

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

**BOARD OF TRUSTEES
REGULAR MEETING MINUTES**

Tuesday, January 22, 2019 - 6:30 p.m. Open Session (Closed Session at 5:30 p.m.)

Rescue District Office Board Room

Teleconference site: Hampton Inn & Suites, 2400 South Beulah Blvd., Flagstaff, AZ 86001

DISTRICT MISSION

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

ITEM	ITEM DESCRIPTION
CALL TO ORDER:	Board president called the meeting to order at 5:34 p.m.
ROLL CALL:	<ul style="list-style-type: none"> ✓ Kim White, President ✓ Stephanie Kent, Vice President ✓ Tagg Neal, Clerk (teleconference) Nancy Brownell, Member ✓ Suzanna George, Member ✓ Cheryl Olson, Superintendent and Board Secretary ✓ Sean Martin, Assistant Superintendent of Business Services ✓ Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
PUBLIC COMMENT:	There were no public comments concerning items on the Closed Session Agenda.
CLOSED SESSION: District Conference Room	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District's designated negotiators, Sean Martin and Candice Harris regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.
Conference with Legal Counsel -Anticipated Litigation	Significant exposure to litigation pursuant to Government Code Section 54956.9(d)(2) [Number of Potential Cases: One]
OPEN SESSION:	The Board president convened open session at 6:36 p.m.
Welcome	The Board president provided an introduction to Board meeting proceedings.
Flag Salute	A Lake Forest School student led the flag salute.

<p>1. Adoption of Agenda (Consideration for Action)</p>	<p>Trustee George moved and Trustee Kent seconded to approve the agenda as presented. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>STUDENT SUCCESS / RECOGNITION:</p>	
<p>Lake Forest School</p>	<p>Lake Forest School principal, Bruce Peters provided a site update and presentation highlighting student successes. The Difference Maker awards were presented to Kathy Caleca, Special Education Aide and Lisa Doig, Teacher.</p>
<p>REPORTS AND COMMUNICATION:</p>	
<p>Report from Closed Session</p>	<p>Board president reported no action taken in closed session.</p>
<p>2. Superintendent's Report (Supplement)</p>	<p>Superintendent Olson shared that the dedication of the Marina Village/Lake Forest field went very well. There was a wonderful turnout and the family and friends of Erin Hauge were deeply touched. She thanked Board members Stephanie Kent and Kim White for being able to attend. She also thanked John Johnson, Janice Araujo, Levi Cambridge, Sean Martin and Dave Scroggins for helping with the event. She also reported that we had a community member provide us with an amazing gift this past month. A man brought in a check for over \$1300 to pay off meal debts for families. This is a very tangible way for families to see we have a very caring community that is willing to reach out and help. The third training day for Positive Behavior Interventions Supports (PBIS) was scheduled this past week. Each team brought with them what they have accomplished so far this year. It is really amazing how much they have done already. They shared their plans, slogans, videos, skits and other things they have done. Our trainers commented several times how impressed they were with our teams and schools. Mrs. Olson reported that our enrollment is currently at 3691. We are up 6 students from last January and up 19 students since the last day of school. Superintendent Olson was pleased to report that two of our amazing leaders have been nominated for Region 2 recognition by ACSA. Larry Garcia and Dave Scroggins will be honored in their job alike categories in March as nominees for Region 2 Administrator of the Year. January is Board Recognition Month and Superintendent Olson, thanked the RUSD Board for the many hours they give to our district and their dedication to our students, families and staff.</p>
<p>3. Department Update: Transportation</p>	<p>Director of Transportation, Patrick Cahill provided an update on our electric busses. Currently we have one electric bus with 4 more coming from the Rural School Bus Pilot Project. Additionally we will be receiving 2 more from the San Joaquin Valley Air Pollution Control District, bringing the total to 7 busses. It will take a while to get them all delivered, (there is not a specified date) however; the paperwork is in process. Hopefully we will have them by the start of school next year. We have also applied for busses through the California Energy Commission Grant (CEC). They have published their ranking list and we are 165th. Potentially we could still be considered but it will depend on how many busses are awarded.</p>

	<p>Mr. Cahill went on to discuss the infrastructure related to the electric busses. We currently have charging stations to accommodate 2 busses. We will then need to bring in electricity for any additional busses. Mr. Cahill reported that he has been talking with PG&E and they may be able to fund the cost (PG&E will be doing this through grant funds as well). We may also be able to capitalize on the CEC grant that will provide approximately \$60,000 for infrastructure, should we receive the award. Mr. Cahill stated the best part of this is with the reduction in diesel fumes, and particulates; it can't help but be good for kids and the community.</p>																				
PUBLIC COMMENTS:	There were no public comments																				
GENERAL:																					
<p>4. El Dorado County School Boards Association Nominations</p> <p>(Supplement)</p> <p>(Consideration for Action) Superintendent</p>	<p>The Board considered nominations for the El Dorado School Boards Association Awards Ceremony. This year the ceremony will be held on March 4, 2019.</p> <p>Nominations for Category 3: Outstanding Community Member or Volunteer, Outstanding Community Organization, or Outstanding Corporate Organization</p> <p>Clay Abajian Barbara Jensen Tony DeVille, Sr.</p> <p>No action was necessary</p>																				
<p>5. Board Policy - Revision</p> <p>(Supplement)</p> <p>(First Reading and Possible Consideration for Action) Superintendent</p>	<p>Periodically, the Board reviews, revises and/or adopts Board Policy. The following policies are provided for first reading and possible consideration for action.</p> <table border="1" data-bbox="670 1077 1398 1398"> <tr> <td>AR 3230</td> <td>Federal Grant Funds</td> </tr> <tr> <td>BP/AR 3551</td> <td>Food Service Operations/Cafeteria Fund</td> </tr> <tr> <td>BP/AR 3552</td> <td>Summer Meals Program</td> </tr> <tr> <td>BP/AR 5022</td> <td>Student and Family Privacy Rights</td> </tr> <tr> <td>AR 5141.32</td> <td>Health Screening for School Entry</td> </tr> <tr> <td>BP/E 5145.6</td> <td>Parental Notifications</td> </tr> <tr> <td>BP/AR 6145</td> <td>Extracurricular and Cocurricular Activities</td> </tr> <tr> <td>BP 6162.5</td> <td>Student Assessment</td> </tr> <tr> <td>BP/AR 6171</td> <td>Title I Program</td> </tr> <tr> <td>BP/AR 6174</td> <td>Education for English Learners</td> </tr> </table> <p>Trustee George moved and Trustee Kent seconded to approve the above listed policies as presented. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>	AR 3230	Federal Grant Funds	BP/AR 3551	Food Service Operations/Cafeteria Fund	BP/AR 3552	Summer Meals Program	BP/AR 5022	Student and Family Privacy Rights	AR 5141.32	Health Screening for School Entry	BP/E 5145.6	Parental Notifications	BP/AR 6145	Extracurricular and Cocurricular Activities	BP 6162.5	Student Assessment	BP/AR 6171	Title I Program	BP/AR 6174	Education for English Learners
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<p>6. PTC Sponsored Mural for Rescue Elementary School</p> <p>(Supplement)</p> <p>(Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board will review and discuss the proposal submitted by the Rescue Elementary School Parent Teacher Council for murals to be painted as part of the their school beautification project.</p> <p>Trustee George moved and Trustee Kent seconded to approve the PTC sponsored mural for Rescue Elementary School. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal, and White.</p>																				

<p>7. Temporary Additional Hours for Consulting Services</p> <p>(Supplement)</p> <p>(Consideration for Action) Superintendent</p>	<p>The Board will review and discuss the proposal for temporary additional hours for our community relations consultant.</p> <p>Trustee Neal moved and Trustee Kent seconded to approve the temporary additional hours for consulting services. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>8. Exploration of District Tagline</p> <p>(Supplement)</p> <p>(Discussion and Possible Consideration for Action) Superintendent</p>	<p>The Board will discuss the exploration and use of a preliminary tagline.</p> <p><i>This item was tabled and will be brought back to the February Study Session for further discussion.</i></p>
<p>PERSONNEL:</p>	
<p>9. 2018-2019 Tentative Agreement with CSEA</p> <p>(Supplement)</p> <p>(Consideration for Action) Director of Human Resources</p>	<p>The Board will consider approval of the 2018-2019 Tentative Agreement between California School Employees Association (CSEA) and the Rescue Union School District.</p> <p>Trustee George moved and Trustee Kent seconded to approve the 2018-19 Tentative Agreement with CSEA. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>10. Openers for 2019-2020 RUFT Negotiations</p> <p>(Supplement)</p> <p>(Consideration for Action) Director of Human Resources</p>	<p>The Board is required to set a date for public comment on collective bargaining unit openers for this upcoming session. District administration recommends that Rescue Union Federation of Teachers (RUFT) negotiation openers be put on the agenda for the February 12, 2019 regular Board meeting for public comment.</p> <p>Trustee George moved and Trustee Kent seconded to set the February 12, 2019 regular Board meeting for public comment on Openers for 2019-2020 RUFT negotiations. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>11. Openers for 2019-2020 CSEA Negotiations</p> <p>(Supplement)</p> <p>(Consideration for Action) Director of Human Resources</p>	<p>The Board is required to set a date for public comment on collective bargaining unit openers for this upcoming session. District administration recommends that California School Employees Association (CSEA) negotiation openers be put on the agenda for the February 12, 2019 regular Board meeting for public comment.</p> <p>Trustee George moved and Trustee Kent seconded to set February 12, 2019 regular Board meeting for public comment on Openers for 2019-2020 CSEA negotiations. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>

BUSINESS AND FACILITIES ITEMS:	These items are provided for Board information, discussion, and/or action.
<p>12. AB1200 Compliance for 2018-2019 for Classified Staff (Supplement) (Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board will receive a report and consider approval of the School District Public Disclosure of the Negotiated Agreement – AB1200 Compliance for 2018-2019 for Classified Staff. District administration recommends approval of this item.</p> <p>Trustee George moved and Trustee Kent seconded to approve the AB1200 Compliance for 2018-2019 for Classified Employees. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>13. Auditor’s Report Financial Statements for 2017-2018 (Supplement) Assistant Superintendent of Business Services (Consideration for Action)</p>	<p>To comply with Ed. Code 14503, each year an independent audit must be conducted. Crowe Horwath, LLP completed the financial audit for the 2017-2018 fiscal year. District administration recommends acceptance of the Auditor’s Report on the 2017-2018 financial statements.</p> <p>Trustee Kent moved and Trustee George seconded to approve the Auditor’s Report Financial Statements for 2017-18. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>14. Resolution #19-01 Electric School Bus Incentive Program (Supplement) (Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board will consider approval of Resolution #19-01 as part of the application process for the Electric School Bus Incentive program.</p> <p>Trustee Kent moved and Trustee George seconded to approve Resolution #19-01 Electric School Bus Incentive Program. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent , Neal and White</p>
CURRICULUM & INSTRUCTION	
<p>15. School Plans (Supplement) (First Reading and Possible Consideration for Action) Assistant Superintendent of Curriculum and Instruction</p>	<p>Each School Site council develops and approves their Single Plan for Student Achievement. Single School Plans for Marina Village, Pleasant Grove and Rescue are presented to the Board for first reading and possible consideration for action.</p> <p>Trustee George moved and Trustee Kent seconded to approve the school plans for Marina Village, Pleasant Grove and Rescue Schools. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>16. California School Dashboard (Supplement) (Information and Discussion Only) Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board received information regarding the Rescue Union School District’s results on the California School Dashboard for the Academic Indicator and the Chronic Absenteeism Indicator.</p> <p>Assistant Superintendent Dave Scroggins presented the Academic Indicator Results and Chronic Absenteeism Rates from the California School Dashboard. This “dashboard” serves as the new accountability</p>

	<p>system for schools and districts across California and measures progress in a variety of areas including school climate, student engagement, and academic performance. Each area, or “indicator”, is assessed in terms of status (how well the school or district did) and change (how much the school or district improved from the previous year). Results for these indicators are displayed on a color scale, with red being at the lower end, followed by orange, then yellow, then green, and finally blue as the top score.</p> <p>The District's Academic Indicator for ELA is in the highest range, blue. On average, students scored 46 points above standard and increased 5% from the previous year. No student groups fell in the red or orange range. English Learner and Students with disabilities fell in the yellow range, but these groups increased their performance by 20.8% and 9.8%, respectively.</p> <p>The District's Academic Indicator for Math is in the green range. On average, students scored 28 points above standard and increased nearly 6% from the previous year. No student groups fell in the red or orange range, and every student group either maintained or improved when compared to the previous year. Students with Disabilities fell in the yellow range, but this groups increased their performance by 8.2% from last year. All other student groups are within the green or blue range.</p>
<p>17. Schoolwide Title I Plans (Supplement)</p> <p>(Consideration for Action) Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board will consider approval of the Schoolwide Title I plans for Green Valley and Rescue Elementary Schools.</p> <p>Trustee George moved and Trustee Kent seconded to approve the Schoolwide Title I plans for Green Valley and Rescue Elementary Schools. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>CONSENT AGENDA:</p> <p>(Consideration for Action)</p>	<p>All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items.</p> <p>Item #19 was pulled for separate vote</p> <p>Trustee George moved and Trustee Kent seconded to approve the balance of the agenda. The motion passed 4-0 Roll Call Vote: Ayes: Trustee George, Kent, Neal and White</p>
<p>18. Board Meeting Minutes (Supplement)</p>	<p>Minutes of December 11, 2018 Regular Board Meeting.</p>
<p>19. Board Meeting Minutes (Supplement)</p>	<p>Minutes of January 8, 2019, Board Study Session.</p> <p>Trustee Kent moved and Trustee White seconded to approve the minutes of the January 8, 2019 Board Study Session. The motion passed 3-0 with one abstention. Roll Call Vote: Ayes: Trustee Kent, Neal and White Abstention: Trustee George</p>

