

Rescue Union School District

22-Jan-20

| | GREEN VALLEY | JACKSON | LAKE FOREST | LAKEVIEW | RESCUE | MARINA VILLAGE | PLEASANT GROVE | Tot. |
|--------------|--------------|------------|-------------|------------|------------|----------------|----------------|-------------|
| TR. KDG | 20 | 21 | 20 | 44 | 22 | 0 | 0 | 127 |
| KDG.* | 68 | 61 | 68 | 77 | 70 | 0 | 0 | 344 |
| FIRST | 52 | 78 | 62 | 86 | 97 | 0 | 0 | 375 |
| SECOND | 60 | 72 | 63 | 84 | 78 | 0 | 0 | 357 |
| THIRD | 51 | 81 | 75 | 93 | 63 | 0 | 0 | 363 |
| FOURTH | 61 | 67 | 71 | 94 | 73 | 0 | 0 | 366 |
| FIFTH | 72 | 78 | 76 | 89 | 67 | 0 | 0 | 382 |
| SIXTH | 0 | 0 | 0 | 0 | 0 | 260 | 139 | 399 |
| SEVENTH | 0 | 0 | 0 | 0 | 0 | 286 | 155 | 441 |
| EIGHTH | 0 | 0 | 0 | 0 | 0 | 284 | 173 | 457 |
| SDC | | | 21 | | | | 13 | |
| *COOL School | | | | | | | | |
| TOTAL | 384 | 458 | 456 | 567 | 470 | 830 | 480 | 3652 |
| Ending 18-19 | 402 | 509 | 423 | 545 | 474 | 809 | 516 | 3683 |
| Difference | -18 | -51 | 33 | 22 | -4 | 21 | -36 | -31 |

| **Low Housing Projection 2017-18 | Variance |
|----------------------------------|------------|
| 100 | 27 |
| 389 | -45 |
| 348 | 27 |
| 349 | 8 |
| 362 | 1 |
| 363 | 3 |
| 393 | -11 |
| 393 | 6 |
| 348 | 93 |
| 438 | 19 |
| 0 | 13 |
| 0 | 0 |
| 3483 | 169 |

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

NPS 7

ENROLLMENT HISTORY

| | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUNE |
|--------------------------|-----------|-------------|-------------|-------------|-------------|-------------|------|------|------|------|------|
| 2019/2020 | NA | 3611 | 3608 | 3609 | 3636 | 3652 | | | | | |
| 2018/2019 | 3606 | 3619 | 3635 | 3638 | 3643 | 3691 | 3698 | 3694 | 3692 | 3692 | 3683 |
| 2017/2018 | NA | 3624 | 3632 | 3642 | 3655 | 3685 | 3688 | 3682 | 3684 | 3679 | 3672 |
| 2016/2017 | 3723 | 3709 | 3723 | 3731 | 3734 | 3774 | 3792 | 3792 | 3786 | 3794 | 3766 |
| 2015/2016 | 3666 | 3658 | 3673 | 3673 | 3676 | 3686 | 3707 | 3717 | 3734 | 3740 | 3733 |
| 2014/2015 | 3690 | 3697 | 3699 | 3702 | 3712 | 3735 | 3753 | 3771 | 3772 | 3775 | N/A |
| 2013/2014 | 3797 | 3775 | 3770 | 3776 | 3774 | 3797 | 3804 | 3821 | 3823 | 3825 | N/A |
| 2012/2013 | 3889 | 3902 | 3895 | 3900 | 3893 | 3885 | 3912 | 3919 | 3920 | 3929 | N/A |
| 2011/2012 | 3984 | 3984 | 3989 | 3995 | 3995 | 4002 | 4019 | 4024 | 4032 | 4038 | N/A |
| 2010/2011 | 4124 | 4088 | 4070 | 4071 | 4074 | 4083 | 4092 | 4099 | 4097 | 4095 | N/A |
| 2009/2010 | 4173 | 4123 | 4115 | 4116 | 4113 | 4119 | 4122 | 4121 | 4112 | 4115 | 4110 |
| 2008/2009 | 4176 | 4105 | 4104 | 4106 | 4115 | 4110 | 4095 | 4091 | 4097 | 4099 | 4117 |
| 2007/2008 | 4093 | 4079 | 4090 | 4094 | 4091 | 4097 | 4110 | 4096 | 4101 | 4085 | 4082 |
| 2006/2007 | 3916 | 3905 | 3918 | 3927 | 3934 | 3933 | 3952 | 3967 | 3964 | 3972 | 3973 |
| Diff 2018-2019 2019-2020 | | -8 | -27 | -29 | -7 | -39 | | | | | |
| Avg Diff | | | -18 | -21 | -18 | -22 | | | | | |

Rescue Union School District

AGENDA ITEM: **Action Item: Review and approve Settlement Agreement between the El Dorado Schools Financing Authority and Serrano El Dorado Owners' Association**

BACKGROUND:

The El Dorado Schools Financing Authority, consisting of its member school districts, the Buckeye Union SD, Rescue Union SD, the El Dorado Union High SD and the Serrano El Dorado Owners' Association, have developed a Final Settlement Agreement related to the establishment of an end date for Community Facilities District No. 1 of the El Dorado Schools Financing Authority. All material terms of the Final Settlement Agreement have been agreed to by all parties and a draft of this Settlement Agreement will be presented to the Governing Board of the El Dorado Schools Financing Authority for final action on January 22. Rescue Union School District has one appointed Board member sitting on the Governing Board of the El Dorado Schools Financing Authority. The Settlement Agreement will then be presented to the Rescue Board for its approval at the January 28 Board meeting.

STATUS/DISCUSSION:

The purpose is to have the Board review the agreement and approve the Final Settlement Agreement.

FISCAL IMPACT:

None. Currently, the District is obligated to pay lease payments with respect to certain outstanding series of certificates of participation, which lease payments have historically been funded entirely by the Special Tax revenues received by the District through CFD No. 1. Under the terms of the Settlement Agreement, the District's outstanding obligations will be repaid in full.

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

Board Focus Goal V – FACILITY/HOUSING:

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

RECOMMENDATION:

We recommend that the Board approve the Final Settlement Agreement related to the establishment of an end date for Community Facilities District No. 1 of the El Dorado Schools Financing Authority.

