- a teacher ($3.00)	
	11/16/2018	PL2	T 3811	Father and son save the day ($6.00)	
	11/16/2018	PL2	T 4396	Anakin to the rescue ($6.00)	
	11/16/2018	PL2	T 5123	My Trip to Atlantis; by Sponge Bob Square Pants ($4.00)	
	11/16/2018	PL2	T 5255	The Rainbow Fairies ($4.00)	
	11/16/2018	PL2	T 6156	Best friends ($3.00)	
	11/16/2018	PL2	T 6178	Kung fu panda : meet the masters ($4.00)	
	11/16/2018	PL2	T 6204	How to train your dragon : hiccup the hero ($4.00)	
	11/16/2018	PL2	T 6216	My name is CheeseHead ($4.00)	
	11/16/2018	PL2	T 6694	Beautiful brides ($4.00)	
	11/16/2018	PL2	T 6797	Littlest Red Riding Hood ($4.00)	
	11/16/2018	PL2	T 6801	LEGO Star wars : attack of the clones ($4.00)	
	11/16/2018	PL2	T 6804	Barbie & the Diamond Castle ($4.00)	
	11/16/2018	PL2	T 6811	Oz the great and powerful : the land of Oz ($4.00)	
	11/16/2018	PL2	T 6988	Shrek forever after : welcome back, ogre ($4.00)	
	11/16/2018	PL2	T 6989	Shrek : triple the trouble ($3.00)	
	11/16/2018	PL2	T 7085	I am Optimus Prime ($4.00)	
	11/16/2018	PL2	T 7105	Barbie : a fairy secret ($4.00)	
	11/16/2018	PL2	T 7866	Superman versus the Silver Banshee ($3.00)	
	11/16/2018	PL2 E BEE	3115000011038N	Star Wars, a queen's diary ($6.00)	
	11/16/2018	PL2 E MCL	3115000011021F	Outback adventure : Australian vacation ($12.00)	
	11/16/2018	PL2 E MUR	3115000011435O	Journey of a pioneer ($15.00)	
	11/16/2018	PL2 KEL	T 5533	Happy feet two : adventure to Adelie Land ($4.00)	

Checked Out Materials, Overdue Materials, Unpaid Fines.

Include: Textbook. Circulation Types: All. Patron Types: All.

Lakeview Elementary School

Discard **P 79999**

Library Materials	*Due*	*Call Num.*	*Barcode*	*Title*	*Est. Fine*
	11/16/2018	PL3	3115000011578W	Explore with Ash and Dawn ($12.00)	
	11/16/2018	PL3	T 2116	Marmee's surprise : a Little women story ($6.00)	
	11/16/2018	PL3	T 3217	The Great Barrier Reef An Undersea Adventure ($10.00)	
	11/16/2018	PL3	T 7094	Thimbletack's mission ($4.00)	
	11/16/2018	PL4	T 1885	The story of Spider-Man ($7.00)	
	11/16/2018	PL4	T 2932	TransFormers Energon : Megatron returns ($10.00)	
	11/16/2018	PL4	T 5163	The story of Spider-Man ($4.00)	
	11/16/2018	PL4	T 6823	Star wars. Obi-Wan's foe : revenge of the Sith ($4.00)	
	11/16/2018	PL4 E MOO	T 2733	Good children get rewards : a story of Williamsburg in colonial times ($12.00)	
	11/14/2018	PNF 597.8 MOI	T 1527	Frogs ($6.00)	
	11/16/2018	PNF 741.5 SAU	T 2930	Spider-Man : worst enemies ($10.00)	
	11/16/2018	PNF 741.5 TIL	3115000014333O	Too many puppies! : a comic reader ($15.00)	
	11/14/2018	PNF 796.332 LAD	T 4044	National Football League power players ($12.00)	
	11/16/2018	PNF 92 KEL	T 1069	A girl named Helen Keller ($6.00)	
	11/15/2018	PRO E ALB	3115000014347T	Where's my teddy? ($22.00)	
	11/15/2018	PRO E TUL	3115000014764W	Press here ($22.00)	

Rescue Union School District

Report of Surplus Equipment

Date: 11/8/2018

School / Department Data		District Use Only
Name of School / Department:	Green Valley School Library	Type of Disposition:
Name / Title of Person to Contact for Further Information:	Sandra Villalovoz Library Media Coordinator	Board Approval Date:
Building / Room Number Which Equipment Was Assigned:	Library	Disposition Contact:

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY	
							Asset Number	Disposition Code
N/A	B & C	Library Books: Damaged, outdated, or uncirculated. Please see attached list.	336	0.00	N/A			

Principal / Supervisor Signature

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.