20. District Expenditure Warrants (Supplement)	Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The supplement reflects expenditures from 12/5/18 through 1/9/19.
21. District Purchase Orders (Supplement)	Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 12/4/18 through 1/14/19.
22. Williams Quarterly Report (Supplement)	Title 5, Chapter 5.1, Section 4600 requires school districts to report summarized data from the Uniform Complaint Process to the county superintendent quarterly.
23. Personnel (Supplement)	Rescue Union School District's long range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.
A. Certificated Personnel Employment: Resignation:	Kristine Mumbert, temporary teaching assignment, (1.0 FTE), Jackson, effective 1/7/19 Dannon McElroy, temporary teaching assignment, (1.0 FTE), Pleasant Grove, effective 1/7/19 Sydney Shykowski, temporary teaching assignment, (1.0 FTE), Rescue, effective 1/7/19 Lisa (Michelle) Mesunas, temporary teaching assignment, (.4138 FTE), Jackson and Lakeview, effective 1/7/19 Michele Pease, temporary teaching assignment, (.2759 FTE), Green Valley, effective 1/14/19 Kristine Addiego, Teacher, (1.0 FTE), Rescue, effective 12/31/18
B. Classified Personnel Employment: Resignation:	Gennieve Hill, IA Paraeducator – LVN/RN, (.78 FTE), Green Valley, effective 1/11/19 Stefanie Hudson, IA Paraeducator – SDC, (.75 FTE), Jackson, effective, 1/7/19 Lindy Murray, Kindergarten Aide, (.25 FTE), Green Valley, effective, 1/7/19 Wendy Deitz, Food Service Worker, (.38 FTE), Food Service, effective 1/4/19 Kristine Mumbert, IA Paraeducator – SDC, (.75 FTE), Pleasant Grove, effective 1/6/19 Lindy Murray, Yard Supervisor, (.06 FTE), Green Valley, effective 1/6/19
24. P-1 Attendance Report – (July – December) (Supplement)	In January, the First Period Attendance Report (P-1) is filed with the state. This report is for Board information only.

25. Contract: Nonpublic School/Agency Master Contracts (Supplement)	The following Master Contracts are presented for specialized services for the 2018-2019 school year: Aldar Academy, and American River Speech, Inc.
26. Individualized Service Agreement for Nonpublic School/Agency – Aldar Academy. (Supplement)	The Rescue Union School District has 1 student whose needs require a nonpublic agency service. Based on the identified needs of this student, service through Aldar Academy is seen as the appropriate provider.
27. AB181 White Paper Response (Supplement)	AB181 Department of Real Estate Subdivision “White Paper” Response and Student Yield Impact analysis for Sienna Ridge Estates. The District has established a .357 student yield factor per single-family unit. Accordingly, staff estimates the District can expect there will be 27.13 students generated from this subdivision.
28. Investment Portfolio - REVISED (Supplement)	The Board will receive the revised written Investment Portfolio Reports from the El Dorado County Treasurer – Tax Collector for the quarter ending June 30, 2018.
CLOSED SESSION:	The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
OPEN SESSION	Reconvene open session.
REPORT FROM CLOSED SESSION:	The Board president will report any action taken in closed session.
ADJOURNMENT:	Trustee Kent moved to adjourn the meeting at 8:45 p.m.

Tagg Neal, Clerk

Date

Kim White, President

Date

015 RESCUE UNION SCHOOL DISTRICT J77500
 0034 KJH 01_18_19

ACCOUNTS PAYABLE PRELIST
 BATCH: 0034 0034 KJH 01_18_19

APY500 L.00.12 01/16/19 17:25 PAGE 11
 << Held for Audit >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			FD RESC Y OBJT GOAL	FUNC LCL	LOC2 L3 SCH T9MPS		
001293/00	ZEP SALES & SERVICE							
195051	PO-190074	12/07/2018	9003875889	1 01-0842-0-4360-0000-3600-083-0000-00-000	NN P		38.18	106.87
TOTAL PAYMENT AMOUNT							106.87 *	106.87
105590/00	IFLY SACRAMENTO							
195786	PO-190768	12/19/2018	012819 45	1 01-9427-0-5806-1110-1000-027-0000-97-000	NN P		1,272.75	1,272.75
195786	PO-190768	12/19/2018	012918 38	1 01-9427-0-5806-1110-1000-027-0000-97-000	NN P		1,028.10	1,028.10
TOTAL PAYMENT AMOUNT							2,300.85 *	2,300.85
TOTAL BATCH PAYMENT					108,864.74 ***	0.00	108,864.74	
TOTAL USE TAX AMOUNT					25.81			
TOTAL DISTRICT PAYMENT					108,864.74 ****	0.00	108,864.74	
TOTAL USE TAX AMOUNT					25.81			
TOTAL FOR ALL DISTRICTS:					108,864.74 ****	0.00	108,864.74	
TOTAL USE TAX AMOUNT					25.81			

Number of checks to be printed: 48, not counting voids due to stub overflows.
 Number of zero dollar checks: 11, will be printed.

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

District Designee

Date

1/12/19

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1	Account num LOC2 L3 SCH T9MPS	Liq Amt	Net Amount
105065/00	SCHUDY, KAREN							
	PV-190578	01/16/2019 MILEAGE REIMB - EDCOE HRC/ACA		01-0000-0-5200-0000-7400-504-0000-00-000 NN				21.38
		TOTAL PAYMENT AMOUNT				21.38 *		21.38
102326/00	SIERRA BUILDING SYSTEMS							
195103	PO-190159	12/18/2018 8112		1 01-8150-0-5610-0000-8110-085-0000-00-000 NN P			375.00	375.00
		TOTAL PAYMENT AMOUNT				375.00 *		375.00
020932/00	SIGN BANNER PRINT EXPRESS							
195105	PO-190163	01/11/2019 9566		1 01-8150-0-4300-0000-8110-085-0000-00-000 NN P			225.75	225.75
		TOTAL PAYMENT AMOUNT				225.75 *		225.75
000279/00	STATE BOARD OF EQUALIZATION							
	PV-190585	12/31/2018 Q168401V FUEL TAX RETURN		01-0842-0-4370-0000-3600-083-0000-00-000 NN Y				58.41
		TOTAL PAYMENT AMOUNT				58.41 *		58.41
		TOTAL BATCH PAYMENT				57,435.26 ***	0.00	57,435.26
		TOTAL DISTRICT PAYMENT				57,435.26 ****	0.00	57,435.26
		TOTAL FOR ALL DISTRICTS:				57,435.26 ****	0.00	57,435.26

Number of checks to be printed: 29, not counting voids due to stub overflows.

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

 District Director
 Date 1/17/19

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1 LOC2 L3 SCH T9MPS	Account num	Liq Amt	Net Amount
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103941/00	STARFALL EDUCATION							
195802 PO-190783	01/09/2019	B8HDAC		1 01-9427-0-5806-1110-1000-027-0000-97-000	NN F		270.00	270.00
TOTAL PAYMENT AMOUNT							270.00 *	270.00

104464/00 SUMMITVIEW CHILD AND FAMILY

195585 PO-190569	01/22/2019	INCREASE PER J.R.	012219	1 01-6512-0-5811-5770-3110-063-0000-00-000	N6 C		12,327.00	0.00
195585 PO-190569	01/22/2019	INCREASE PER J.R.	012219	1 01-6512-0-5811-5770-3110-063-0000-00-000	N6 O		-13,515.00	0.00
TOTAL PAYMENT AMOUNT							0.00 *	0.00

104037/00 TAWNA SPECKERT

PV-190601	12/18/2018	SAFEWAY - PJ SPIRIT WK CANDY		01-9494-0-4300-1110-1000-024-0061-94-000	NN			26.08
TOTAL PAYMENT AMOUNT							26.08 *	26.08

105310/00 TCG ADMINISTRATORS

195162 PO-190096	01/10/2019	158587 DEC		1 01-0000-0-5806-0000-7400-504-0000-00-000	NN P		176.00	176.00
TOTAL PAYMENT AMOUNT							176.00 *	176.00

009696/00 TOLEDO P E SUPPLY CO

195495 PO-190480	09/19/2018	256823-00 SHIPPING		1 01-9424-0-4300-1110-1000-024-9000-94-000	NN P		68.46	68.46
195495 PO-190480	09/19/2018	256823-00		1 01-9424-0-4300-1110-1000-024-9000-94-000	YN F		545.09	500.13
TOTAL PAYMENT AMOUNT							568.59 *	568.59
TOTAL USE TAX AMOUNT							36.26	

103915/00 WHITE, KIM

PV-190598	01/09/2019	MILEAGE REIMB - CSBA CONF SF		01-0000-0-5200-0000-7100-082-0000-00-000	NN			125.35
PV-190598	01/09/2019	JESSIE SQUARE PARKING CSBA CON		01-0000-0-5200-0000-7100-082-0000-00-000	NN			70.00
PV-190598	01/09/2019	BUCKHORN - LUNCH CSBA CONF		01-0000-0-5200-0000-7100-082-0000-00-000	NN			17.58
PV-190598	01/09/2019	BRIDGE TOLL CSBA CONFERENCE		01-0000-0-5200-0000-7100-082-0000-00-000	NN			5.00
TOTAL PAYMENT AMOUNT							217.93 *	217.93

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

District Designee

 1/23/19
Date

TOTAL BATCH PAYMENT	36,694.38 ***	0.00	36,694.38
TOTAL USE TAX AMOUNT	545.75		
TOTAL DISTRICT PAYMENT	36,694.38 ****	0.00	36,694.38
TOTAL USE TAX AMOUNT	545.75		
TOTAL FOR ALL DISTRICTS:	36,694.38 ****	0.00	36,694.38
TOTAL USE TAX AMOUNT	545.75		

Number of checks to be printed: 49, not counting voids due to stub overflows.
Number of zero dollar checks: 2, will be printed.

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1	Account num LOC2 L3 SCH T9MPS	Liq Amt	Net Amount
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100180/00	WENGER CORPORATION							
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195731	PO-190716	01/16/2019	759333	1	01-9424-0-5806-1110-1000-024-9034-94-000	NN F	2,812.10	2,860.65
TOTAL PAYMENT AMOUNT							2,860.65 *	2,860.65

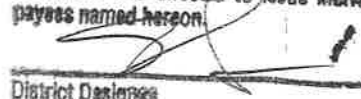
TOTAL BATCH PAYMENT	448,937.46 ***	0.00	448,937.46
TOTAL USE TAX AMOUNT	65.99		

TOTAL DISTRICT PAYMENT	448,937.46 ****	0.00	448,937.46
TOTAL USE TAX AMOUNT	65.99		

TOTAL FOR ALL DISTRICTS:	448,937.46 ****	0.00	448,937.46
TOTAL USE TAX AMOUNT	65.99		

Number of checks to be printed: 62, not counting voids due to stub overflows.
 Number of zero dollar checks: 2, will be printed.