FINAL SETTLEMENT AGREEMENT

This Final Settlement Agreement (this "Agreement"), dated for reference purposes as of January 22, 2020, is entered into by and among the EL DORADO SCHOOLS FINANCING AUTHORITY (the "Authority"), a joint powers authority organized and existing under the laws of the State of California (the "State"), the BUCKEYE UNION SCHOOL DISTRICT ("Buckeye Union SD"), a public school district organized and existing pursuant to the laws of the State, the EL DORADO UNION HIGH SCHOOL DISTRICT ("El Dorado Union HSD"), a public school district organized and existing pursuant to the laws of the State, the RESCUE UNION SCHOOL DISTRICT ("Rescue Union SD"), a public school district organized and existing pursuant to the laws of the State (and collectively, "School Districts"), COMMUNITY FACILITIES DISTRICT NO. 1 ("CFD No. 1") of the Authority, a Mello-Roos community facilities district, organized and operating under the laws of the State, and the SERRANO EL DORADO OWNERS' ASSOCIATION (the "Association"), a California nonprofit mutual benefit corporation. The Authority, Buckeye Union SD, El Dorado Union HSD, Rescue Union SD, CFD No. 1, and the Association shall hereinafter be referred to individually as a "Party," or collectively as the "Parties."

RECITALS

WHEREAS, the Authority was formed pursuant to a Joint Exercise of Powers Agreement, dated as of June 19, 1990, by and among Buckeye Union SD, El Dorado Union HSD, and Rescue Union SD (each, a "School District" and collectively, the "School Districts"), in order to provide for, among other things, the financing of public school facilities on behalf of the School Districts; and

WHEREAS, the Authority established CFD No. 1 in 1991 pursuant to the provisions of the Mello-Roos Community Facilities Act of 1982, as amended (Chapter 2.5, Part 1, Division 2, Title 5 of the Government Code of the State, hereinafter referred to as the "Mello-Roos Act"); and

WHEREAS, CFD No. 1 was, and is, authorized, under the Mello-Roos Act and other State law, to levy special taxes ("Special Tax" or "Special Taxes") and incur bonded indebtedness in order to finance school facilities; and

WHEREAS, commencing with the fiscal year ending June 30, 1996, Special Taxes have been levied and collected by CFD No. 1 every fiscal year to date; and

WHEREAS, on or around May 22, 2019, the Parties entered into a Memorandum of Understanding, outlining general terms under which the Special Tax would be discontinued and CFD No. 1 would be dissolved, and directing the Parties to formalize such terms through the execution of a Final Settlement Agreement among the parties; and

WHEREAS, the Parties now wish to formally address various matters relating to the levy of the Special Taxes and use of Special Tax revenues, and establish a framework for the termination of the levy of Special Taxes, and the corresponding dissolution of CFD No. 1, by entering into this Final Settlement Agreement.

NOW THEREFORE, in consideration of the promises, covenants and provisions set forth herein, the receipt and adequacy of which the Parties hereby acknowledge, the Parties hereby agree as follows:

TERMS AND CONDITIONS

1. RECITALS AND EXHIBITS INCORPORATED

1.1. Incorporation of Recitals. The foregoing recitals are true and correct and incorporated into the “Terms and Conditions” of this Agreement as though set forth fully herein.

1.2. Incorporation of Exhibits. The Exhibits attached to this Agreement are hereby incorporated in this Agreement by reference.

2. TERM AND TIMING OF PERFORMANCE

2.1. Effective Date. Assuming due authorization and approval by the governing boards of each of the Parties, the “Effective Date” of this Agreement shall be the date upon which the last Party has executed this Agreement.

2.2. Special Tax Termination Date. The date on which the Special Taxes terminate shall be referred to herein as the “Special Tax Termination Date.” The Special Tax Termination Date shall be June 30, of the last fiscal year in which the Special Taxes will be levied, as set forth in Section 4.1 hereof.

2.3. Final Dissolution of CFD No. 1. CFD No. 1 shall be formally dissolved by action of the Governing Board of the Authority (“Authority Board”), as the legislative body of CFD No. 1, pursuant to and upon satisfaction of all conditions set forth in Section 4.1 hereof.

3. USE OF SPECIAL TAX REVENUES

3.1. Outstanding School District Long-Term Liabilities. Following the Effective Date, Special Tax revenues allocated and distributed to the School Districts shall be applied to repayment of each of such School District’s outstanding long-term liabilities as identified in Sections 3.1.1, 3.1.2 and 3.1.3 below that are specifically related to the financing of any debt related to CFD No. 1, and any associated expenditures related to the financing, servicing or retirement of the debt, until such long-term liabilities are retired. The School Districts may use Special Tax revenues to make payments of the identified long-term liabilities and any related expenditures as they become due, and may also pay and discharge any or all of the long-term liabilities by making deposits in trust with an escrow agent at or before maturity, of money or other assets consistent with the requirements of the identified long-term liabilities, in an amount which will, together with the interest to accrue thereon and available moneys then on deposit, be fully sufficient to pay and discharge the indebtedness on such long-term liabilities (including all principal, interest and redemption premiums) at or before their respective maturity dates.

3.1.1. El Dorado Union HSD 2009 Refunding Certificates of Participation, executed and delivered on December 9, 2009; and El Dorado Union HSD Refunding Certificates of Participation, Series 2019, executed and delivered on November 26, 2019.

3.1.2. Rescue Union SD 2017 Certificates of Participation, executed and delivered on September 13, 2017; and Rescue Union SD 2010 Certificates of Participation, executed and delivered on May 27, 2010;

3.1.3. Buckeye Union SD 2012 Certificates of Participation, executed and delivered on May 31, 2012.

3.2. Resolution 92-4 – Adjustment to Allocation Formula of Special Tax Revenue Between Member Districts of the El Dorado Schools Financing Authority

3.2.1. Buckeye Union SD. Notwithstanding any other prior agreement, prior to the end of the fiscal year that the debt identified in Section 3.1.3 above is to be retired by the Buckeye Union SD, the Authority shall meet and agendize for action a revision to Resolution 92-4 that provides for the payment of all special taxes collected within the boundaries of the Buckeye Union School District be distributed to the Rescue Union School District for payment of the debt and any related expenditures identified in Section 3.1.2 above.

3.2.2. Rescue Union SD. Notwithstanding any other prior agreement, prior to the end of the fiscal year that the debt identified in Section 3.1.2 above is to be retired by the Rescue Union SD, the Authority shall meet and agendize for action a revision to Resolution 92-4 that provides for the payment of all special taxes collected within the boundaries of the Rescue Union School District be distributed to the El Dorado Union High School District for payment for the debt and any related expenditures identified in Section 3.1.1 above and Section 3.3 below.