* If there is no inventory number on the equipment, please record the serial number or model number in its place.

Call Number	Copy/Item Ba	Title/Description
001.9 MCM	T 11191	The mystery of the Roswell UFO
333.7 LOW	T 7485	Earth Day
363.7 BEL	T 6037	How green are you?
363.7 LEA	T 10550	Atlas of the environment
385 MAT	T 3093	Railroaders
385.0973 ELI	T 10002	The transcontinental railroad, a triumph of a dream.
398.2 ARN	T 31722	That apple is mine!
493 GIB	T 8635	The riddle of the Rosetta Stone : key to ancient Egypt : illustrated with
509.2 MEA	T 5792	The great scientists
523.482 RAU	T 33208	Pluto
548 SYM	T 12972	Crystal & gem
549 ROC	T 7435	Rocks and minerals
551.5 COS	T 12979	Weather
552 GAN	T 31132	Let's go rock collecting
552.19 SYM	T 12495	Rocks & minerals
582.16 BUR	T 2685	Tree
591.77 BAK	T 33020	The ocean
595 HOL	T 2016	Pagoo.
595.789 PRI	T 9428	An extraordinary life : the story of a monarch butterfly
597 WU	T 34805	Fish faces
598.47 TAT	T 32664	Penguin chick
599 PAR	T 10693	Mammal
599 PAR	T 12507	Mammal
599.32 DIN	T 13106	Deer
599.4 MAR	T 9384	Outside and inside bats
599.865 WOO	T 30531	Baboons
621.8 WEI	T 8421	Machines and how they work
636.9356 FRI	T 8354	Hamsters
641.3 VEN	T 9131	Food : its evolution through the ages
741.5 DAV	T 9027	Garfield in disguise
741.5 DAV	T 33401	Garfield takes up space
741.5 TEL	T 16280	Smile
743 AME	T 9020	Draw 50 people
796.7 FOR	T 30682	Formula 1 motor racing book
811 SIL	T 30718	Where the sidewalk ends.
811.54 PRE	T 3798	Something big has been here.
937 NAR	T 30222	The Roman Empire
971.3 GRE	T 9165	A pioneer sampler : the daily life of a pioneer family in 1840
971.9 JON	T 32865	Yukon gold : the story of the Klondike Gold Rush
973 CLE	T 11618	Yo, Sacramento!.
973 RIC	T 31252	America's top 100
973 STO	T 31460	America's top 10 national monuments
973.2 BOW	T 10373	Stranded at Plimoth Plantation, 1626
973.7 MUR	T 30254	The boys' war : Confederate and Union soldiers talk about the Civil W
973.7 SIN	T 31011	Welcome to Addy's world, 1864 : growing up during America's Civil W
973.91 GOU	T 31016	Welcome to Samantha's world, 1904 : growing up in America's new ce