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


 District Designer

1/30/19
 Date

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
190840	ACCELERATE LEARNING INC	Stemscope License Extensions	11,513.60	DISTRICTWIDE SERVICES
190864	ACSA EL DORADO CHAPTER	ACSA Awards Dinner	360.00	DISTRICTWIDE SERVICES
190819	AG IN THE CLASSROOM	Farm Day field trip	345.00	Lake Forest School
190816	ALL CHARGED UP	New Radios	8,973.93	Lakeview
190831	AMAZON CAPITAL SERVICES INC	Intl Festival Supplies	100.07	DISTRICTWIDE SERVICES
190833	AMAZON CAPITAL SERVICES INC		1,000.00	Transportation
190838	AMAZON CAPITAL SERVICES INC	Dremel 3D Printer	911.63	Marina Village School
190850	AMAZON CAPITAL SERVICES INC	Immigrant Supplies	39.25	DISTRICTWIDE SERVICES
190865	AMAZON CAPITAL SERVICES INC	8th grade science	72.80	Pleasant Grove Middle School
190849	ASCD	membership	59.00	Rescue School
190830	BANK OF AMERICA	paper	621.62	Rescue School
190842	BANK OF AMERICA	IMAX Theatre	1,815.04	Lakeview
190844	BANK OF AMERICA		400.00	Transportation
190841	BUREAU OF EDUCATION & RESEARCH	Library Conference -elem schls	1,245.00	DISTRICTWIDE SERVICES
190821	C.A.S.H.		1,101.00	Maintenance
190835	CASBO SACRAMENTO SECTION	CASBO LEAVES OF ABSENCE	430.00	DISTRICTWIDE SERVICES
190836	CASBO SACRAMENTO SECTION	CASBO PAYROLL CONCEPTS	255.00	DISTRICTWIDE SERVICES
190843	CDW-G	Network IP Buttons	3,480.26	DISTRICTWIDE SERVICES
190834	EL DORADO COUNTY	iPads-Software- EDCOE Students	820.54	DISTRICTWIDE SERVICES
190822	FLINN SCIENTIFIC INC	Science Materials LF PTC	521.54	Lake Forest School
190824	FOLLETT SCHOOLS SOLUTIONS INC	Library order for LF	1,357.55	Lake Forest School
190855	FOLLETT SCHOOLS SOLUTIONS INC	Birthday Books	857.96	Lakeview
190856	FOLLETT SCHOOLS SOLUTIONS INC	Birthday Books	553.80	Lakeview
190857	FOLLETT SCHOOLS SOLUTIONS INC	PG - Lost/Damaged Bk Replaceme	316.38	DISTRICTWIDE SERVICES
190852	GROUPLINK CORP	HelpDesk renewal thru 1/31/20	1,019.06	DISTRICTWIDE SERVICES
190827	IMPRINTORY	Basketball Jersey	422.90	Green Valley School
190837	JOHN MCNAMEE COMPANY	Track and Field Shirts	1,318.12	Marina Village School
190845	JUNIOR LIBRARY GUILD	1 year subscription	683.84	Lakeview
190846	JUNIOR LIBRARY GUILD	Library Books - Birthday	314.83	Lakeview
190832	KAYE PRODUCTS INC	SDC Supplies	689.37	DISTRICTWIDE SERVICES
190858	KIZ CONSTRUCTION INC	LAKEVIEW WATER REPAIR	14,900.00	DISTRICTWIDE SERVICES
190823	MIRACLE PLAYSYSTEMS INC	Wabash tables for LF	3,005.48	Lake Forest School
190815	MUSIC IN THE PARKS	Music in the Parks	8,430.39	Marina Village School
190847	ORIENTAL TRADING COMPANY INC	International Festival	14.91	Pleasant Grove Middle School
190820	PIONEER UNION SCHOOL DISTRICT	Oral Interpertation	160.00	Marina Village School
190854	POLLOCK PINES ESD	Spelling Bee Entry Fee	225.00	Jackson School
190812	PONDEROSA HIGH SCHOOL	Jazz Festival Registration	390.00	Pleasant Grove Middle School
190863	QUILL CORPORATION	DO OFFICE SUPPLIES 18/19	500.00	DISTRICTWIDE SERVICES
190866	RAY MORGAN COMPANY	staples for copier	150.79	Rescue School
190839	RESOURCES FOR EDUCATORS	Middle Years Subscription	239.00	Marina Village School
190860	SAM'S CLUB	International Festival Snacks	34.68	DISTRICTWIDE SERVICES
190825	SCHOOL SERVICES OF CALIFORNIA	CONSULTANT SERVICES	3,660.00	DISTRICTWIDE SERVICES
190826	SCHOOL SERVICES OF CALIFORNIA	SABRE REPORTS	300.00	DISTRICTWIDE SERVICES
190859	SCHOOL SERVICES OF CALIFORNIA	BUDGET WORKSHOP MAY REVISE	1,000.00	DISTRICTWIDE SERVICES
190814	SIERRA BUILDING SYSTEMS		950.00	Maintenance
190818	SIERRA BUILDING SYSTEMS		1,850.00	Maintenance
190853	SPORTIME	Primary PE Equip.	1,487.32	Lakeview
190817	STATE OF CALIFORNIA		225.00	Maintenance
190848	TEACHER SYNERGY LLC	Classroom materials	32.25	Pleasant Grove Middle School
190851	TEACHER SYNERGY LLC	Classroom materials	38.74	Pleasant Grove Middle School
190828	US GAMES	PE Equipment	354.26	Rescue School

015 RESCUE UNION SCHOOL DISTRICT
PURCHASE ORDER BOARD REPORT

P.O. BOARD REPORT

J81527 POX600 L.00.00 02/04/19 PAGE 2
CUTOFF DATES: 01/15/2019 TO 02/04/2019

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
190829	YOUTHLIGHT INC	Counselor materials	141.36	Pleasant Grove Middle School
		TOTAL FUND	79,688.27	

35 SCHOOL FACILITIES FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
190862	SIERRA BUILDING SYSTEMS	MARINA VILLAGE ALARMS	13,615.00	DISTRICTWIDE SERVICES
		TOTAL FUND	13,615.00	
		TOTAL DISTRICT	93,303.27	

FUND		AMOUNT
01	GENERAL FUND	79,688.27
35	SCHOOL FACILITIES FUND	13,615.00
	TOTAL DISTRICT	93,303.27

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Certificated Personnel

BACKGROUND:

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

STATUS:

The following certificated personnel changes are listed on the agenda.

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Monika Baker	Job Share / .20 LOA	.80	Teacher	Lake Forest	7/1/19
Lynette Berry	Job Share / .80 LOA	.20	Teacher	Lake Forest	7/1/19
Kathleen Gezi	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/19
Laura Jarecki	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/19
Jodi Laird	Job Share / .20 LOA	.80	Teacher	Green Valley	7/1/19
Jennifer Wooster	Job Share / .80 LOA	.20	Teacher	Green Valley	7/1/19
Kristina Seabury	80% LOA	.20	Teacher	Green Valley	7/1/19
Sandra Cornelius	50% LOA	.50	Teacher	Pleasant Grove	7/1/19
Melissa Heninger	Resignation	1.0	Teacher	On LOA	6/30/19
Karen Page	Retirement	1.0	Teacher	Pleasant Grove	3/13/19
Elyse Brett	Temp Employment Ends	1.0	Teacher	Rescue	6/30/19
Mary Brown	Temp Employment Ends	1.0	Teacher	Lakeview	6/30/19
Jennifer Craig	Temp Employment Ends	1.0	Teacher	Jackson/Lakeview	6/30/19
Glenda De la Cruz	Temp Employment Ends	1.0	Teacher	Marina Village	6/30/19
Angelica Garcia	Temp Employment Ends	1.0	Teacher	Rescue	6/30/19
Jennine Inghram	Temp Employment Ends	1.0	Teacher	Green Valley	6/30/19
Samantha Khachi	Temp Employment Ends	1.0	Teacher	Lakeview	6/30/19
Dannon McElroy	Temp Employment Ends	1.0	Teacher	Pleasant Grove	6/30/19
Kristen McKelvey	Temp Employment Ends	1.0	Teacher	Lake Forest	6/30/19
Lisa (Michelle) Mesunas	Temp Employment Ends	.4138	Teacher	Jackson/Lakeview	6/30/19
Ana Mountain	Temp Employment Ends	1.0	Teacher	Lake Forest	6/30/19
Kristine Mumbert	Temp Employment Ends	1.0	Teacher	Jackson	6/30/19
Michele Pease	Temp Employment Ends	.2759	Teacher	Green Valley	6/30/19
Stephanie Polnasek	Temp Employment Ends	1.0	Teacher	Lakeview	6/30/19
Jennifer Santos	Temp Employment Ends	1.0	Teacher	Marina Village	6/30/19
Amy Schulze	Temp Employment Ends	1.0	Teacher	Lake Forest	6/30/19
Amy Schwary	Temp Employment Ends	1.0	Teacher	Green Valley	6/30/19
Sydney Shykowski	Temp Employment Ends	1.0	Teacher	Rescue	6/30/19
McKenzie Southard	Temp Employment Ends	1.0	Teacher	Rescue	6/30/19
Amber Wagoner	Temp Employment Ends	1.0	Teacher	Rescue	6/30/19
Stephen Waymire	Temp Employment Ends	1.0	Teacher	Pleasant Grove	6/30/19
Scott Williams	Temp Employment Ends	1.0	Teacher	Marina Village	6/30/19

FISCAL IMPACT:

Fiscal impact will be reflected in the 2018-19 and 2019-20 budget.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel

BACKGROUND:

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

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School/Dept.	Effective Date
Dhillon, Sukhjit	Employment	.38	Student Services Sec – Short Term	Marina Village	1/07/19
Fieldhouse-Elliott, Bethany	Employment	.31	Food Service Worker	Food Service	1/22/19
Jacobs, Karen	Employment	.38	Food Service Worker	Food Service	1/22/19
Webster, Laura	Employment	.25	Yard Supervisor – Short Term	Pleasant Grove	1/11/19
Patridge, Yvonne	Resignation	.75	IA Paraeducator – SHC	Marina Village	1/31/19

FISCAL IMPACT:

Fiscal impact will be reflected in the 2018-19 budget years.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Job Descriptions

BACKGROUND:

The Board approves all job descriptions. The Director of Human Resources is recommending the revision of the attached job descriptions for legal compliance and to make consistent.

STATUS:

The Board will consider approval of the attached job descriptions:

- Media/Technology Clerk
- Dispatcher/Bus Driver
- Bus Driver
- Bus Driver Instructor
- Independent Itinerant Facilitator
- Food Service Worker I
- Food Service Worker II
- Yard Supervisor

FISCAL IMPACT:

No impact.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

Board approves the job descriptions.

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: Media/Technology Services Clerk

CLASSIFICATION: Classified

SUPERVISOR: Assistant Superintendent of Curriculum and instruction

BASIC FUNCTION: The Media/Technology Services Clerk is responsible for the day-to-day operation of the District's central textbook/media center. Prepares and processes orders for library/media, textbook and technology materials; coordinates the maintenance of the textbook inventory control system. Responsible for ongoing maintenance of student and staff data updates to calpads. Prepares and submits annual state reports. Assists with completing annual Student Information Systems process, compiles and distributes district calendar events and communications, and other databases as required.

REPRESENTATIVE DUTIES:

ESSENTIAL DUTIES:

- ~~Processes a variety of library items, instructional materials, media and supplemental books for distribution to the school sites.~~
- Coordinates the ordering, receiving, processing, storage, and distribution of media and textbooks.
- Supports the activities of the media and technology department including the needs of the library media coordinators at the school sites.
- Maintains and updates the inventory control system for the media and technology department.
- Works with Assistant Superintendent, Curriculum & Instruction, in piloting processes for new instructional materials.
- Assists with the maintenance, input, and reporting of various databases and network systems including the student information system, textbook database, email user database, network user database and District calendars.
- Assists with the California Student Information System (CSIS) process, including fall and spring submission of district data, enrollment updates, obtaining student identifier numbers and working with other district employees to maintain the data.
- Assists with maintenance of district telephone systems and ordering, issuing, and maintenance of cellular phone service.
- ~~Performs other duties as assigned.~~

OTHER DUTIES:

- Performs and assists with other related duties as necessary or as assigned for the purpose of ensuring the efficient and effective functioning of the work unit and the District.

SKILLS, KNOWLEDGE AND ABILITIES:

SKILLS:

ABILITY:

EDUCATION AND EXPERIENCE:

LICENSES AND REQUIREMENTS:

- Valid Class C California Driver's License
- Tuberculosis (TB) Test clearance
- Criminal Justice Fingerprint/Background Clearance.

WORKING CONDITIONS:

ENVIRONMENT: Office Environment; driving a vehicle to conduct work

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

EDUCATION AND EXPERIENCE: Any combination of training and experience, demonstrating the required knowledge and abilities. Previous experience in processing textbooks and media materials desirable.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Clerical and office practices.
- Computer knowledge and experience, other office equipment.

ABILITY TO:

- Communicate effectively with students, parents, district employees, or outside agencies involving the exchange, dissemination or interpretation of information.
- Assume the responsibilities of the position with minimum of training.
- Work independently.

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor work environment.

PHYSICAL ABILITIES:

- Occasional lifting of medium weight materials. Physical effort required at times to move boxes and media supplies.

REQUIRMENTS:

- A valid Class C Driver's license, TB test clearance, California Department of Justice fingerprint clearance, proficiency testing, Physical Ability and Entrance Evaluation.

Board Adopted: April 11,2000

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: DISPATCHER/RELIEF BUS DRIVER

SUPERVISOR: ~~Transportation Supervisor~~ Director of Transportation

BASIC FUNCTION: The Dispatcher /Relief Bus Driver assists the ~~Transportation Supervisor~~ Director of Transportation in dispatching and in the day-to-day operation of the ~~Transportation~~ department performing related clerical duties as required. To be responsible for safely transporting pupils of the district over an assigned route to and from school and on approved field trips and special trips as needed.

REPRESENTATIVE DUTIES:

- Responds to transportation inquiries when applicable-
- Assists in planning, preparing, scheduling and evaluating bus routes and stops-
- Maintain records and develops-reports-
- Schedules field trips as directed-
- Performs a wide variety of clerical work including computer input, answering telephones, filing and operating various types of office equipment as needed-
- Complies with regulations and laws set forth by the Department of Education and The California Highway Patrol relating to pupil transportation-
- Safely drives a diesel, ~~or~~-gas or electric school bus over a designated route in conformity with an established time schedule-
- Maintains proper discipline of pupils on the bus-
- Completes necessary daily inspection as required by the State Department of Education and the California Highway Patrol-
- Performs other related duties as assigned by the ~~transportation supervisor~~ Director or Superintendent.

EDUCATION AND EXPERIENCE:

Minimum high school diploma or GED equivalent.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Education Code and District Policies pertaining to pupil transportation-
- Office practices and procedures, telephone techniques, letter/report writing, and business English-
- ~~Computers is desirable.~~
- Vehicle operation and basic maintenance requirements, driving code, radio procedures-
- ~~Student behavior at different age and special needs levels~~ Student behavior of elementary and middle school-aged children as well as students with special needs-

ABILITY TO:

- Drive school bus in a safe manner-
- Ability to effectively communicate with students, parents and staff-
- Evaluate schedules and meet deadlines-
- Administer first aid-
- Understand and carry out oral and written instructions-
- Ability to work independently and make decisions within the framework of established guidelines-
- Make common sense decisions in potential critical situations-
- Ability to read a map and follow directions-

WORKING CONDITIONS:

ENVIRONMENT: Indoor work and outdoor work in weather extremes during daylight and night time hours. Exposure to bus fumes; traffic hazards, student noise.