3.3. El Dorado Union HSD Capital Projects

3.3.1. Contemporaneous with the repayment of debt service or following the retirement of the outstanding El Dorado Union HSD long-term liabilities as prescribed by Section 3.1, Special Tax revenues allocated and distributed to El Dorado, or diverted to El Dorado Union HSD pursuant to Section 3.2.2 shall be expended as follows:

3.3.1.1. Oak Ridge High School: Subsequent to the Effective Date of this Agreement, the first Thirty-Two Million, Seven Hundred and Sixty-One Thousand, Eight Hundred and Sixty-Three Dollars (\$32,761,863) collected by CFD No. 1 and distributed to the El Dorado Union HSD shall be expended towards repayment of debt identified in Section 3.1 and no less than Thirty Million Dollars (\$30,000,000) for the costs of (a) planning, design, construction, acquisition, or expansion of permanent classroom facilities and the which shall replacement of portable classroom facilities and any related costs required to be incurred to obtain DSA approval and final project completion at Oak Ridge High School; (b) acquisition of equipment related to facilities that have an estimated useful life of five (5) years or more at Oak Ridge High School; and (c) and other capital improvement costs necessary to acquire or construct other permanent- or temporary-capacity facilities at Oak Ridge High School, including portable classroom facilities,

required to serve or mitigate the impacts of the students generated within CFD No. 1. It is the intent of the parties that absent a demonstrable cost savings that would warrant refinancing or calling the debt, that payment of the debt identified in Section 3.1.1 will be made in accordance with the debt schedule in effect on the Effective Date, with any remaining balance of the Special Taxes collected by the High School being set aside and/or expended on Oak Ridge projects as provided in this Section. In the event that proceeds from the sale of El Dorado Union HSD general obligation bonds are also available, the El Dorado Union HSD shall apply bond proceeds as contemplated by the bond language first to any project at Oak Ridge High School and thereafter may use an amount of additional Special Tax revenues necessary to complete improvements described in this Section 3.3.1.1; and

3.3.1.2. EDUHSD - New High School: Subsequent to the Effective Date of this Agreement and collection of no less than Thirty-Two Million, Seven Hundred and Sixty-One Thousand, Eight Hundred and Sixty-Three Dollars (\$32,761,863) by CFD No.1 and distribution of the same to the El Dorado Union HSD to be set aside and/or expended as provided in Section 3.3.1.1, the El Dorado Union HSD shall be entitled to a disbursement of an additional amount not to exceed Thirty Million Dollars (\$30,000,000), to be expended for the initial construction of a new high school within the boundaries of El Dorado Union HSD and purposely located within such proximity to the El Dorado Hills Specific Plan area as to primarily reasonably serve students generated within the boundaries of CFD No. 1 (“New High School”). In the event that the Governing Board of the El Dorado Union High School District has not realized sufficient enrollment to justify undertaking any action to plan for and construct a New High School, within five (5) years following the fiscal year in which the Special Tax is terminated, then the Thirty Million Dollars (\$30,000,000) projected to be collected and expended on a New High School shall be expended by the El Dorado Union High School District as provided in Section 3.3.1.1 above.

3.3.1.3. Resolution of Formation: Any funds not expended under Section 3.3.1.1 or 3.3.1.2, can be expended for any lawful purpose consistent with the Resolution of Formation of CFD No. 1.

3.3.2. Final Accounting and Distribution of Special Tax Revenues: After termination of the Special Tax levy and the distribution of funds as provided for in this Agreement, should any funds remain on deposit with the Authority, the Authority will disburse those funds equally between the three member school districts to be expended by the school districts for any lawful purpose consistent with the Resolution of Formation of CFD No. 1.

3.3.3. G.O. Bonds

3.3.3.1. Effective in perpetuity from the Effective Date, El Dorado Union HSD shall neither call nor conduct a general obligation bond election within all or any portion of the territory within CFD No. 1 for purposes of financing the initial construction of a New High School.

3.3.3.2. Other than as prohibited by Section 3.3.3.1 above, El Dorado Union HSD is in no way restricted from calling general obligation bond measure elections for any purpose or in any territory within its boundaries.

3.4. Monitoring; Establishment of Oversight Committee

3.4.1. Formation and Purpose of Oversight Committee.

3.4.1.1. Within sixty (60) days of the Effective Date of this Agreement, the Authority shall, at its cost and expense, start the process to form and appoint members to an advisory committee ("Oversight Committee").

3.4.1.2. The purpose and/or role of the Oversight Committee shall be to advise the Authority of its findings and to inform the public concerning the expenditure of CFD No. 1 Special Tax revenues, occurring subsequent to the Effective Date of this Agreement.

3.4.2. Oversight Committee Duties

3.4.2.1. The Oversight Committee shall actively review and report on the expenditure of Special Tax revenues occurring following the Effective Date and advise the public as to whether Special Tax revenues are expended only for the purposes allowed by the Mello-Roos Act, and as consistent with both the purposes of CFD No. 1 as approved by the voters, and as consistent with this Agreement. In furtherance of its purpose, the Oversight Committee may inspect school facilities and grounds.

3.4.3. Oversight Committee Membership

3.4.3.1. The Oversight Committee shall consist of seven (7) members.

3.4.3.2. Oversight Committee members shall be residents of CFD No. 1 or owners of property located within CFD No. 1.

3.4.3.3. Oversight Committee members shall not be employees, officials, vendors, or contractors of any of the School Districts or the Association.

3.4.3.4. Committee members may not hold any incompatible office or position during their term of membership, as those terms are defined in Article 4.7 of Division 4 of Title I (commencing with section 1125) of the Government Code, and shall abide by the conflict of interest prohibitions contained in Article 4 of Division 4 of Title I (commencing with section 1090) of the Government Code.

3.4.4. Appointment of Oversight Committee Members

3.4.4.1. Oversight Committee members shall be appointed by the Authority Board.

3.4.4.2. The Authority Board shall consult with the Association when determining appointment of Oversight Committee members, but the Authority Board shall have the final discretion with respect to the appointment of Oversight Committee members.

3.4.5. Term

3.4.5.1. Members of the Oversight Committee members shall serve for a term length of two (2) years without compensation.

3.4.5.2. Oversight Committee members may serve no more than three (3) total terms (whether consecutive or otherwise).

4. CONDITIONS PRECEDENT TO SPECIAL TAX TERMINATION DATE

4.1. Termination of CFD No. 1 Special Taxes.

4.1.1. The levy of the Special Tax shall terminate upon the earlier of the following: (a) June 30 of the fiscal year in which the Special Tax levy results in the aggregate total Special Taxes levied by CFD No. 1, inclusive of all Special Taxes levied before the Effective Date of this Agreement, equal or exceed \$155,587,862; or (b) June 30, 2034.