978 MUR	T 7898	Cowboy
92 FIL	T 8751	Zlata's diary : a child's life in Sarajevo
92 GAN	T 8536	The secret soldier : the story of Deborah Sampson
92 MUI	T 8994	John Muir, saving the wilderness
E A	T 11295	Turkey pox
E B	T 12629	The Grinch meets his Max
E BUT	T 14944	Muddypaws
E C	T 9008	The best cat suit of all
E D	T 31880	A kitten's year
E E	T 11790	Elmo saves Christmas
E E	T 33454	Eight animals play ball
E E	T 33497	Oh no, gotta go!
E F	T 9063	Nanny Noony and the magic spell
E FIC SEU	T 13491	Hop on Pop
E G	T 31784	Around the world : who's been here?
E H	T 1545	How the reindeer saved Santa
E H	T 1546	Santa Claus forever!
E H	T 9142	How the reindeer saved Santa
E H	T 11909	The dinosaurs are back and it's all your fault.
E H	T 14199	The very noisy night
E KWI	T 10941	Little Vampire and the Midnight Bear
E L	T 13390	Ten apples up on top!
E M	T 12587	I spy little Christmas
E S	T 4315	That terrible Halloween night
E S	T 7045	Witch Hazel
E S	T 31359	King Snake
E SEU	T 15501	Hop on Pop
E T	T 8543	Sir Lacksalot and the two headed dragon
E T	T 9517	A long trip to Z
E T	T 11118	The trouble with the Johnsons
E T	T 14198	Twinkle, twinkle, little star
E T	T 31448	Zachary's ball
E T	T 32160	Zachary's ball
E TEI	T 32694	The story of Spider-Man
E U	T 31901	The Mellops go spelunking
E U	T 33435	Buzz buzz buzz
E V	T 4391	Ernest and Celestine.
E V	T 4397	Rosie and Michael
E V	T 12184	Across the wide dark sea : the Mayflower journey
E V	T 31571	Here comes the train
E V	T 33382	Clarabella's teeth
E V	T 33521	ˆÉch và thế giới vĩ đại = Frog and the wide world
E V	T 33522	ˆÉch là ̣i anh hùng = Frog is a hero
E W	T 3911	My great grandpa
E W	T 4356	I'll always love you
E W	T 4429	Little Penguin's tale
E W	T 4930	Tom Thumb

E W	T 5422	The secret in the matchbox
E W	T 7750	The night horse
E W	T 8426	Not a worry in the world
E W	T 8520	The night horse
E W	T 9085	Spaceship Number Four : a Thanksgiving story
E W	T 10541	Earthlets, as explained by Professor Xargle
E W	T 10645	Rude giants
E W	T 14377	Glen Robbie: A Scottish Fairy Tale
E W	T 31382	Mouse, look out!
E W	T 32089	Max cleans up
E W	T 32162	The boy who lost his belly button
E W	T 32280	Bunny party
E W	T 32296	Doris's dinosaur
E W	T 32387	Count down to clean up!
E W	T 32809	Old shell, new shell : a coral reef tale
E W	T 33129	Dot & Jabber and the mystery of the missing stream
E W	T 33146	For Pete's sake
E W	T 33258	Webster J. Duck
E Y	T 4442	The girl who loved the wind,
E Y	T 10810	The city of dragons
E Y	T 10947	The city of dragons
E YOU	T 15571	The mud fairy
FIC ALC	T 8201	An old-fashioned Thanksgiving
FIC BRU	T 15154	Happy birthday Bad Kitty
FIC BRU	T 35866	Bad Kitty for president
FIC BUN	T 8246	Someone is hiding on Alcatraz Island
FIC COH	T 2166	The Christmas revolution
FIC CRI	T 31454	Akiko in the Sprubly Islands
FIC DIC	T 31795	Because of Winn-Dixie
FIC HOR	T 34785	Stormbreaker
FIC HUN	T 34584	Starlight
FIC KIN	T 15356	Diary of a wimpy kid : the ugly truth
FIC KIN	T 36042	Diary of a wimpy kid : Greg Heffley's journal
FIC KOR	T 16322	Ungifted
FIC MOS	T 36504	Amelia's middle-school graduation yearbook
FIC ROW	T 12283	Harry Potter and the sorcerer's stone
FIC ROW	T 15977	Harry Potter and the Chamber of Secrets
FIC RUC	T 30300	Night of the twisters
FIC RUC	T 34139	Night of the twisters
FIC RUC	T 34140	Night of the twisters
FIC RUS	T 16554	Tales from a not-so-popular party girl
FIC RUS	T 16584	Tales from a not-so-fabulous life
FIC SHA	T 30053	Melitte
FIC SPE	T 8277	The witch of Blackbird Pond
FIC THO	T 35402	School plot
FIC TUR	T 8514	Maroo of the winter caves
FIC VER	T 36153	Dragonbreath : the case of the toxic mutants