PHYSICAL ABILITIES: Moderate physical exertion. Occasional use of medium weight tools and materials and/or occasional climbing; loading and unloading cargo compartments. Significant physical abilities include reaching/handling; talking/hearing conversations and other sounds; near/far visual acuity/depth perception/visual accommodation. Sit for extended periods of time.

LICENSES AND REQUIREMENTS:

- ~~A valid Class A or B California driver's license with S/P endorsement, DL 45 California Special Driver Certificate, DL 51A medical card, Department of Justice clearance, TB test clearance, drug test clearance and first aid certificates or waiver from CHP.~~
- ~~Within the same month of reaching the age of 65 and during each twelve months thereafter, all school bus drivers shall be required to successfully pass a physical examination, pursuant to Vehicle Code Section 12804.~~
- Valid Class A or B California driver's license with passenger, school bus and air brake endorsement
- California School Bus Driver certificate
- Current DMV medical examiner's certificate
- Department of Justice clearance
- TB test clearance
- Drug test clearance
- First aid certificate or waiver from CHP
- Possession of basic computer skills including basic or intermediate knowledge of Word and Excel

Board Adopted: 5/10/11

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: BUS DRIVER

SUPERVISOR: Director of Transportation

BASIC FUNCTION: The Bus Driver transports students over scheduled routes and/or special excursions; enforces rules, regulations and adheres to laws to maintain safety during transport; ensures vehicle is in a safe operating condition; and ensures safety of students during transport, loading and unloading from buses.

REPRESENTATIVE DUTIES:

- Drives school buses for the purpose of transporting students over scheduled routes and/or special excursions
- Inform school personnel of incidents (rules, regulations, laws, procedures) for follow-up action and/or proper procedures
- Directs students regarding bus safety (rules, regulations, laws and safety)
- Inspects assigned vehicles, (i.e. brake system, oil levels, coolant, tire pressure, exterior condition, lights) to assure vehicle is in a safe operating condition
- Prepares written documentation as needed including daily inspection sheet.
- Cleans assigned vehicles, both interior/exterior to maintain appearance, sanitation and safety
- Assists students and other passengers boarding and unloading safely from buses, including both emergency situations and normal transport
- Assesses potential emergency situations taking appropriate action as necessary
- Attends training (maintaining skills and meeting school bus certificate requirements)
- Fuels assigned vehicles
- Other duties as assigned

EDUCATION AND EXPERIENCE: Working knowledge of technical procedures and practices of the department. Completion of bus driver training classes.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Vehicle operation and basic maintenance requirements, driving code, radio procedures
- Student behavior at different age and special needs levels

ABILITY TO:

- Drive school bus in a safe manner.
- Ability to effectively communicate with students, parents and staff.
- Evaluate schedules and meet deadlines.

- Administer first aid.
- Understand and carry out oral and written instructions.
- Ability to work independently.
- Make common sense decisions in potential critical situations.
- Ability to read a map and follow directions.

WORKING CONDITIONS:

ENVIRONMENT: Outdoor work in weather extremes during daylight and night time hours. Exposure to bus fumes; traffic hazards, student noise.

PHYSICAL ABILITIES: Moderate physical exertion. Occasional use of medium weight tools and materials and/or occasional climbing; loading and unloading cargo compartments. Significant physical abilities include reaching/handling; talking/hearing conversations and other sounds; near/far visual acuity/depth perception/visual accommodation. Sit for extended periods of time.

LICENSES AND REQUIREMENTS:

- A valid Class A or B California driver's license with passenger, school bus and air brake endorsement
- A California School Bus Driver certificate
- A current DMV medical examiner's certificate
- Department of Justice clearance
- TB test clearance
- Drug test clearance
- First aid certificate or waiver from CHP

Board Approved: February 12, 2008

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: BUS DRIVER ~~TRAINER~~-INSTRUCTOR

SUPERVISOR: ~~Assistant Superintendent, Business Services~~ Director of Transportation

CLASSIFICATION: ~~Classified~~

BASIC FUNCTION:

Under the supervision of the ~~Assistant Superintendent, Business Services~~ Director of Transportation, assists in developing and maintaining bus schedules and trains and instructs bus drivers.

REPRESENTATIVE DUTIES:

- Drives school buses for the purpose of transporting students over scheduled routes and/or special excursions
- Open the facility when required; assists in developing and establishing bus routes; maintains roster of substitute drivers; notifies substitute drivers of assignments
- Responds to inquiries regarding bus schedules or special trips
- Reviews driver's student counts and mileage reports
- Instructs bus driver candidates in all facets of proper procedure in operating a school bus
- Conducts and/or organizes in-service training for school bus drivers
- Conducts license renewal training classes
- Assists in accident investigations; makes recommendations concerning driver competency; evaluates off and on the road driver performance related to CHP requirements
- Maintains driver's licensing records and submits reports as required
- Trains and instructs all drivers to be proficient in their jobs and how to react to changing conditions
- Interviews and evaluates potential drivers
- Makes recommendations to benefit all drivers in the area of training and ~~to do~~ related work as required
- Performs dispatching duties as necessary

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- ~~Knowledge of~~ California Vehicle Code and State Education Code pertaining to the transportation of students; ability to teach and explain all laws and regulations pertaining to school bus transportation
- ~~Knowledge of~~ Requirements of vehicle operation and basic maintenance
- ~~Knowledge of~~ Radio procedures; understanding of student behavior at different age levels

ABILITY TO:

- ~~Ability to~~ Drive school bus in a safe manner
- ~~Ability to~~ Effectively communicate with students, parents and staff

- ~~Ability to~~ Maintain accurate and current records; evaluate schedules and meet deadlines; plan and organize activities, administer first aid
- ~~Ability to~~ Sit for extended periods of time, understand and carry out oral and written instructions
- ~~Ability to~~ Maintain confidentiality
- ~~Ability to~~ Work independently, make common sense decisions in potential critical situations
- ~~Ability to~~ Read a map and follow directions

WORKING CONDITIONS:

ENVIRONMENT:

Outdoor work in weather extremes during daylight and nighttime hours. Exposure to bus fumes; traffic hazards, student noise.

PHYSICAL REQUIREMENTS:

Moderate physical exertion. Occasional use of medium weight tools and materials and/or occasional climbing, crawling, stooping, or otherwise working in awkward positions; loading and unloading cargo compartments. Significant physical abilities include reaching/handling; talking/hearing conversations and other sounds; near/far visual acuity/depth perception/visual accommodation.

LICENSES AND CERTIFICATES:

- A valid Class B California Driver's License with a passenger endorsement and school bus driver's certificate
- School Bus Driver Instructor Certificate issued by the State Department of Education
- TB test clearance
- Department of Justice Clearance
- Reasonable suspicion and substance training
- Drug test clearance
- First aid ~~and CPR~~ certificates
- A high school diploma or GED ~~and 5 years of school~~
- Five years of school bBus driving experience; completion of bus driver's academy

Board Adopted: ~~June 10, 2003~~

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: Itinerant Independence Facilitator/Behavior Support Paraeducator

SUPERVISOR: Under the direction of credentialed teacher supervised by Director of Student Support Services or designee

BASIC FUNCTION: The Independence Facilitator/Behavior support paraeducator will work in an assigned capacity designed for students with specialized needs. Primary function and purpose is to facilitate independence of students with special needs.

REPRESENTATIVE DUTIES:

- All duties of Instructional Assistant/Paraeducator
- Using strategies acquired through training, facilitates independence for all students with the ultimate goal of the student becoming independent
- Under the direct or indirect supervision of a credentialed teacher, provides direct specialized services as determined by any written contract between parent and district
- Implements behavioral management strategies for students, using the same emphasis and techniques as the teacher
- Takes data and Composes correspondence, completes incident reports, and maintains an efficient filing system of records
- Completes daily or weekly logs of students' behavior
- Helps students to learn social skills
- Assists in the monitoring and development of intervention plans and program policy; follows these guidelines for crisis intervention and physical restraint
- Implement de-escalation and crisis intervention techniques according to established protocol, when needed
- Accompanies student on school field trips, if needed
- May be required to support student with toileting needs
- Work with Behavior specialist and/or outside agencies to implement behavioral supports for student
- Maintain and update student schedules including visual schedules as needed
- Performs other related duties as assigned
- May be required to work on an itinerant basis

EDUCATION AND EXPERIENCE:

- ~~Meets No Child Left Behind (NCLB) Highly Qualified Criteria.~~
- High school diploma or equivalent AND AA degree or 48 college units OR successful completion of paraprofessional testing in lieu of AA degree or units
- Previous experience working with school-age children desired

- Training and/or experience with Autism, behavior management, conflict resolution and physical restraint techniques required
- Training and/or experience with physical/medical needs required
- First aid and CPR certificates desired

KNOWLEDGE OF:

- Special needs of assigned students specific to the Individual Education Plan
Itinerant Independence Facilitator/Behavior Support Paraeducator
- Various disabilities and how they impact students, including students with Autism
- Transition methodologies and facilitating independence
- Strategies for inclusion

ABILITY TO:

- Maintain confidentiality of student records
- ~~Function within legal and ethical constraints of position: trustworthy and confidential~~
- ~~Work with confidential information appropriately~~
- Assume high level of responsibility and independent activity
- Ability to understand and carry out oral and written instructions
- Meet schedules, deadlines and timelines
- Read/interpret/apply rules, regulation, and policies
- Rapidly learn methods and materials used in a variety of instructional situations
- Perform clerical functions
- Operate standard office equipment
- Use good organizational skills
- Establish and maintain effective working relationships ~~with those contacted in the performance of required duties~~
- Remain flexible to meet student and program needs
- Relate to children and be aware of and adapt to the differences in children's abilities to learn
- Work cooperatively with staff and volunteers maintaining friendly relationships ~~with a sensitivity for all students~~
- Communicate effectively with diverse groups, displaying tact and courtesy
- Work with students individually as well as in small groups
- Work with special needs students in a sensitive, patient and nurturing manner
- Take direction from student's teacher/s and/or site administrator
- Monitor student's work and play
- ~~Communicate effectively~~
- ~~Establish and maintain rapport with children and adults~~
- Present a professional appearance
- ~~Sufficient vision to see small print~~

- ~~Sufficient hearing to hear normal telephone conversations~~
- Read, understand and carry out oral and written directions
- Ability to work one-on-one with students or in small groups
- Work independently and as a member of a team

~~Itinerant Independence Facilitator/Behavior Support Paraeducator~~

ENVIRONMENT:

- Indoor and outdoor work in weather extremes, hot or cold climate
- General Education and Special Education classroom
- Working independently in classrooms

PHYSICAL ABILITIES:

- Position may require heavy physical labor including ability to lift, carry, push, pull and move heavy objects
- Position requires the mobility to stand, stoop, reach and bend
- May sit for extended periods of time
- Frequent standing or walking

LICENSES AND REQUIREMENTS:

- TB test clearance
- ~~California~~ Department of Justice fingerprint clearance
- Completion of proficiency testing if needed
- ~~NCLB compliant~~

Board Approved: ~~October 14, 2008~~

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: Food Service Worker I

SUPERVISOR: ~~Food Services Supervisor~~ Director, Food Services

BASIC FUNCTION: Assist in food preparation; set-up, serving and selling of school breakfast, lunch and ala carte food items in the cafeteria; transporting of food to satellite kitchens; and maintain satellite kitchens in a clean and sanitary condition.

REPRESENTATIVE DUTIES:

- Load/unload supplies, food, mail, etc. into transport vehicles for transporting to satellite ~~site~~. kitchens
- Assists in preparing food following oral or written directions; may ~~include~~ include cutting fruit, opening cans, making sandwiches, or warming prepared food, etc.
- Set-up, sell and serve breakfast, lunch and ala carte to students and staff.
- Enter sales, pre-pays and student updating on computer; ~~count~~. Count money, make change, total and prepare end of day ~~reports~~ and end of month reports.
- Wash and store kitchen equipment; maintain utensils, equipment and serving areas in a clean and sanitary condition.
- Utilizes dishwasher and oven.
- Bring in supplies; rotate stock, keeping a running daily and end of month inventory.
- Set up for next day.
- End of day cleanup and sanitizing.
- Oversees student helpers.
- Responsible for driving and keeping gas in transport vehicles; responsible. ~~Responsible~~ for keeping vehicles clean and reporting any problems to ~~the~~ supervisor.
- Assists with keeping temperature log.
- Maintain State and Federal required records.
- ~~Performing~~ other related duties as assigned.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Sanitation and safety procedures related to food preparation, serving and storage of quantity foods.
- Standards to be met in preparation and serving requirements of State/ and Federal guidelines for ~~Type A Meals~~. all meals
- Standards of grooming and appropriate attire.