4.1.2. The date upon which the Special Taxes terminate pursuant to Section 4.1.1 shall be hereinafter referred to as the Special Tax Termination Date and shall correspond with the end of the fiscal year for which either condition in 4.1.1 first occurs.

4.1.3. In no event shall Special Taxes be levied in the fiscal year following the Special Tax Termination Date. All Special Taxes levied prior to the Special Tax Termination Date and not paid ("Delinquent Special Taxes") will continue to be collected, including through institution of foreclosure proceedings as allowed or required by law, by the El Dorado County Tax Collector, the Authority, or the School Districts.

4.2. Monitoring and Confirmation of Total Special Tax Levy.

4.2.1. The Authority shall actively monitor and annually report the annual and aggregate Special Tax levied by CFD No. 1 commencing with the first installment of the Special Tax levy following the Effective Date.

4.2.2. Upon confirmation that the total aggregate taxes levied by CFD No. 1 either equals or exceeds \$155,587,862, the Authority shall proceed to take such actions, in the manner, time, and form prescribed by the Mello-Roos Act, to ensure termination of the Special Taxes.

4.3. Confirmation of Redemption of Delinquent Special Taxes.

4.3.1. Upon confirmation that all Delinquent Special Taxes have been redeemed, the Authority shall proceed to take such actions, in the manner, time, and form prescribed by the Mello-Roos Act to ensure dissolution of CFD No. 1.

5. AUTHORITY'S OBLIGATIONS FOLLOWING SPECIAL TAX TERMINATION DATE.

5.1. Authority's Procedural Obligations to Effect Dissolution of CFD No. 1.

5.1.1. Within a reasonable time following the Effective Date of this Agreement, the Authority shall adopt a resolution substantially in the form attached hereto as **Exhibit A**, determining that (a) upon the confirmations required by Section 4.2.2, the Special Tax shall automatically cease to be levied pursuant to Government Code section 53330.5, and (b) upon the confirmations required by Section 4.3.1, CFD No. 1 will be dissolved pursuant to Government Code section 53338.5. Such Resolution shall establish procedures for the following:

5.1.1.1. Recordation of a Notice of Cessation of Special Tax stating that the obligation to pay the Special Tax has ceased and that the lien imposed by the Amended Notice of Special Tax Lien recorded in the records of the County Recorder of El Dorado County, State of California, is extinguished.

5.1.1.2. Recordation of an Addendum to the Notice of Special Tax Lien, recorded in the records of the County Recorder of El Dorado County, State of California, which shall state that CFD No. 1 and all associated liens, if any, have been dissolved.

5.1.1.3. All other necessary actions required pursuant to the Mello-Roos Act in connection with the termination of Special Taxes and dissolution of CFD No. 1.

5.2. Outstanding Obligations of Authority

5.2.1. The Authority shall arrange for the payment of any outstanding debt or obligation (exclusive of the debt/liabilities described in Section 3.1) discovered to exist after the dissolution of CFD No. 1, and shall seek indemnification and/or reimbursement, as applicable, from the responsible/applicable School Districts.

6. CONDITIONS CONCURRENT WITH AND/OR FOLLOWING TERMINATION OF SPECIAL TAX

6.1. Funding for Future Facilities

6.1.1. Following the Special Tax Termination Date, development of properties within the boundaries of CFD No. 1 shall be subject to statutory school fees or such other school facilities funding mitigation requirements as shall then be in force and effect for the affected territory.

6.2. School Districts' Lease Payments on Outstanding Debt Obligations

6.2.1. Following the Special Tax Termination Date, to the extent any School District is obligated to pay lease payments on any outstanding series of Certificates of Participation ("COPs"), which payments, at least in part, were historically paid by CFD No. 1, each School

District shall be individually and solely responsible for the full payment of any lease payments due with respect to outstanding COPs executed and delivered by that School District.

7. RELEASE OF CLAIMS

7.1. Release of Claims. The Parties release and forever discharge each other and their present and former directors, officers, shareholders, managers, agents, trustees, beneficiaries, attorneys and employees from all obligations, damages, losses, costs, expenses and liabilities whether known or unknown, contingent or direct, liquidated or unliquidated, and from any claims, demands, judgments, actions or suits of any kind (collectively, "Claims") arising prior to the date hereof which they may have against one another relating to CFD No. 1, the authorization of the Special Taxes or bonded indebtedness of CFD No. 1, the levy and collection of the Special Taxes, and the use of the proceeds of such Special Taxes, including without limitation, any attorneys' fees incurred in connection therewith. It is understood by the Parties that the Association does not have authority to act in a legal representative capacity for individual property owner within CFD No. 1, and this Release shall not bind said individual property owners. The Parties expressly waive their rights under California Civil Code Section 1542:

Civil Code Section 1542:

A GENERAL RELEASE DOES NOT EXTEND TO THE CLAIMS WHICH THE CREDITOR OR RELEASING PARTY DOES NOT KNOW OR SUSPECT TO EXIST IN HIS OR HER FAVOR AT THE TIME OF EXECUTING THE RELEASE AND THAT, IF KNOWN BY HIM OR HER, WOULD HAVE MATERIALLY AFFECTED HIS OR HER SETTLEMENT WITH THE DEBTOR OR RELEASED PARTY.

8. MISCELLANEOUS

8.1. Successors and Assignees. The Parties shall not assign and/or transfer by operation of law or otherwise any or all of their respective rights, burdens, duties, or obligations. This Agreement shall inure to the benefit of successors of any of the Parties only upon written notice and consent of the other Parties.

8.2. Headings. The headings of this Agreement are for convenience purposes only and shall not limit or define the meaning of the provisions of this Agreement.

8.3. Governing Law and Venue. This Agreement shall be construed in accordance with, and governed by, the laws of the State of California applicable to contracts to be performed wholly within this State. Any dispute arising from the terms and conditions of this Agreement shall be heard by a court of competent jurisdiction located within El Dorado County.

8.4. Attorneys' Fees and Costs. In the event of any legal proceeding, including any lawsuit, action, or proceeding in law or equity, arising out of or relating to this Agreement, each Party shall pay its own fees and costs.

8.5. Construction. The singular includes the plural, “shall” is mandatory, and “may” is permissive. The Parties acknowledge and agree that each of the Parties and each of the Parties’ attorneys have participated fully in the negotiation and drafting of this Agreement. In cases of uncertainty as to the meaning, intent, or interpretation of any provision of this Agreement, the Agreement shall be construed without regard to which of the Parties caused, or may have caused, the uncertainty to exist. No presumption shall arise from the fact that particular provisions were or may have been drafted by a specific Party, and prior versions or drafts of this Agreement may be used to interpret the meaning or intent of this Agreement or any provision thereof.