FIC VER	T 36598	Dragonbreath : the frozen menace
FIC WAT	T 15157	In too deep / book 6
FIC WAT	T 34023	Dark warning
FIC WAT	T 34104	Death on Naboo
FIC WAT	T 34105	The desperate mission
FIC WAT	T 34107	A tangled web
FIC WIL	T 11414	Titanic crossing
FIC RUS RC 71(	T 16478	Tales from a not-so-glam TV star
J FIC BAU	T 35508	The very little princess
J FIC BEN	T 1116	George, the drummer boy
J FIC HIM	T 8445	The ups and downs of Simpson Snail
J FIC KLI	T 30009	Horrible Harry and the Drop of Doom
J PB FIC OSB	T 16337	Thanksgiving on Thursday
PB 599.53 OSI	T 13807	Dolphins and sharks : a nonfiction companion to Dolphins at daybreak
PB 818 COL	T 7692	Six sick sheep.
PB 92 KEL	T 33868	Helen Keller
PB E C	T 10879	Darcy and Gran don't like babies
PB E FC WIN	T 12973	Shoes
PB E FIC ARN	T 7065	Ollie forgot
PB E FIC BAY	T 5772	If you are a hunter of fossils
PB E FIC BUN	T 12347	The Wednesday Suprise.
PB E FIC CAN	T 15915	Stellaluna
PB E FIC DOD	T 10871	Grandpa Bud
PB E FIC FRI	T 5734	The Easter Bunny that overslept
PB E FIC HAU	T 14761	The Nutcracker Ballet / retold by Deborah Hautzig.
PB E FIC HAV	T 12350	Jamaica tag-along
PB E FIC HEI	T 13040	The day of Ahmed's secret.
PB E FIC HOR	T 12353	Sam goes trucking
PB E FIC ISH	T 10659	Bo bandicoot at the market.
PB E FIC JOH	T 12428	Lost
PB E FIC LOB	T 13875	The rose in my garden
PB E FIC MAC	T 13008	Pizza party!
PB E FIC MIL	T 10585	Hey! I'm reading!.
PB E FIC NIX	T 10289	If you were a writer
PB E FIC NUM	T 10331	Dogs don't wear sneakers.
PB E FIC NUM	T 12827	If you give a pig a pancake
PB E FIC PEE	T 13652	The caboose who got loose
PB E FIC RYD	T 5719	The snail's spell
PB E FIC SCH	T 13511	Railroad toad
PB E FIC SHO	T 15538	The listening walk
PB E FIC SHU	T 6825	Clever Tom and the leprechaun.
PB E FIC SIM	T 15965	Where are you?
PB E FIC STEW	T 13877	The library
PB E FIC WAB	T 13011	Ira says goodbye
PB E FIC WAD	T 12594	Can't you sleep, Little Bear?
PB E FIC YOR	T 7491	Company's coming
PB E FIC ZIE	T 5701	A new coat for Anna.