ABILITY TO:

- Operate a Point-of-Sale computer;
- Work with confidential information;
- Count money, make change, perform mathematical calculations and keep records accurately;
- Understand and carry out written and oral directions in an orderly and organized manner;
- Work with staff, students, and parents in a tactful, courteous manner using good judgment;
- Promote and maintain good public relations within the school district;
- Work effectively and efficiently with minimum supervision;
- Utilize safe driving practices

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor school cafeteria environment
 - Subject to temperature extremes
 - Potential contact with cleaning agents
- Outdoor environment
 - Exposure to dust, chemicals, blood borne pathogens
 - Variances in temperature
 - Equipment with moving parts

PHYSICAL REQUIREMENTS:

- Ability to lift or carry objects weighing up to 50 pounds

LICENSES AND CERTIFICATES:

- Possess a valid California Driver's License and be insurable at the standard rate applied to Rescue Union School District
- TB Test clearance ~~and Fingerprint clearance.~~
- Department of Justice clearance
- Pass SIA Entrance Evaluation test
- Obtain and maintain valid "Serve Safe Certificate" issued by El Dorado County Health Department

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: Food Service Worker II – Cook

SUPERVISOR: ~~Food Services Supervisor~~ Director, Food Services

BASIC FUNCTION: Follow menus and recipes to prepare a variety of food items for breakfast, lunch, ala carte and transport. Prepare and process required records, reports and inventories; maintain utensils, kitchen equipment, and service areas in a clean and sanitary condition. Transport food to satellite kitchens.

REPRESENTATIVE DUTIES:

- Follow menus and standardized recipes to prepare large quantities of food for ~~Federal Type~~ meals and snack bar items;
- Organize the preparation with supplies and time as efficiently and economically as possible;
- Prepare breakfasts, lunches and ala carte items for all sites;
- Assist with completing transport papers to include items, amounts, preparation, and serving instructions with required temperatures;
- Set up, sell, and serve breakfast, lunch, and ala carte, if ~~applicable; needed~~
- Assist supervisor with record keeping and required reports, i.e., end-of-month reports, menu production records and temperature log. Receive and store deliveries, rotate food items, keep running daily and monthly inventories;
- Maintain kitchen equipment, utensils, serving areas and facilities in a clean and sanitary condition throughout the day with complete sanitizing at the day's end;
- Assist supervisor in the orientation of new employees;
- Direct work of kitchen staff
- Perform other related duties as assigned-

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

- Sanitation and safety procedures related to food preparation, serving and storage;
- Methods and materials used in the preparation and serving of quantity foods;
- Standards to be met in preparation and serving requirements of State ~~and~~ Federal guidelines for ~~Type A Meals-~~ meals

ABILITY TO:

- Perform duties with a demanding schedule;

- Operate Point-of-Sale computer;
- Work with confidential information;
- Understand and carry out written and oral directions in an orderly and organized manner;
- Work with staff, students and parents in a tactful, courteous manner using good judgment;
- Promote and maintain good public relations within the school district;
- Utilize safe driving practices
- Work effectively and efficiently with minimum supervision;

WORKING CONDITIONS:

ENVIRONMENT:

- Indoor school cafeteria environment
 - Subject to temperature extremes
 - Potential contact with cleaning agents
- Outdoor environment
 - Exposure to dust, chemicals, blood borne pathogens
 - Variances in temperature
 - Equipment with moving parts.

PHYSICAL REQUIREMENTS:

- Ability to lift or carry objects weighing up to 50 pounds.

LICENSES AND CERTIFICATES:

- Possess a valid California Driver's License and be insurable at the standard rate applied to the Rescue Union School District
- TB Test clearance
- Department of Justice clearance
- Pass SIA Entrance Evaluation test
- Obtain and maintain valid "Serve Safe Certificate" issued by El Dorado County Health Department

Board Adopted: ~~April 13, 2004~~

RESCUE UNION SCHOOL DISTRICT

JOB TITLE: YARD SUPERVISOR

SUPERVISOR: Site Administrator

BASIC FUNCTION: Under the supervision of the Site Administrator, the Yard Supervisor is responsible for the maintenance of safety and conduct of students as assigned.

REPRESENTATIVE DUTIES:

- Monitor children's safety and behavior at different times during the day within a variety of school environments, e.g. restrooms, playgrounds, hallways, classrooms, library, bus stops, cross-walks and cafeteria for the purpose of ensuring the safety and welfare of students.
- Help pick up trash on playground and lunch areas.
- Handle minor first aid; follow emergency procedures for student accidents.
- Check and report any play area and structure damage; check in and out the playground equipment.
- Consult with administration and teachers regarding problems with students.
- Direct students and traffic at assigned intersections before and after school.
- Performs other related duties as assigned.

EDUCATION AND EXPERIENCE: Experience working with children. High school diploma or G.E.D.

KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF: Good communication skills and behavior modification techniques.

ABILITY TO: Communicate effectively; learn and enforce district/site discipline policy

WORKING CONDITIONS:

ENVIRONMENT: Outdoor work in weather extremes - hot or cold climate

PHYSICAL ABILITIES: Moderate physical exertion

REQUIREMENTS: A valid Class C California driver's license, TB assessment clearance, ~~California~~ Department of Justice fingerprint clearance and ~~Mandated Reporter Certificate~~. First aid and CPR certificates recommended.

Board Approved:

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: School Accountability Report Cards (SARCs)

BACKGROUND:

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

STATUS:

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

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

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

RECOMMENDATION:

District administration recommends the Board of Trustees approve the proposed 2017-2018 School Accountability Report Cards (published in 2018-2019).

Green Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2018-19)

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

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 400 students in TK through 5th grade. We employ 17 classroom teachers, one Special Education teacher and one part time PE Teacher. Our support staff includes our principal, counselor, two secretaries, one librarian, one Health Aide, two custodians, twelve paraeducators and eight yard supervisors. We receive district staffing support for the following positions: Music Teacher, two EL paraeducators, District Nurse and District Psychologist. We are proud to offer a 24:1 teacher to student ratio in our classrooms. A speech and language specialist and part-time occupational therapist are provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

We offer a balanced, rigorous instructional program which includes academic challenge, as well as intervention. Our district-adopted curricular materials include Benchmark (ELA), Go Math, Step-Up to Writing, Scott Foresman Science, Scott Foresman Social Studies, Handwriting Without Tears (K-2), D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live, Reading Counts, core literature and Seeing Stars. Math instruction is supplemented with ST Math, Reflex Math and Timed Math. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Intervention program, which runs 26 weeks out of the school year. Teachers and instructional aides work together to provide outstanding academic support to our students. We also promote and require a safe, respectful environment. We are a PBIS school and all students are taught the Gator Way. (Be Respectful, Be Responsible, Be Safe) We hold school-wide Gator Gatherings every morning to welcome our students, make announcements and foster a sense of community. We offer successful social/emotional programs through character building and anti-bullying instruction. Teachers facilitate age appropriate anti-bullying lessons each year. Our principal delivers anti-bullying lessons to 4th and 5th grade classes. Our counselor leads friendship/social-emotional student groups and delivers classroom guidance lessons on topics such as, career readiness, respect, self-esteem, and assertiveness. Students who are referred for individual counseling meet with our counselor weekly. Yard Supervisors work to maintain a safe, friendly, fair and firm recreational environment. Technology is also an important part of Green Valley School. Each classroom houses a document camera, projector and six student computers/laptops. Our 3rd-5th grade classrooms are fortunate to each have classroom sets of Chrome books for student use. Additionally, Promethean Boards are installed in nine of our classrooms.

We are a high achieving Title I school and were recognized as a Gold Ribbon School in 2016. As a Title I school, we receive additional funding from the Federal Government. Seventeen percent of Green Valley's student population are English Language Learners. Our highly trained teachers work to support EL students with integrated and designated instructional support. We have two bilingual paraprofessionals who support our EL students each day.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students (2-5). Music (TK-3) and dance (TK-5) programs are offered in the spring, and parent docents are trained to offer the Arts Attack program to every class at Green Valley School. Students can participate in Student Council and our student leadership group, IMPACT (4-5). Green Valley students are also fortunate to attend various grade level field trips each year. All 4th grade students get to attend a 3 day 2 night trip to Coloma Outdoor Discovery School.

The library at Green Valley is a wonderful place to visit. Our librarian reads to each class and supervises book check-out on a weekly basis. We promote reading for all students through our Reading Counts program. Students are encouraged to read books and take comprehension quizzes on a consistent basis. Top readers' names are posted in our library and in our newsletter. Students who meet Reading Counts goals are recognized at our Reading Counts assemblies each trimester. A school-wide goal for words read is set each year. Green Valley students are rewarded with a school-wide Reading Counts Carnival celebration at the end of the year, once the goal is met. Our librarian is available before and after school for students to check out books and take quizzes.

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	80
Grade 1	65
Grade 2	63
Grade 3	78
Grade 4	63
Grade 5	69
Total Enrollment	418

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	1.9
Filipino	0.5
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	0.0
White	61.7
Socioeconomically Disadvantaged	40.4
English Learners	17.2
Students with Disabilities	14.8
Foster Youth	1.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	23	23	22	168
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected:

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/2/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Floors/Cabinets passed useful life
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Poor	Broken Lights need to be replaced
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	E-Wing RR need to be demolished
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Portables need to be replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/2/19	
Overall Rating	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	56.0	64.0	71.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	50.0	57.0	63.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	205	98.56	63.90
Male	111	110	99.10	57.27
Female	97	95	97.94	71.58
Asian	--	--	--	--
Hispanic or Latino	70	68	97.14	47.06
White	127	126	99.21	71.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	82	97.62	47.56
English Learners	36	35	97.22	34.29
Students with Disabilities	31	29	93.55	24.14
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	208	204	98.08	57.35
Male	111	109	98.2	59.63
Female	97	95	97.94	54.74
Asian	--	--	--	--
Hispanic or Latino	70	68	97.14	41.18
White	127	125	98.43	64.8
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	84	82	97.62	47.56
English Learners	36	35	97.22	31.43
Students with Disabilities	31	29	93.55	37.93
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.4	30.4	42.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.8	2.4	1.3	2.3	2.5	2.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	3	1		22	1	3		20	2	2	
1	25		3		22		3		22		3	
2	21		3		25		3		21	1	2	
3	25		3		22		3		26		3	
4	26		3		23		3		17	1	2	
5	24		3		28		3		27		3	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,969	2,638	7,331	78,851
District	N/A	N/A	7,118	\$76,962
Percent Difference: School Site and District	N/A	N/A	2.9	2.4
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	2.9	3.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,036	\$48,064
Mid-Range Teacher Salary	\$71,421	\$75,417
Highest Teacher Salary	\$93,204	\$94,006
Average Principal Salary (Elementary)	\$115,814	\$119,037
Average Principal Salary (Middle)	\$119,029	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$189,957	\$183,692
Percent of Budget for Teacher Salaries	40.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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

Jackson Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

District Contact Information	
District Name	Rescue Union Elementary District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2018-19)

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

Jackson School is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 498 students in grades kindergarten through fifth. The educational program is supported by a staff of 23 classroom teachers, one music teacher, and one PE teacher.

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

The core educational program provided to the Jackson students is based on the California State Standards, and the California Curriculum Framework Standards. Beyond the core curriculum, Jackson's educational program provides a wide range of reinforcement and enrichment programs. Outstanding examples include: Ten Marks math, coding, robotics, and 3-D Printing electives, one to one Chromebooks in 3rd-5th grade, STEMscope Science, Junior/Senior Choir, Jackson Actors Guild, classroom music instruction weekly, Instrumental Band, and much more.

Our Learning Center includes paraprofessionals and Independence facilitators who support the individual needs of our students. Jackson School has a physical education specialist providing a solid foundation for physical and social development based on our state standards for Physical Education. In addition, Jackson School has a an outdoor Science Classroom and an award winning school garden. Jackson has a variety of enrichment programs after school including a garden club, drum club, cross country team, volleyball team, and basketball team.

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	88
Grade 1	72
Grade 2	65
Grade 3	81
Grade 4	79
Grade 5	76
Total Enrollment	461

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.2
Asian	5.4
Filipino	1.7
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0.7
White	73.3
Socioeconomically Disadvantaged	9.1
English Learners	3.7
Students with Disabilities	15.2
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	22	25	23	168
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman: History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/14/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Ceiling tiles replaced, floors replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Poor	Fix leaking fixtures, replace broken fixtures
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Repair dry rot, fix stucco
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Replace door closers, replace window

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/14/19	
Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	77.0	73.0	71.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	73.0	69.0	63.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	241	231	95.85	73.16
Male	124	119	95.97	70.59
Female	117	112	95.73	75.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	94.74
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.67	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	164	156	95.12	73.08
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	29	28	96.55	53.57
English Learners	--	--	--	--
Students with Disabilities	47	39	82.98	43.59
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	243	231	95.06	68.83
Male	126	119	94.44	70.59
Female	117	112	95.73	66.96
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	78.95
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.67	57.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	166	156	93.98	71.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	28	93.33	46.43
English Learners	--	--	--	--
Students with Disabilities	49	39	79.59	46.15
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.2	25.0	6.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Our school staff enjoys a high level of community support and involvement in all aspects of our educational programs. Parents participate in collaborative planning of our school-based program through School Site Council meetings. Additionally, our PTO works with school staff to identify school-wide needs that can be supported through parent volunteers and community fund raising events. Outstanding examples of these events are the PTO Fall Festival, Read-A-Thon, Giving Gala, Jackson JOG, and Scrip sales. Proceeds from these events have provided our students with a video production lab, dance studio, outdoor school garden, school-wide educational resources, school marquee, art murals, a new sound system in our gym, kindergarten and elementary play structures, and many outstanding special events including our annual Science Fair and Family Science Night.