8.6. Notices. All notices, demands and communications between the Parties shall be given by personal delivery, registered or certified mail, postage prepaid, return receipt requested, Federal Express or other reliable private express delivery, or by facsimile transmission or email. Such notices, demands or communications shall be deemed received upon delivery if personally served or sent by facsimile or email or after three (3) business days if given by other approved means as specified above. Notices, demands and communications shall be sent:

To the Authority: El Dorado Schools Financing Authority
4675 Missouri Flat Road
Placerville, CA 95667
Attn: Superintendent, El Dorado Union High School District

To CFD No. 1: Community Facilities District No. 1 of the
El Dorado Schools Financing Authority
4675 Missouri Flat Road
Placerville, CA 95667
Attn: Superintendent, El Dorado Union High School District

To El Dorado Union HSD: El Dorado Union High School District
4675 Missouri Flat Road
Placerville, CA 95667
Attn: Superintendent

To Rescue Union SD: Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672
Attn: Superintendent

To Buckeye Union SD: Buckeye Union School District
5049 Robert J. Matthews Parkway
El Dorado Hills, CA 95762
Attn: Superintendent

To the Association: Serrano El Dorado Owners’ Association
4525 Serrano Parkway, Suite 110
El Dorado Hills, CA 95762
Attn: President

8.7. No Joint Venture. The relationship of the Parties to this Agreement is determined solely by the provisions of this Agreement. This Agreement does not create and shall not be construed to create any agency, partnership, joint venture, trust or other relationship with duties or incidents different from those of parties to an arm's-length contract.

8.8. No Further Assurances. Nothing in this Agreement, whether express or implied, is intended to or shall do any of the following: (a) confer any benefits, rights or remedies under or by reason of this Agreement on any persons or entities other than the express Parties to this Agreement; (b) relieve or discharge the obligation or liability of any person not an express party to this Agreement; or (c) give any person not an express party to this Agreement any right of subrogation or action against any Party to this Agreement.

8.9. Time is of the Essence. Time is of the essence in the performance of each Party's respective obligations under this Agreement.

8.10. Cooperation. The Parties agree to cooperate fully in the execution of any and all other documents and in the completion of any additional actions that may be necessary or appropriate to give full force and effect to the terms and intent of this Agreement.

8.11. Amendments and Waivers. No amendment of, supplement to, or waiver of any obligations under this Agreement shall be enforceable or admissible unless set forth in writing signed by the Party and/or Parties against which enforcement or admission is sought. No delay or failure to require performance of any provision of this Agreement shall constitute a waiver of that provision as to that or any other instance. Any waiver granted shall apply solely to the specific instance expressly stated in a writing signed by the Parties.

8.12. Entire Agreement. This Agreement sets forth the entire understanding of the Parties relating to the transactions it contemplates, and supersedes all prior understandings relating to them, whether written or oral. There are no obligations, commitments, representations, or warranties relating to them except those expressly set forth in this Agreement.

8.13. Severability. If any provision of this Agreement is held invalid, void or unenforceable by a court of competent jurisdiction, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

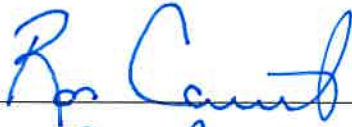
8.14. Execution in Counterparts. This Agreement may be executed in multiple counterparts, each of which shall be deemed an original, and counterpart signature pages may be assembled to form a single document which shall be deemed an original document. Consolidated signature pages shall be compiled and held in escrow by counsel to the Authority, to be circulated among the parties upon approval by each of the Parties' governing boards or bodies.

8.15. Authorized Signatures. By signing below, each of the signatories represents and warrants that he or she has been duly authorized to execute this Agreement on behalf of the Party on whose behalf he or she is signing. Each signatory further represents and warrants, by his/her signature, that this Agreement has been duly ratified and approved by the governing board or body of such Party.


8.16. Represented by Counsel. Each Party hereto acknowledges that it has been represented by legal counsel, or had the opportunity to obtain legal counsel and consciously chose not to obtain it, in the negotiation, drafting, and execution of this Agreement.

IN WITNESS WHEREOF, this Agreement has been entered into by and between among the parties set forth below as of the date first set forth above.

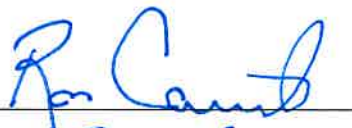
EL DORADO SCHOOLS FINANCING AUTHORITY

By: 
Name: RON CARRUTH
Its:


COMMUNITY FACILITIES DISTRICT NO. 1 OF THE EL DORADO SCHOOLS FINANCE AUTHORITY

By: 
Name: Kim White
Its: President


EL DORADO UNION HIGH SCHOOL DISTRICT

By: 
Name: RON CARRUTH
Its:


RESCUE UNION SCHOOL DISTRICT

By: 
Name: SEAN MARTIN
Its: Assistant S-P

BUCKEYE UNION SCHOOL DISTRICT

By: 
Name: JACQUELINE S. MCHENRY
Its:

SERRANO EL DORADO OWNERS' ASSOCIATION

By: 
Name: Donald P Succo
Its: President

Rescue Union School District

AGENDA ITEM: **Action Item: Approve Final Settlement Resolution between the El Dorado Schools Financing Authority and Serrano El Dorado Owners' Association**

BACKGROUND:

The El Dorado Schools Financing Authority, consisting of its member school districts, the Buckeye Union SD, Rescue Union SD, the El Dorado Union High SD and the Serrano El Dorado Owners' Association, have developed a Final Settlement Agreement and corresponding Resolution related to the establishment of an end date for Community Facilities District No. 1 of the El Dorado Schools Financing Authority. All material terms of the Final Settlement Agreement have been agreed to by all parties and a draft of this Resolution was presented to the Governing Board of the El Dorado Schools Financing Authority for final action on January 22. Rescue Union School District has one appointed Board member sitting on the Governing Board of the El Dorado Schools Financing Authority. The Final Resolution will then be presented to the Rescue Board for its approval at the January 28 Board meeting.

STATUS/DISCUSSION:

The purpose is to have the Board approve the Final Resolution pertaining to the Final Settlement Agreement.

FISCAL IMPACT:

None.

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

Board Focus Goal V – FACILITY/HOUSING:

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

RECOMMENDATION:

We recommend that the Board approve the Final Resolution pertaining to the Final Settlement Agreement related to the establishment of an end date for Community Facilities District No. 1 of the El Dorado Schools Financing Authority.