PB E FIC ZIE	T 5702	A new coat for Anna.
PB FIC BAU	T 6483	On my honor
PB FIC BUL	T 34292	A lion to guard us
PB FIC BUN	T 8913	Coffin on a case
PB FIC BUR	T 7344	Ida Early comes over the mountain
PB FIC COH	T 6319	Thank you, Jackie Robinson
PB FIC CON	T 8726	Stonewords : a ghost story
PB FIC DOR	T 8953	Morning girl.
PB FIC HAD	T 13215	Among the hidden
PB FIC HER	T 8959	Nothing but trouble, trouble, trouble
PB FIC HER	T 8973	Mama, let's dance.
PB FIC HES	T 8957	Letters from Rifka
PB FIC HES	T 11702	Sable.
PB FIC HOB	T 14387	Far North
PB FIC HOB	T 14388	Far North
PB FIC LAS	T 11239	Shadows in the water.
PB FIC MAC	T 15885	The merchant of death
PB FIC NAY	T 11367	The Fear Place
PB FIC NIC	T 10889	Beethoven lives upstairs.
PB FIC PAR	T 7313	Key to the treasure
PB FIC ROB	T 7423	Megan's island
PB FIC SAC	T 14600	Sideways stories from Wayside School
PB FIC SAC	T 14603	Sideways stories from Wayside School
PB FIC SNI	T 13858	The hostile hospital
PB FIC STI	T 15866	Beware, the snowman
PB FIC STI	T 15891	A night in Terror Tower
PB J FIC COS	T 15099	The meanest thing to say
PB J FIC COS	T 15100	The best way to play
PB J FIC KLI	T 13861	Horrible Harry at Halloween
PB J FIC OSB	T 14896	Dolphins at daybreak
PB PNF 567.9 I	T 14016	The glow-in-the-dark book of dinosaur skeletons
PB PNF 577.54	T 13210	The magic school bus gets all dried up : a book about deserts
PB PNF 582 CC	T 14008	The magic school bus plants seeds : a book about how living things gr
PB PNF 592 M/	T 14298	Everything You Want to Know About : Creepy Crawlies.
PB PNF 595.7 \	T 13310	Bugs
PB PNF 595.71	T 13447	Bugs! bugs! bugs!
PB PNF 595.78	T 14007	The magic school bus butterfly and the bog beast : a book about butte
PNF 222 SPI	T 3003	Noah's ark
PNF 398.2 CHA	T 33533	Story of the Chinese Zodiac
PNF 523.3 COL	T 6537	The magic school bus lost in the solar system
PNF 523.482 K	T 35065	A look at Pluto and other dwarf planets
PNF 523.8 DEX	T 9270	Stars : near & far
PNF 534 JEN	T 2813	Making sounds
PNF 535 JEU	T 13562	Colors
PNF 551 COL	T 6538	The magic school bus inside the Earth
PNF 551.51 FO	T 33275	Can you see the wind?
PNF 551.55 CC	T 10792	The magic school bus inside a hurricane

PNF 567.9 BAR T 33123	Dinosaur bones
PNF 567.9 COL T 8795	The magic school bus in the time of the dinosaurs
PNF 567.9 MIL T 7851	Dinosaur days
PNF 567.9 MO T 33735	How big were the dinosaurs
PNF 567.9 PAR T 14015	Dinosaur time
PNF 567.9 RIP T 33799	The big dinosaur dig
PNF 567.97 PE T 2712	Tyrannosaurus Rex
PNF 578.734 G T 15648	Rain forest
PNF 579.6 ROY T 32105	Life cycle of a mushroom
PNF 581 WEB T 2659	Plant experiments
PNF 582.13 SC T 32023	Among the flowers
PNF 583 ROY T 32030	Life cycle of a bean
PNF 583 ROY T 32111	Life cycle of an oak tree
PNF 591 ACK T 13196	Backyard invaders.
PNF 591 ACK T 13532	Backyard invaders.
PNF 591.4 GRA T 60119	Claws and jaws
PNF 591.5 GRA T 60121	Hunters
PNF 591.54 BU T 11034	Animals at rest
PNF 591.56 GR T 12984	Families
PNF 591.59 BU T 11045	Animals talking
PNF 591.77 EA T 14502	Sea critters
PNF 591.92 CC T 6327	The magic school bus on the ocean floor
PNF 591.92 CC T 6531	The magic school bus on the ocean floor
PNF 592 KIL T 31080	Creepy crawlies : insects and other tiny animals
PNF 595.4 RES T 13191	Spiders
PNF 595.4 RES T 13525	Spiders
PNF 595.7 GRA T 13189	Insects
PNF 595.7 GRA T 13520	Insects
PNF 595.7 RAB T 31165	On beyond bugs
PNF 595.78 RC T 32033	Life cycle of a butterfly
PNF 595.79 CC T 30952	The magic school bus inside a beehive
PNF 597 RES T 13190	Fish
PNF 597 RES T 13531	Fish
PNF 597.3 CLA T 33038	Sharks!
PNF 597.3 FOV T 30539	The best way to see a shark
PNF 597.3 RES T 13519	Sharks.
PNF 597.5 ROY T 31671	Life cycle of a salmon
PNF 597.8 MO T 32762	Frogs
PNF 597.8 ROY T 30605	Life cycle of a frog
PNF 597.8 WIN T 33696	Frogs sing songs
PNF 597.9 HOL T 15647	Reptiles
PNF 597.9 LIN T 33092	Amazing crocodiles & reptiles
PNF 597.9 MA T 13194	Reptiles
PNF 597.9 MA T 13530	Reptiles
PNF 597.92 TU T 7502	Turtles; the Cousteau society.
PNF 597.95 M/ T 13335	Lizards.
PNF 597.95 M/ T 13522	Lizards.