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

Contact Person: Michele Miller

Contact Phone: 916-933-1828

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.5	1.0	1.6	2.3	2.5	2.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	1	2		21	1	3		22		4	
1	25		3		22		3		24		3	
2	27		2		26		3		20	2	1	
3	26		3		20	1	3		26		3	
4	22	1	2		20	1	2		25		3	
5	23	1	3		24	1	3		20	1	3	
Other									7	1		

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,966	\$2,107	\$6,859	\$80,766
District	N/A	N/A	\$7,118	\$76,962
Percent Difference: School Site and District	N/A	N/A	-3.7	4.8
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-3.8	6.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

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Superintendent Salary	\$189,957	\$183,692
Percent of Budget for Teacher Salaries	40.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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

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

Lake Forest Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

District Contact Information	
District Name	Rescue Union School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@my.rescueusd.org
Web Site	rescueusd.org

School Description and Mission Statement (School Year 2018-19)

Lake Forest Elementary School, with the strong support and involvement of our parents and community, is committed to providing all students with the skills they need to become successful learners. Our staff is dedicated to providing a standards-based program, which emphasizes achievement, both academic and social, at the highest levels of excellence to meet the unique needs of our students. At Lake Forest, we as a staff and community truly believe that our "future is limitless" as we nurture and challenge our students to fulfill their potential now and in the coming years.

We will provide our students with a broad range of educational experiences and skills needed to become adaptable, flexible thinkers, who are proud of themselves and their accomplishments, who take responsibility for their actions, and who are ready to contribute to our school and community. By offering multiple opportunities in several curricular areas, students are exposed to many exciting experiences that can inspire them to look beyond the basic materials and discover their personal strengths.

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 423 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 School 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.

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	65
Grade 1	69
Grade 2	57
Grade 3	67
Grade 4	64
Grade 5	103
Total Enrollment	425

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.0
Asian	4.9
Filipino	0.7
Hispanic or Latino	15.5
Native Hawaiian or Pacific Islander	0.0
White	72.0
Socioeconomically Disadvantaged	11.1
English Learners	3.5
Students with Disabilities	12.2
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	22	19	168
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman, History-Social Science for California Grade K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/14/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Old cabinets, ceiling tiles replaced, repair tile floors, replace carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Repair leaking/broken fountains
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Replace siding on buildings
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Replace door closers

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/14/19	
Overall Rating	Fair

B. Pupil Outcomes**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	71.0	69.0	71.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	64.0	64.0	63.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	226	97.41	69.03
Male	124	120	96.77	66.67
Female	108	106	98.15	71.70
Asian	15	15	100.00	73.33
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.00	55.56
White	164	160	97.56	70.63
Two or More Races	14	12	85.71	75.00
Socioeconomically Disadvantaged	27	26	96.30	46.15
English Learners	12	12	100.00	50.00
Students with Disabilities	33	30	90.91	43.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	226	97.41	64.16
Male	124	120	96.77	70
Female	108	106	98.15	57.55
Asian	15	15	100	66.67
Filipino	--	--	--	--
Hispanic or Latino	36	36	100	58.33
White	164	160	97.56	65.63
Two or More Races	14	12	85.71	58.33
Socioeconomically Disadvantaged	27	26	96.3	53.85
English Learners	12	12	100	50
Students with Disabilities	33	30	90.91	46.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.0	18.0	58.0

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

Contact Person: Bruce Peters

Contact Phone No. (916) 933-0652

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.6	0.2	2.3	2.5	2.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

The school climate has been discussed by both staff and parents through our Safe and Civil Schools Team, which examines school issues such as safety, procedures, yard supervision and self esteem improvement methods. We will continue our "What is a Laker?" program as part of our School Safety Plan. The image of a "Lake Forest Laker" is being taught to students in order to define a behavior standard, improve school spirit, and develop positive peer pressure. In addition, the school has added social programs which support students who have playground issues, and the adults who help them on campus. Our student leadership team assists in mediating minor playground problems and modeling caring and productive attitudes. They also perform skits and lessons on character traits throughout the year and illustrate to all the Laker Way. These expectations provide a good example for all students to follow and give the Leadership team a sense of responsibility and contribution their school.

Our School Safety Plan is updated yearly and includes goals and objectives for improving the physical environment and the school climate. This includes promoting our Character Counts program, anti-bullying lessons and assemblies, encouraging student participation in community service activities, creating a safe, nurturing environment, and celebrating our increasing cultural diversity. Students contribute to the community through service learning projects, which extend classroom learning time and increase students' personal involvement in academics and active citizenry. In addition, the school special education staff (teacher and psychologist) have conducted lessons in social development in order to increase "emotional intelligence" on the playground. Last year, Lake Forest added a school counselor to assist at risk students in dealing with playground and other social issues. The counselor runs groups and provides classroom social lessons three days a week.

Student recognition is an important part of honoring our students. Our district-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers emphasize each character trait on a monthly basis, discuss concepts and share lessons that explore the positive aspects that relate to student life. Academic achievement is recognized through our school Honor Roll program. Fourth and fifth grade students receive certificates of recognition for earning a grade point average of 3.5 (B+) or above. In 2017, Lake Forest added a reading incentive program through the school library. Students track their words read throughout the year and receive certificates and other recognition for their dedication to reading. In the first year of this program, three students had already surpassed 4,000,000 words read!

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25	1	2		19	2	2		22	1	2	
1	24		2		28		2		27		2	
2	24		3		28		2		24		3	
3	29		3		27		3		22		3	
4	28		3		27		3		26		2	
5	25		3		27		4		29		4	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.60	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,924	\$1,648	\$7,276	\$74,050
District	N/A	N/A	\$7,118	\$76,962
Percent Difference: School Site and District	N/A	N/A	2.2	-3.9
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	2.1	-2.7

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,036	\$48,064
Mid-Range Teacher Salary	\$71,421	\$75,417
Highest Teacher Salary	\$93,204	\$94,006
Average Principal Salary (Elementary)	\$115,814	\$119,037
Average Principal Salary (Middle)	\$119,029	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$189,957	\$183,692
Percent of Budget for Teacher Salaries	40.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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

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

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

Lakeview Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	rescueusd.org

School Description and Mission Statement (School Year 2018-19)

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

Lakeview Elementary School received the California Distinguished School Award in 2018. Our beautiful school sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 560 students in grades Transitional Kindergarten through fifth grade. The enrollment continues to grow as new families relocate to nearby neighborhoods and our reputation for offering excellence in education travels throughout the community. Lakeview is a place where our school motto, "Soaring to Success," is a true reflection of what is happening each and every day.

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

Twenty-six teachers work to support our wonderful Lakeview student body. A nurse, health aide, psychologist, counselors, librarian, resource teacher, instructional aides and speech/language specialist support Lakeview students. Our librarian is available eight hours a day, each school day. The nurse is on campus one day each week, while the health aide assists with medical and health related issues daily. Our psychologist is on site two days each week. Our counselors serve Lakeview students three days each week. Our speech therapist offers services to students four days per week. Our Learning Center teacher is on site daily with six full-time aides to serve those students with identified learning disabilities. Our support program services students using both the pullout and push-in model to meet the individual needs of all students in the least restrictive environment. In addition, we have two math aides to further enhance 3rd - 5th grade general education math instruction. Our all-day kindergarten program includes one two hour aide for each class.

Leadership opportunities are provided to all 4th and 5th grade students through our IMPACT student government program. Currently, 70 students learn and practice leadership skills while working on interest-based service teams. Our school (like all schools in RUSD) is undergoing Positive Behavior Support Intervention (PBIS) training and planning. This process of refining procedures and expectations will further enhance our positive learning environment. The Student Success Team (SST) approach is utilized to evaluate assistance to children needing additional support. The Student Success Team, which consists of the parents, teachers, counselor, psychologist, nurse, teachers, and administrator, meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Classes are offered to provide extensions and enrichment for all students before/after school. All Lakeview classroom teachers are certified in GLAD (Guided Language Assessment & Development) to allow all students access to even more research based language-rich instructional strategies.

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	91
Grade 1	77
Grade 2	82
Grade 3	84
Grade 4	107
Grade 5	107
Total Enrollment	548

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.0
Asian	10.8
Filipino	1.3
Hispanic or Latino	8.4
Native Hawaiian or Pacific Islander	0.0
White	70.8
Socioeconomically Disadvantaged	6.8
English Learners	5.7
Students with Disabilities	8.6
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	26	24	24	168
Without Full Credential	1	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected:

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/14/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replace ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Fix roof leaks
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/14/19	
Overall Rating	Good

B. Pupil Outcomes**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	79.0	71.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	78.0	78.0	63.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	297	99.33	79.12
Male	158	157	99.37	78.34
Female	141	140	99.29	80.00
Black or African American	--	--	--	--
Asian	25	25	100.00	88.00
Filipino	--	--	--	--
Hispanic or Latino	25	24	96.00	66.67
White	220	219	99.55	79.00
Two or More Races	18	18	100.00	83.33
Socioeconomically Disadvantaged	24	24	100.00	79.17
English Learners	11	10	90.91	90.00
Students with Disabilities	32	31	96.88	54.84

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	299	297	99.33	78.11
Male	158	157	99.37	79.62
Female	141	140	99.29	76.43
Black or African American	--	--	--	--
Asian	25	25	100	84
Filipino	--	--	--	--
Hispanic or Latino	25	24	96	70.83
White	220	219	99.55	76.26
Two or More Races	18	18	100	94.44
Socioeconomically Disadvantaged	24	24	100	66.67
English Learners	11	10	90.91	70
Students with Disabilities	32	31	96.88	54.84

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.0	23.1	52.8

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Parents are viewed as valued partners in education. At Lakeview, this partnership is strongly advocated and volunteers are both encouraged and welcomed on a regular basis. Parent input and contributions to our learning community are an integral part of our decision-making process. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. The PTO organizes a host of events and fundraisers designed to offer financial support and bring families together in a social setting. Math, science, physical education, technology, language arts, and after school enrichment opportunities have been the focus of our PTO during the school year and will continue for the 2018-19 school year. The SSC develops Lakeview's School Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help defray the cost of programs and resources.

Contact Person: Kathy Miracle

Contact Phone No. 916-941-2600

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.3	0.4	2.3	2.5	2.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

Lakeview's Safe School Plan includes goals and objectives relative to school climate and the safety of the physical environment. Our Safety Committee (a sub-committee of School Site Council) meets to offer input for our annual Safe School Plan updates. Safety information is shared and input is requested from our parent community, SSC and PTO.

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

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

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

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

The three personal standards, Show Respect, Make Good Decisions and Solve Problems are taught to all students. Eagle Manners are taught and encouraged, as well. A school-wide quiet signal is practiced daily and used for safety and procedures. Grade level expectations assemblies are held throughout the year. Anti-bullying lessons are delivered by teachers and the principal.

Positive Behavioral Intervention Support (PBIS) is being implemented this year to further enhance student understanding and staff consistency of our school procedures and expectations.

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	1	3		22	1	3		23	1	3	
1	23		3		26		3		26		3	
2	23		4		25		3		27		3	
3	25		4		26		4		28		3	
4	24		4		26		4		27		4	
5	30		3		25		4		27		4	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.20	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,480	\$1,617	\$6,863	\$74,474
District	N/A	N/A	\$7,118	\$76,962
Percent Difference: School Site and District	N/A	N/A	-3.6	-3.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-3.7	-2.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,036	\$48,064
Mid-Range Teacher Salary	\$71,421	\$75,417
Highest Teacher Salary	\$93,204	\$94,006
Average Principal Salary (Elementary)	\$115,814	\$119,037
Average Principal Salary (Middle)	\$119,029	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$189,957	\$183,692
Percent of Budget for Teacher Salaries	40.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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

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

All Lakeview teachers are certified in GLAD (Guided Language Acquisition Design) and receive follow-up coaching/training each year.

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

Rescue Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

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

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

Rescue Elementary has 19 regular education classrooms in grades TK-5. We have one physical education prep class for grades 4 & 5 and one Resource Specialist class for grades K-5. We offer band classes to students in grades 4-5. Our teachers are a highly qualified collection of nurturing and devoted professionals with consistently high standards for themselves and their students. We offer a balanced instructional program with the goal of meeting the needs of the whole child. Our district adopted curricular materials include Benchmark (English Language Arts, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, and Handwriting without Tears (K-2). ELA instruction is supplemented with Reading Counts and core literature. Math instruction is supplemented with Reflex Math and TenMarks. Academic differentiation is provided through a variety of methods including, but not limited to, small group, leveled group, and challenge group instruction. Our Learning Center is also used to support students. Teachers continue to receive staff development and collaboration time to work on California State Standards and with curriculum. Rescue teachers are in the process of becoming certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Rescue Elementary has a fully equipped computer lab with 31 computers to support our student technology program. Transitional Kindergarten through 2nd grade students receive instruction in the lab from their classroom teachers at least once a week. Grades 3 – 5 are equipped with a class set of Chromebooks for their classroom to use. Grades K-2 have a bank of Chromebooks that they utilize. All classrooms have projectors and ELMOs to support student learning. Most have SMART Board Technology as well. Rescue Elementary has a Maker Space lab for all students to utilize that promotes STEAM inquiry and discovery. There are at least a dozen stations for students to utilize in the Maker Space. Rescue Elementary also offers a quality art program for students in grades 1-5. Students receive art instruction learning about various historical artists and their techniques and get to apply them to various art projects.