EXHIBIT A

RESOLUTION NO. 2020-01

RESOLUTION OF THE GOVERNING BOARD OF EL DORADO SCHOOLS FINANCING AUTHORITY, AS THE LEGISLATIVE BODY FOR COMMUNITY FACILITIES DISTRICT NO. 1, ESTABLISHING PROCEDURES FOR THE CESSATION OF THE LEVY OF SPECIAL TAXES AND THE DISSOLUTION OF COMMUNITY FACILITIES DISTRICT NO. 1

WHEREAS, on May 20, 1991, the Governing Board of El Dorado Schools Financing Authority (the "Board" and the "Authority," respectively) adopted Resolution No. 91-6 forming Community Facilities District No. 1 ("CFD No. 1") of the Authority, and authorizing the levy of a special tax ("Special Tax" or "Special Taxes") therein to pay for certain public facilities described therein pursuant to the Mello-Roos Community Facilities Act of 1982, Chapter 2.5 Part 1 of Division 2 of Title 5, commencing with Section 53311, of the California Government Code (the "Act"); and

WHEREAS, on May 20, 1991, by Resolution No. 91-8, the Board called a special election on the proposition of levying the Special Tax and establishing an appropriations limit for CFD No. 1; and

WHEREAS, such special election was held on May 21, 1991, and such propositions were approved by more than two-thirds of the votes cast; and

WHEREAS, a boundary map for CFD No. 1 was recorded at Book 3 of Maps of Assessment and Community Facilities Districts at Page 134 in the office of the County Recorder for the County of El Dorado, State of California, which boundary map was modified by the following annexation maps, and together with such annexation maps constitute the final boundary map of CFD No. 1:

- Annexation Map No. 1 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 80;
- Annexation Map No. 2 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 87;
- Annexation Map No. 3 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 86; and
- Annexation Map No. 4 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 104;

and

WHEREAS, on July 2, 1991, the Notice of Special Tax Lien for CFD No. 1 was recorded in the Official Records of El Dorado County, California, as Document No. 36069, and subsequently superseded by amended special tax liens recorded pursuant to annexation procedures of CFD No. 1 in 1997, 1998, and 2000, culminating in the currently-operative

Amendment to Special Tax Lien for CFD No. 1, recorded August 16, 2000, Document No. 20000040823 of the Official Records of El Dorado County; and

WHEREAS, CFD No. 1 is not obligated to pay any outstanding debt; and

WHEREAS, the Governing Board of the Authority, as the legislative body of CFD No. 1, hereby determines that the levy of the Special Tax shall cease following the final levy in fiscal year ending June 30, 2034, or on such earlier date as shall be determined by the satisfaction of conditions outlined in Section 2 of this Resolution, all in accordance with Section 53330.5 of the Act; and

WHEREAS, following the cessation of the Special Tax, CFD No. 1 shall continue to exist solely for the purpose of receiving redemption proceeds for Special Tax delinquencies which occurred prior to such cessation, and to wind down and, thereafter, close out any remaining operations and obligations of CFD No. 1; and

WHEREAS, following the redemption of all delinquent Special Taxes, and following the proper wind-down and close-out of any and all CFD No. 1 operations and obligations, and upon meeting the expected condition that CFD No. 1 will, at such time, be not obligated to pay any outstanding debt and will, at such time, be no longer authorized to levy the Special Tax, the Governing Board of the Authority, as the legislative body of CFD No. 1, desires that CFD No. 1 shall be dissolved, pursuant to Section 53338.5 of the California Government Code; and

WHEREAS, the Governing Board of the Authority, as the legislative body of CFD No. 1, desires that, upon satisfaction of conditions expressed herein, following the future cessation of the Special Tax levy of CFD No. 1 and the dissolution of CFD No. 1, a notice will be provided to owners of taxable property within CFD No. 1 that: (1) CFD No. 1 has been dissolved, (2) the obligation of parcels in CFD No. 1 to pay the Special Tax has ceased, and (3) the lien imposed by the Amendment to Notice of Special Tax Lien recorded on August 16, 2000, as Document No. 20000040823 in the records of the County Recorder of El Dorado County, State of California, is extinguished.

THE GOVERNING BOARD OF THE EL DORADO SCHOOLS FINANCING AUTHORITY, AS THE LEGISLATIVE BODY OF COMMUNITY FACILITIES DISTRICT NO. 1 OF THE AUTHORITY, FINDS, DETERMINES, AND RESOLVES AS FOLLOWS:

Section 1. Each of the foregoing recitals is true and correct.

Section 2. Conditions upon which the Special Tax Shall Terminate. The Authority, by and through its special tax consultants, shall monitor the total levy of the Special Tax by CFD No. 1, on an annual basis. Pursuant to this Resolution, the Special Tax of CFD No. 1 will be automatically terminated and cease to be levied in accordance with Section 53330.5 of the Act, on the earlier of the following two dates:

- a. On June 30, 2034, following the final Special Tax levy in fiscal year 2033-34, provided, however, that such termination of the Special Tax shall in no way affect the continued collection of outstanding delinquent Special Taxes.
- b. on June 30 of the fiscal year in which the total Special Tax levy is confirmed to equal or exceed \$155,587,862, provided, however, that such termination of Special Taxes shall in no way affect the continued collection of outstanding delinquent Special Taxes.

Section 3. As soon as practicable, upon the termination and cessation of the Special Tax of CFD No. 1 pursuant to Section 2, and in accordance with Government Code Sections 53330.5, the Authority, by and through its designee or consultant, is hereby authorized and directed to prepare and record with the El Dorado County Recorder, a Notice of Cessation of Special Taxes, in substantially the form attached hereto as **Exhibit 1**.

Section 4. The Governing Board of the Authority hereby orders that, following the termination and cessation of Special Taxes pursuant to Section 2 above, CFD No. 1 shall continue to exist and operate in order to conduct any valid outstanding business, including the collection of delinquent Special Taxes and the wind-down and close-out of any remaining operations and obligations of CFD No. 1.

Section 5. Upon confirmation by the Tax Collector of the County of El Dorado or the Authority's special tax consultants, that no Special Tax payments or delinquencies remain outstanding, CFD No. 1 shall be dissolved, based on the determination that, at such time:

- i. CFD No. 1 is not obligated to pay any outstanding debt.
- ii. CFD No. 1 has no authorization to levy any special tax.