PNF 597.96 PA	T 33094	Amazing snakes
PNF 597.96 RE	T 13198	Snakes
PNF 597.96 RE	T 13527	Snakes
PNF 598.4 PEN	T 7503	Penguins; the Cousteau society.
PNF 598.47 M/	T 33205	Penguins
PNF 598.47 RE	T 13338	Penguins.
PNF 598.9 GRA	T 13337	Birds of Prey.
PNF 598.9 GRA	T 13523	Birds of Prey.
PNF 599 DAV	T 31319	Feeding time
PNF 599.35 RC	T 30619	Life cycle of a guinea pig
PNF 599.4 BLA	T 13188	Bats
PNF 599.4 MCI	T 15070	When I lived with bats
PNF 599.4 MIL	T 50013	Bats : creatures of the night
PNF 599.5 DOL	T 7478	Dolphins: the Cousteau society.
PNF 599.64 RIT	T 32141	The wonder of bison
PNF 599.657 R	T 32150	The wonder of moose
PNF 599.74 OL	T 13195	Bears
PNF 599.74 OL	T 13518	Bears
PNF 599.74 RE	T 13143	Cats
PNF 599.74 RE	T 13528	Cats
PNF 599.75	T 13193	Cats
PNF 599.75 PA	T 33091	Amazing cats
PNF 599.756 C	T 33246	Tiger tales and big cat stories
PNF 599.757 B	T 14058	Lions
PNF 599.757 B	T 31888	Lions
PNF 599.76 LEI	T 30690	Skunks
PNF 599.77 RE	T 13526	Wolves.
PNF 599.773 K	T 33248	Timber wolves
PNF 599.8 GRA	T 13336	Apes and monkeys
PNF 599.8 GRA	T 13524	Apes and monkeys
PNF 628.9 FIR	T 32760	Fire fighting
PNF 636.2 POT	T 3545	Cows
PNF 636.3 POT	T 3546	Goats
PNF 636.3 POT	T 3547	Sheep
PNF 636.5 POT	T 3548	Hens
PNF 636.8 KLI	T 33173	Kittens
PNF 639 HEL	T 10481	Chickens aren't the only ones
PNF 745.594 S	T 30633	Jack-o-lanterns
PNF 796.334 E	T 33877	I can play soccer
PNF 798.2 HAY	T 32068	Horse show
PNF 811.5 LIN	T 3795	The midnight farm
PNF 818 BRO	T 31974	Spooky riddles
PNF 821 LEA	T 3821	The owl and the pussy cat
PNF 910.4 DOI	T 31531	Disasters at sea
PNF 92 BLA	T 34206	Bonnie Blair : top speed skater
PNF 92 CLE	T 31392	Roberto Clemente
PNF 92 GOR	T 60006	Jeff Gordon

PNF 92 KEN	T 60082	Matt Kenseth
PNF 92 PUJ	T 35020	Albert Pujols
PNF 92 REE	T 34211	Gabrielle Reece : star volleyball player
PNF 92 ROD	T 60008	Alex Rodriguez
PNF 92 ROD	T 60011	Andy Roddick
PNF 92 SOR	T 60013	Annika Sorenstam
PNF 92 STE	T 60084	Tony Stewart
PNF 92 WIE	T 35030	Michelle Wie

Rescue Union School District

Report of Surplus Equipment

Date: 12-6-18

School / Department Data

Name of School / Department: Marina Village	Type of Disposition:
Name / Title of Person to Contact for Further Information: Thera Stephanides	Board Approval Date:
Building / Room Number Which Equipment Was Assigned: library	Disposition Contact:

District Use Only

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY	
							Asset Number	Disposition Code
	B & C	*discarded library Books	52	~~0~~				
		*Outdated, damaged or Not Circulated.						
		1) A Wrinkle in Time						
		2) The Yearling						
		3) Jane Eyre						
		4) Eyes of Darkness						
		5) Watership Down						
		6) A Tale of 2 cities						
		7) A Thief of Time						
		8) Playing with the Enemy						
		9) The Pigman						

Principal / Supervisor Signature

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.