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

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

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

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

The 2018-19 school year is Rescue Elementary's 60th anniversary. In celebrating this great milestone, our 2018-19 school theme is "Leaving a Legacy." Our goal for our students and our staff is to exhibit behaviors in conjunction with Rescue's Big Three: Show Respect, Make Good Decisions, and Solve Problems. We offer successful social/emotional programs through character building and anti-bullying instruction. Character traits are featured each month. Students are also taught to fill one another's "buckets" by being kind and helpful. We employ a part-time counselor to offer individual counseling to students in need, facilitate social skills groups and deliver classroom lessons, such as Building Friendships, Respect, College and Career Readiness and Self-Esteem. Monthly assemblies are scheduled to celebrate the academic and social achievement of our students.

Rescue Elementary School was recognized as a California Distinguished School in 2010 and 2014.

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	96
Grade 1	67
Grade 2	71
Grade 3	73
Grade 4	69
Grade 5	71
Total Enrollment	447

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.9
Asian	1.6
Filipino	0.2
Hispanic or Latino	13.6
Native Hawaiian or Pacific Islander	0.9
White	81.0
Socioeconomically Disadvantaged	29.5
English Learners	3.6
Students with Disabilities	12.1
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	19	22	20	168
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5 - 2016	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

During 2017, new benches were installed behind the C-wing providing places for classes to sit throughout the school day. The field was aeriated and reseeded to improve the grass coverage on the field. The roof above C-7 and C-8 were replaced and the C-wing roofs are currently being assessed.

Additional playground equipment and ADA access was installed to provide more opportunities for all students during recreational time. Our campus is looking good!

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/31/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Old built in cabinets chipping, damaged wall board replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Siding needs replaced, rusted ramps replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Asphalt repaired, rusted doors replaced

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/31/18	
Overall Rating	Fair

B. Pupil Outcomes**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	79.0	76.0	71.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	70.0	63.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	213	97.26	76.06
Male	102	99	97.06	71.72
Female	117	114	97.44	79.82
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100.00	70.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	178	173	97.19	78.61
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	74	96.10	64.86
English Learners	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Students with Disabilities	25	22	88.00	36.36
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	213	97.26	70.42
Male	102	99	97.06	69.7
Female	117	114	97.44	71.05
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	30	30	100	43.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	178	173	97.19	74.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	77	74	96.1	55.41
English Learners	--	--	--	--
Students with Disabilities	25	22	88	40.91
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.2	24.7	44.2

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Rescue enjoys support for school programs on many levels. Parents are actively involved and interested in every aspect of their children’s education from classroom assistance to participation in the Parent-Teacher Council (PTC) and School Site Council. The PTC organizes parent and community volunteers to plan social events for the Rescue Community such as the Harvest Festival, Daughter and Son events, and our spring Chomp and Stomp. They also organize a variety of fundraisers such as the "Fun Run," The "Read-a-Thon," and See's Candy sales to raise money to provide enrichment to our school.

The School Site Council (SSC) helps develop the Single School Plan for Student Achievement to set yearly goals and objectives in Language Arts, Math, Science/Social Studies, Health and Wellness, Citizenship, Visual and Performing Arts, and fitness. Technology improvements, our Art program, Makerspace, after school enrichment and activities/assemblies are offered annually to our students and supported through the fundraising efforts of the PTC and our School Plan for Student Achievement.

Our student council provides many opportunities for parents to participate in their child's educational experience. Muffins for Mom and Donuts for Dad are the morning reading event that brings our parents to school to share good literature with their children. Our student council raises funds to support their goals, school-wide activities, and many causes to support those in need in the community. The council also sponsors school spirit days and special events. Families are encouraged to participate in our Grandparents' Day in September and our Veterans' Day event in November. Rescue participates in the Watch DOG program and encourages male role models to volunteer one day a year at school.

Contact Person: Dustin Haley, Principal
Contact Phone No. 530-677-2720

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	2.6	1.0	1.5	2.3	2.5	2.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Rescue School was the first school built in the district (1958). Currently the campus contains 19 regular education classrooms, a library, a Learning Center, a gymnasium, a technology center, an extended day room, and an administrative office. Students in grades K-5 have access to a swing set, climbing apparatus and bars, asphalt play area, and an open grass field. The custodial staff maintains campus cleanliness. The Safety Plan is an annual document designed to highlight areas of pride within our school while detailing ongoing goals and projects that are scheduled to continue improving our campus and the educational experience for our community. The Safety Plan is organized into three main categories: Physical Environment, Social Environment, and Cultural Environment. Each category offers objectives and goals meant to improve in these areas. Several committees including the School Culture and Climate Committee and the School Site Council meet regularly to discuss and address school safety issues. Surveys are also given to solicit feedback from Rescue community stakeholders.

Rescue School is on a traditional schedule to maximize the use of facilities. Fire department and insurance officials inspect the campus on a regular basis. Emergency backpacks with items needed during a crisis are in every classroom. Staff members receive annual training re: child protective services. Teachers and aides supervise the playground with a ratio of approximately 1 adult to 75 students. Safety is a top priority at Rescue School!

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	2		20	2	2		24	1	3	
1	20	2	1		24		3		22		3	
2	22		3		28		2		24		3	
3	25		3		27		3		24		3	
4	29		2		25		3		23		3	
5	27		3		28		3		24		3	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.40	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,135	\$2,121	\$7,014	\$75,080
District	N/A	N/A	\$7,118	\$76,962
Percent Difference: School Site and District	N/A	N/A	-1.5	-2.5
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-1.6	-1.3

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,036	\$48,064
Mid-Range Teacher Salary	\$71,421	\$75,417
Highest Teacher Salary	\$93,204	\$94,006
Average Principal Salary (Elementary)	\$115,814	\$119,037
Average Principal Salary (Middle)	\$119,029	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$189,957	\$183,692
Percent of Budget for Teacher Salaries	40.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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

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

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

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

Teachers in grades K-5 have received Step Up to Writing training to support writing instruction for students. Teachers have received the Guided Language Acquisition Development (GLAD) training where they receive professional development and have opportunities to observed GLAD trained teachers implement strategies with students. Teachers in grades K-3 are continuing to implement GLAD units into their instruction. Grades K-3 are participating in Love and Logic training to use behavior strategies to support struggling learners. Teachers are also receiving professional development in the implementation of Social Emotional Learning strategies with their students.

Marina Village Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2018-19)

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

Marina Village School is located north of Highway 50 in El Dorado Hills. The school is 36 years old. It is a sixth/seventh/eighth grade school with an enrollment of 810 students. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule which provides students with more enrichment choices than on a semester schedule. Progress reports are mailed home shortly after the middle of each trimester. Grades are mailed home at the end of each trimester.

Marina Village has established a reputation for academic excellence. There are grade requirements for participating in extracurricular activities. The staff has high expectations for quality work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers.

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. Class size is small to allow for individual attention. Additional support is provided by a school counselor, a district nurse (1 day per week), a district psychologist (4 days per week), and a county speech/language specialist (1 day per week). Services include academic counseling, crisis intervention, and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods, and after school through the HIP program (Homework is a Priority) for those students in need of extra help. A mandatory after-school intervention program called ZAP (zeros are prohibited) is provided for students who are academically failing. Marina Village teachers work closely with the support staff.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	253
Grade 7	245
Grade 8	275
Total Enrollment	773

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.4
Asian	8.3
Filipino	1.4
Hispanic or Latino	11.5
Native Hawaiian or Pacific Islander	0.1
White	72.2
Socioeconomically Disadvantaged	7.0
English Learners	1.2
Students with Disabilities	6.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	35	35	35	168
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Prentice Hall: Science Explorer Grades 6-8	Yes	
History-Social Science	Grades 6-8: TCI	Yes	
Health	Botvin's LifeSkills Grades 6-8	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/14/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Replace ceiling tiles, replace carpet
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Fix leaking fixtures
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Siding needs replaced, roof repairs

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/14/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Replaced damaged doors, patch asphalt holes

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/14/19	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	75.0	78.0	71.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	69.0	71.0	63.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	769	757	98.44	77.51
Male	381	374	98.16	71.85
Female	388	383	98.71	83.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	63	63	100.00	80.95

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Filipino	--	--	--	--
Hispanic or Latino	90	88	97.78	69.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	553	544	98.37	78.64
Two or More Races	45	45	100.00	75.56
Socioeconomically Disadvantaged	61	61	100.00	68.85
English Learners	19	19	100.00	52.63
Students with Disabilities	51	46	90.20	28.89
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	769	758	98.57	71.47
Male	381	374	98.16	72.19
Female	388	384	98.97	70.76
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	63	63	100	80.95
Filipino	--	--	--	--
Hispanic or Latino	90	88	97.78	62.5
Native Hawaiian or Pacific Islander	--	--	--	--
White	553	545	98.55	71.88
Two or More Races	45	45	100	75.56
Socioeconomically Disadvantaged	61	61	100	55.74
English Learners	19	19	100	63.16
Students with Disabilities	51	47	92.16	13.04
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	5.9	19.3	69.3

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

Contact Person: Levi Cambridge, Principal
Contact Phone No. (916) 933-3993

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.8	5.2	3.0	2.3	2.5	2.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Parents and students consistently provide feedback indicating that Marina Village promotes a positive learning environment and that students are challenged in all academic areas. Positive behavior and achievement are recognized in numerous ways. Staff members nominate student's for "Student Recognition" at the end of every trimester. These students are acknowledged for their special achievement at school assemblies. Academic achievement is recognized through Honor Roll and Principal's Honor Roll awards each trimester; and the school's chapter of Honor Society. 8th-grade students are eligible for the Mustang Pride Award for academic excellence.

High expectations for student citizenship are an important part of the Marina Village climate. All students participate in a merit system that encourages appropriate behavior and results in merit deductions and disciplinary action as a consequence for poor behavioral choices. Students who complete each trimester with a full complement of merits are rewarded with an educational assembly. Students who do not qualify for the assembly may participate in alternative activities to help them to learn about personal responsibility and positive choices. The school counselor also provides presentations to all students in behavioral areas that are a concern and school-wide assemblies provide additional instruction in behavior areas such as bullying, cyber safety, and student interactions.

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

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

A Site Safety Committee meets as part of the School Site Council to update the School Safety Plan and identify areas of need. Eagle Scout projects and community outdoor work days are scheduled to improve facilities.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.0	2	19		26.0	2	20		27.0	4	16	
Mathematics	10.0	2			6.0	3			27.0	2	16	1
Science	28.0	1	19		29.0	1	19		30.0		17	
Social Science	29.0		19		30.0		19		29.0	2	17	

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	811
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$8,618	\$1,737	\$6,881	\$77,176
District	N/A	N/A	\$7,118	\$76,962
Percent Difference: School Site and District	N/A	N/A	-3.4	0.3
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	-3.5	1.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,036	\$48,064
Mid-Range Teacher Salary	\$71,421	\$75,417
Highest Teacher Salary	\$93,204	\$94,006
Average Principal Salary (Elementary)	\$115,814	\$119,037
Average Principal Salary (Middle)	\$119,029	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$189,957	\$183,692
Percent of Budget for Teacher Salaries	40.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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

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

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

Pleasant Grove Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

District Contact Information	
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
E-mail Address	colson@rescueusd.org
Web Site	www.rescueusd.org

School Description and Mission Statement (School Year 2018-19)

Since opening on August 18, 2003, Pleasant Grove has quickly established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 502 sixth, seventh, and eighth grade students.

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

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

To support students on a path of career and college readiness, Pleasant Grove is pleased to announce that we are an AVID certified school. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap and for making college access and success available to all students. By implementing AVID strategies, school-wide, we provide all students with methodologies that develop their critical thinking, literacy, and math skills across all content areas. Our AVID program focuses on skills and behaviors that promote academic success, provide intensive support with tutorials and strong student/teacher relationships, create a positive peer group for students, and develop a sense of hope for personal achievement gained through hard work and determination.

Students with special needs are provided specialized academic instruction through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts, history, science, and electives. This support is provided through multiple pedagogical practices: direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Special Day Classes (SDC) also serve our students who meet certain special education criteria. Class size in our SDC program is small to allow for individual attention; however, students are fully integrated into mainstream PE and some elective classes with their general education peers.

Additional support is provided by a full-time counselor, a nurse, a district psychologist (3.5 days/week) and a county speech/language specialist (2 days/week). A Student Success Team process is in place to partner with parents to assist struggling students. Tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting.

To support our English Learner students we meet with each student one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth. In addition, aide support is available within the general classroom setting, as our English Learner students are fully integrated into general education classes.

Communication with parents is a key component to student academic success. It is critical to provide a format where students, teachers, and parents can communicate to support the development of student-centered learning and student self-advocacy. Pleasant Grove uses an online grading program, Jupiter Grades, and a classroom informational system, Google Classroom, to provide a format for more effective communication between all stakeholders. Through these interactive and engaged practices, parents have access to up-to-date information on student grades and upcoming assignments to support their student's academic success. Additionally, progress reports are available three times a year through the Aeries Portal mid-trimester and report card grades are available through the Aeries Portal at the end of each trimester.