Section 6. The Governing Board of the Authority hereby orders that, upon the conditions described in Section 4, above, in accordance with Government Code section 53338.5, the Authority, by and through its designee or consultant, is hereby authorized and directed to record with the El Dorado County Recorder, the Addendum to Notice of Special Tax Lien, in substantially the form attached hereto as **Exhibit 2**.

Section 7. The Authority, or its designee or consultant, is hereby authorized and directed to notice this Resolution establishing procedures for terminating the levy of the Special Taxes in CFD No. and dissolving CFD No. 1, in a newspaper of general circulation in the area of CFD No. 1, within 15 days after adoption.

EXHIBIT 1

NOTICE OF CESSATION OF SPECIAL TAX

Community Facilities District No. 1
of the
El Dorado Schools Financing Authority

The Governing Board of the El Dorado Schools Financing Authority (the "Governing Board of the Authority") as the legislative body of Community Facilities District No. 1 ("CFD No. 1"), hereby gives notice in accordance with Government Code Section 53330.5 that:

1. The Governing Board of the Authority has established its CFD No. 1 pursuant to the Mello-Roos Community Facilities Act of 1982, Chapter 2.5 (commencing with section 53311) of Part 1 of Division 2 of Title 5 of the California Government Code.

2. Pursuant to Government Code section 55330.5, on January 22, 2020, the Governing Board of the Authority, as the legislative body of CFD No. 1, adopted Resolution No. 2020-01, establishing conditions on which the obligation to pay Special Taxes for CFD No. 1 would cease and Special Taxes of CFD No. 1 would no longer be levied on property in CFD No. 1.

3. The conditions provided in Resolution No. **2020-01** having now been met, the obligation of parcels in the CFD No. 1 to pay the Special Tax has ceased and the lien imposed by the Amended Notice of Special Tax Lien recorded on August 16, 2000, as Document No. 20000040823 in the records of the El Dorado County Recorder, State of California, is extinguished.

4. Reference is made to the map of the boundaries of CFD No. 1 recorded at Book 3 of Maps of Assessment and Community Facilities Districts at Page 134; to Annexation Map No. 1 of CFD No. 1 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 80; to Annexation Map No. 2 of CFD No. 1 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 87; to Annexation Map No. 3 of CFD No. 1 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 86; and to Annexation Map No. 4 of CFD No. 1 recorded at Book 4 of Maps of Assessment and Community Facilities Districts at Page 104; all in the office of the County Recorder for the County of El Dorado, State of California, which maps together constitute the final boundary map of CFD No. 1.

Dated this 22nd day of January, 2020.

By: _____

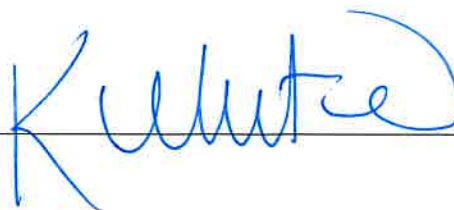


EXHIBIT 2

ADDENDUM TO NOTICE OF SPECIAL TAX LIEN

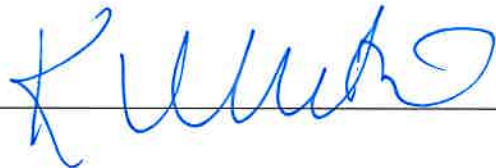
Community Facilities District No. 1
of the
El Dorado Schools Financing Authority

The Governing Board of the El Dorado Schools Financing Authority (the "Governing Board of the Authority") as the legislative body of Community Facilities District No. 1 ("CFD No. 1"), hereby gives notice in accordance with Government Code Section 53338.5 that:

1. The Governing Board of the Authority has established its CFD No. 1 pursuant to the Mello-Roos Community Facilities Act of 1982, Chapter 2.5 (commencing with section 53311) of Part 1 of Division 2 of Title 5 of the California Government Code.
2. Pursuant to Government Code Section 53338.5, on January 22, 2020, the Governing Board of the Authority, as the legislative body of CFD No. 1, adopted Resolution No. **2020-01**, establishing conditions on which the CFD No. 1 would be dissolved.
3. The conditions provided in Resolution No. **2020-01** having now been met, CFD No. 1, and all associated liens, have been dissolved.

Dated this 22nd day of January, 2020.

By: _____



ITEM #: 6

DATE: January 28, 2020

RESCUE UNION SCHOOL DISTRICT

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

BACKGROUND:

The El Dorado County Schools Association holds an Annual Dinner Meeting and Awards Program. This year the meeting will be held on March 30, 2020.

STATUS:

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

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

FISCAL IMPACT:

N/A

BOARD GOAL:

N/A

RECOMMENDATION:

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

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

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

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

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

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

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

Category 5**Lifetime Achievement Award**

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

DEADLINE:
Thursday, February 6, 2020

El Dorado County School Boards Association Annual Awards Nomination Form

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

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

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

Nominee Name: _____

Category: _____

Please attach supporting documentation, explaining how the nominee meets the criteria for the award (maximum one page, please).

District: _____

Contact Name: _____

Phone: _____ **Email:** _____

Completed nomination form(s) and supporting documentation are due by **Thursday, February 6, 2020**, to Kim Stewart at kstewart@edcoe.org. Thank you!

Important Dates

- | | |
|------------------------|---|
| Thursday, February 6th | Deadline to Submit Nomination(s) |
| Friday, February 17th | Award Recipients Selected (<i>Districts Notified</i>) |
| Monday, March 30th | Awards Dinner at Cold Springs Country Club |

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Auditor's Report on Financial Statements for 2018-19

BACKGROUND:

State law requires school districts have an independent audit made of its financial statements on an annual basis. The firm of Crowe Horwath, LLP completed Rescue Union School District's annual audit and has filed the report with the California Department of Education.

STATUS:

The Auditor's Report on the Rescue Union School District financial statements for 2018-19 includes reports on compliance with state and federal regulations, as well as on internal controls and supplementary information required by the State.

The Auditor's Report finds that the financial statements present fairly, in all material respects, the financial position of the district and the results of operations for the year ended June 30, 2019.

The auditors found no compliance or internal control findings for the 2018-19 audit.

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

District staff recommends the Board of Trustees accept the Auditor's Report on Financial Statements for the year ended June 30, 2019.