Pleasant Grove promotes a positive learning environment where all students are held to high academic standards and are recognized for positive behavior and hard work. Positive behavior and achievement are recognized through honor roll, student recognition assemblies (Student of the Trimester), compliment calls and letters home to parents/guardians, PUMA Pride Awards, and presidential awards. There are also opportunities for all students to participate in the California Junior Scholastic Federation and to be a member of the school's W.E.B. team (Where Everyone Belongs) to facilitate student leadership and to help to maintain a positive school climate.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 6	188
Grade 7	161
Grade 8	205
Total Enrollment	554

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	1.1
Hispanic or Latino	17.3
Native Hawaiian or Pacific Islander	0.0
White	75.8
Socioeconomically Disadvantaged	25.5
English Learners	3.8
Students with Disabilities	14.8
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	27	29	25	168
Without Full Credential	2	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 1/15/2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	0
Science	Prentice Hall: Science Explorer Grades 6-8	Yes	0
History-Social Science	Grades 6-8: TCI	Yes	0
Health	Botvin's LifeSkills Grades 6-8	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/14/19		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Leaking roofs need repair
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Many stucco repairs needed
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Leaking windows need repaired, asphalt repair scheduled

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/14/19	
Overall Rating	Fair

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	62.0	72.0	71.0	74.0	48.0	50.0
Mathematics (grades 3-8 and 11)	46.0	53.0	63.0	66.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	539	532	98.70	71.62
Male	286	283	98.95	67.14
Female	253	249	98.42	76.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	91	97.85	62.64
White	408	404	99.02	73.27
Two or More Races	21	20	95.24	85.00
Socioeconomically Disadvantaged	146	140	95.89	56.43
English Learners	25	24	96.00	45.83
Students with Disabilities	76	73	96.05	17.81
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	541	534	98.71	52.62
Male	287	285	99.3	52.28
Female	254	249	98.03	53.01
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	93	91	97.85	31.87
White	410	406	99.02	56.16
Two or More Races	21	20	95.24	70
Socioeconomically Disadvantaged	146	141	96.58	36.17
English Learners	25	24	96	8.33
Students with Disabilities	77	74	96.1	12.16
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.5	28.2	41.7

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

Contact Person: Hope Migliaccio, Principal
Contact Phone No. 530-672-4400

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	5.3	4.5	4.8	2.3	2.5	2.0	3.7	3.7	3.5
Expulsions	0.2	0.5	0.2	0.0	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of 16 members: 3 students, 3 parents, 3 teachers, classified employee, lead custodian, food service representative, principal, vice principal, school secretary, student service secretary, and consults with a member of our district's technology department. The school Safety committee meets monthly throughout the school year and the plan was last reviewed and updated in September of 2018. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our parking lot, asphalt courts, and play fields and we have evaluated, revised, and improved policies related to campus supervision, anti-bullying programs, and positive recognition events.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	4	13		22.0	5	14		20.0	8	11	
Mathematics	11.0	3			8.0	5			20.0	10	8	
Science	28.0	1	15		24.0	4	15		26.0	2	12	
Social Science	28.0		14		26.0	2	14		26.0	1	13	

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	525
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker	0	N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,466	\$2,763	\$7,703	\$79,498
District	N/A	N/A	\$7,118	\$76,962
Percent Difference: School Site and District	N/A	N/A	7.9	3.2
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	7.8	4.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

All Rescue schools receive equal allocations, per student, of LCFF Base Funding. This funding helps support students by providing instructional materials, supplies and other needs. Funding for support services, such as maintenance of buildings and grounds, utilities, and student transportation, is budgeted for at the district level and provided to each school site based on the varying needs of the individual school.

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,036	\$48,064
Mid-Range Teacher Salary	\$71,421	\$75,417
Highest Teacher Salary	\$93,204	\$94,006
Average Principal Salary (Elementary)	\$115,814	\$119,037
Average Principal Salary (Middle)	\$119,029	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$189,957	\$183,692
Percent of Budget for Teacher Salaries	40.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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

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

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

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: El Dorado County Investment Portfolio Report
for Quarter Ended December 31, 2018**

BACKGROUND:

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

STATUS:

The report for the quarter ended December 31, 2018 is included with this agenda item. All County investments meet the requirements of the District's investment policy.

FISCAL IMPACT:

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

BOARD GOAL:

Board Focus Goal V – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

The Board of Trustees review the quarterly report.



EL DORADO COUNTY

TREASURER – TAX COLLECTOR
K. E. COLEMAN, MBA | M.ACC.
360 Fair Lane, Placerville, CA 95667
(530) 621-5800 | taxcollector@edcgov.us

Date: January 30, 2019

To: Depositors to County Investment Pool

From: K. E. Coleman, Treasurer-Tax Collector

A handwritten signature in black ink, appearing to read "K. E. Coleman".

RE: Investment Portfolio Report - quarter ending December 31, 2018

Attached herewith is the Investment Portfolio Report for the quarter ending December 31, 2018 per Government Code 53646(b) (1) and 53646(e).

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

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

under "Pooled Money Investment Board" report.



EL DORADO COUNTY

TREASURER – TAX COLLECTOR
K. E. COLEMAN, MBA | M.ACC.
360 Fair Lane, Placerville, CA 95667
(530) 621-5800 | taxcollector@edcgov.us

Date: January 30, 2019

To: K. E. Coleman, Treasurer-Tax Collector

From: Todd Hall, Treasury Quantitative Specialist *TH*

RE: Investment Portfolio Report - quarter ending December 31, 2018

The El Dorado County Pooled Investment Portfolio Report for the quarter ending December 31, 2018 is attached for your review.

Average remaining life to maturity is 170 days. The effective rate of return is 2.12%. Market values for securities held in third-party custody are provided by the safekeeper. Certificates of Deposit and funds in State of California Local Agency Investment Fund are marked at face value.

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



EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - SUMMARY


December 31, 2018

Investments	Book Value	Percent of Portfolio	Average Term	Avg Days to Maturity
State of CA Local Agency Invest Fund	65,000,000.00	12.07	1	1
Treasury Securities - Coupon	418,902,126.37	77.81	368	191
Certificates of Deposit - Bank	46,945,344.00	8.72	743	238
Money Market Account	7,493,700.00	1.39	1	1
Total Investments and Averages	538,341,170.37	100.00%	351	170

Month End

Effective Rate of Return

2.12%


BY: TODD HALL, TQS
FOR: K. E. COLEMAN, TREASURER/TAX COLLECTOR



EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2018

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
State of CA Local Agency Invest Fund						
071-000000-1	STATE OF CALIFORNIA	65,000,000.00	65,000,000.00	65,000,000.00	1	
Treasury Securities - Coupon						
001-190115-1	US TREASURY	15,000,000.00	14,993,850.00	14,996,507.99	14	01/15/2019
001-190115-2	US TREASURY	5,000,000.00	4,997,950.00	4,998,262.27	14	01/15/2019
001-190115-3	US TREASURY	4,000,000.00	3,998,360.00	3,998,570.26	14	01/15/2019
001-190131-1	US TREASURY	12,000,000.00	11,988,480.00	11,997,973.84	30	01/31/2019
001-190131-2	US TREASURY	8,000,000.00	7,992,320.00	7,998,626.08	30	01/31/2019
001-190131-3	US TREASURY	11,000,000.00	10,992,740.00	10,994,741.98	30	01/31/2019
001-190131-4	US TREASURY	8,000,000.00	7,994,720.00	7,996,338.38	30	01/31/2019
001-190131-5	US TREASURY	15,000,000.00	15,071,417.93	15,070,288.52	30	01/31/2019
001-190215-1	US TREASURY	5,000,000.00	4,990,300.00	4,997,168.62	45	02/15/2019
001-190228-1	US TREASURY	9,500,000.00	9,486,415.00	9,490,575.14	58	02/28/2019
001-190228-2	US TREASURY	8,000,000.00	7,986,960.00	7,990,082.55	58	02/28/2019
001-190331-1	US TREASURY	10,000,000.00	9,980,400.00	9,988,116.84	89	03/31/2019
001-190515-1	US TREASURY	10,000,000.00	9,941,000.00	9,955,871.64	134	05/15/2019
001-190515-2	US TREASURY	14,000,000.00	13,917,400.00	13,935,743.53	134	05/15/2019
001-190515-3	US TREASURY	15,000,000.00	14,920,926.80	14,919,260.47	134	05/15/2019
001-190531-1	US TREASURY	10,000,000.00	9,948,800.00	9,965,342.42	150	05/31/2019
001-190531-2	US TREASURY	14,000,000.00	13,943,160.00	13,962,783.92	150	05/31/2019
001-190531-3	US TREASURY	11,000,000.00	10,957,153.19	10,955,102.78	150	05/31/2019
001-190615-1	US TREASURY	8,000,000.00	7,941,600.00	7,956,004.32	165	06/15/2019
001-190615-2	US TREASURY	10,000,000.00	9,927,000.00	9,934,806.03	165	06/15/2019
001-190631-1	US TREASURY	7,000,000.00	6,956,250.00	6,968,024.18	180	06/30/2019
001-190715-1	US TREASURY	21,000,000.00	20,799,030.00	20,843,219.20	195	07/15/2019
001-190731-1	US TREASURY	6,000,000.00	5,946,762.55	5,951,267.85	211	07/31/2019
001-190731-2	US TREASURY	10,000,000.00	9,918,641.85	9,918,174.97	211	07/31/2019
001-190815-1	US TREASURY	15,000,000.00	14,843,489.67	14,846,389.89	226	08/15/2019
001-190831-1	US TREASURY	14,000,000.00	13,873,720.00	13,910,996.90	242	08/31/2019
001-190915-1	US TREASURY	14,000,000.00	13,842,129.50	13,845,007.30	257	09/15/2019
001-190930-1	US TREASURY	15,000,000.00	14,850,009.89	14,843,633.38	272	09/30/2019
001-191015-1	US TREASURY	20,000,000.00	19,770,676.92	19,762,761.03	287	10/15/2019



EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2018

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
001-191031-1	US TREASURY	15,000,000.00	14,895,328.18	14,898,815.33	303	10/31/2019
001-191115-1	US TREASURY	10,000,000.00	9,859,400.00	9,852,639.13	318	11/15/2019
001-191130-1	US TREASURY	15,000,000.00	14,790,176.37	14,792,918.40	333	11/30/2019
001-191231-1	US TREASURY	12,000,000.00	11,823,240.00	11,813,903.82	364	12/31/2019
001-200115-1	US TREASURY	20,000,000.00	19,849,230.43	19,818,441.49	379	01/15/2020
001-200115-2	US TREASURY	10,000,000.00	9,926,483.42	9,911,893.74	379	01/15/2020
001-200131-1	US TREASURY	15,000,000.00	14,846,938.86	14,821,872.18	395	01/31/2020

Certificates of Deposit - Bank

019-190407-1	RIVER CITY BANK	861,500.00	861,500.00	861,500.00	96	04/07/2019
019-190414-1	RIVER CITY BANK	245,000.00	245,000.00	245,000.00	103	04/14/2019
019-190827-1	RIVER CITY BANK	1,400,000.00	1,400,000.00	1,400,000.00	238	08/27/2019
025-190404-1	EAST WEST BANK	5,000,000.00	5,000,000.00	5,000,000.00	93	04/04/2019
027-190626-1	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	176	06/26/2019
027-191206-1	FARMERS & MERCHANT BK LONG BCH	5,000,000.00	5,000,000.00	5,000,000.00	339	12/06/2019
027-191218-1	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	351	12/18/2019
027-200611-1	FARMERS & MERCHANT BK LONG BCH	1,693,000.00	1,693,000.00	1,693,000.00	527	06/11/2020
027-200618-1	FARMERS & MERCHANT BK LONG BCH	4,000,000.00	4,000,000.00	4,000,000.00	535	06/19/2020
028-190402-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	91	04/02/2019
028-190411-2	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	100	04/11/2019
028-191206-1	FIRST BANK	7,000,000.00	7,000,000.00	7,000,000.00	339	12/06/2019
079-190205-1	UMPQUA BANK	249,750.00	249,750.00	249,750.00	35	02/05/2019
079-190327-1	UMPQUA BANK	4,000,000.00	4,000,000.00	4,000,000.00	85	03/27/2019
221-190902-1	Banner Bank	248,594.00	248,594.00	248,594.00	244	09/02/2019
233-190826-1	Fremont Bank	249,800.00	249,800.00	249,800.00	237	08/26/2019
243-191022-1	Summit State Bank	249,400.00	249,400.00	249,400.00	294	10/22/2019
246-190321-1	Community Bank aka Sierra Vist	249,000.00	249,000.00	249,000.00	79	03/21/2019
247-190523-1	Vibra Bank Pacific Commerce	249,300.00	249,300.00	249,300.00	142	05/23/2019
249-190430-1	United Business Bk aka Bay Com	250,000.00	250,000.00	250,000.00	119	04/30/2019

Money Market Account

019-000000-1	RIVER CITY BANK	1,597,000.00	1,597,000.00	1,597,000.00	1	
021-000000-1	CITIZENS BUSINESS BANK	106,700.00	106,700.00	106,700.00	1	
025-000000-1	EAST WEST BANK	2,100,000.00	2,100,000.00	2,100,000.00	1	



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

December 31, 2018

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
027-000000-1	FARMERS & MERCHANT BK LONG BCH	90,000.00	90,000.00	90,000.00	1	
028-000000-1	FIRST BANK	1,100,000.00	1,100,000.00	1,100,000.00	1	
079-000000-1	UMPQUA BANK	250,000.00	250,000.00	250,000.00	1	
244-000000-1	Five Star Bank	2,250,000.00	2,250,000.00	2,250,000.00	1	
Total Investments and Average		540,939,044.00	538,201,504.56	538,341,170.37	170	