RESCUE UNION SCHOOL DISTRICT
FINANCIAL STATEMENTS
June 30, 2019

RESCUE UNION SCHOOL DISTRICT
FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION
 For the Year Ended June 30, 2019
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RESCUE UNION SCHOOL DISTRICT
FINANCIAL STATEMENTS
WITH SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2019

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Rescue Union School District
Rescue, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Rescue Union School District, as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise Rescue Union School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Rescue Union School District, as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

(Continued)

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the *Management's Discussion and Analysis* on pages 4 to 12 and other Required Supplementary Information, such as the General Fund Budgetary Comparison Schedule, Schedule of the District's Proportionate Share of the Net Pension Liability, and Schedule of the District's Contributions on pages 45 to 49 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Rescue Union School District's basic financial statements. The accompanying Schedule of Expenditure of Federal Awards as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* and the other supplementary information listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The Schedule of Expenditure of Federal Awards and supplementary information as listed in the table of contents are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information, except for the Schedule of Financial Trends and Analysis, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditure of Federal Awards and other supplementary information as listed in the table of contents, except for the Schedule of Financial Trends and Analysis, are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The Schedule of Financial Trends and Analysis has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

(Continued)

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 13, 2019 on our consideration of Rescue Union School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Rescue Union School District's internal control over financial reporting and compliance.

Crowe LLP

Crowe LLP

Sacramento, California
December 13, 2019

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

The discussion and analysis of Rescue Union School District's financial performance provides an overall review of the District's financial activities for the fiscal year ended June 30, 2019. The intent of this discussion and analysis is to look at the District's financial performance as a whole. To provide a complete understanding of the District's financial performance, please read it in conjunction with the Independent Auditor's Report on page 1, notes to the basic financial statements and the District's financial statements, as listed in the table of contents.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB) in their Statement No. 34 Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments issued June 1999.

FINANCIAL HIGHLIGHTS

- On the Statement of activities, current year expenses exceeded current year revenues by \$1.4 million.
- The District's P-2 Average Daily Attendance (ADA) decreased from 3,522 during fiscal year 2017-2018, to 3,521 during fiscal year 2018-2019.
- On the Statement of Revenues, Expenditures, and Changes in Fund Balances, current year expenditures and other uses exceeded current year revenues and other sources by \$930 thousand.
- The District maintains sufficient reserves for a District its size. It meets the state required minimum reserve for economic uncertainty of 3% of General Fund expenditures, transfers out, and other uses (total outgo). During fiscal year 2018-2019, General Fund expenditures totaled \$38.2 million. At June 30, 2019, the District has available reserves of \$6.2 million in the General Fund, which represents a reserve of 16%.
- In complying with GASB 68, the District recognized its portion of the unfunded STRS and PERS pension liabilities for the first time in 2014-2015. These liabilities are based on the most recent actuarial valuations. The District's portion of the unfunded STRS and PERS pension liability increased \$1.3 million in 2018-2019 and is reported in the Statement of Net Position.

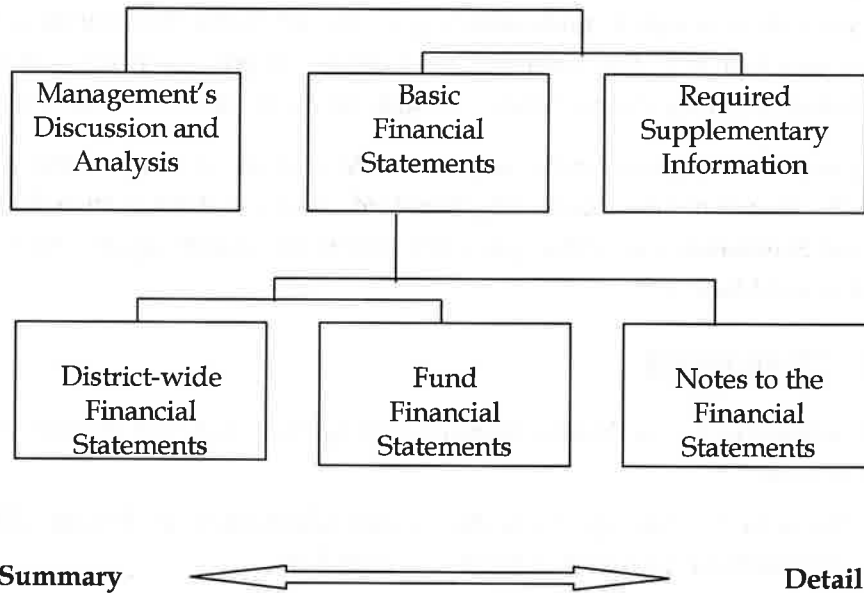
OVERVIEW OF THE FINANCIAL STATEMENTS

This annual report consists of three parts - management's discussion and analysis (this section), the basic financial statements, and required supplementary information. These statements are organized so the reader can understand the Rescue Union School District as a financial whole, an entire operating entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

RESCUE UNION SCHOOL DISTRICT
 MANAGEMENT'S DISCUSSION AND ANALYSIS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2019

OVERVIEW OF THE FINANCIAL STATEMENTS (CONTINUED)

Components of the Financial Section



The first two statements are *district-wide financial statements*, the Statement of Net Position and Statement of Activities. These statements provide information about the activities of the whole District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's more significant funds with all other non-major funds presented in total in one column. A comparison of the District's general fund budget is included.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The statements are followed by a section of required supplementary information that further explains and supports the financial statements.

Reporting the School District as a Whole

Statement of Net Position and the Statement of Activities

These two statements provide information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the District's assets, deferred outflows of resources, liabilities and deferred inflows of resources using the accrual basis of accounting. This basis of accounting takes into account all of the current year's revenues and expenses regardless of when cash is received or paid. These statements report information on the district as a whole and its activities in a way that helps answer the question, "How did we do financially during 2018-2019?"

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

OVERVIEW OF THE FINANCIAL STATEMENTS (CONCLUDED)

Reporting the School District as a Whole (Concluded)

Statement of Net Position and the Statement of Activities (Concluded)

These two statements report the District's net position and changes in that position. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, some not. Over time, the increases or decreases in the District's net position, as reported in the Statement of Activities, are one indicator of whether its financial health is improving or deteriorating. The relationship between revenues and expenses indicates the District's operating results. However, the District's goal is to provide services to our students, not to generate profits as commercial entities. One must consider many other non-financial factors, such as the quality of education provided and the safety of the schools to assess the overall health of the District.

- ◆ Increases or decreases in the net position of the District over time are indications of whether its financial position is improving or deteriorating, respectively.
- ◆ Additional non-financial factors such as condition of school buildings and other facilities, and changes to the property tax base of the District need to be considered in assessing the overall health of the District.

Reporting the District's Most Significant Funds

Fund Financial Statements

The fund financial statements provide more detailed information about the District's most significant funds - not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on particular programs. Some funds are required to be established by State law. However, the District establishes other funds to control and manage money for specific purposes.

◆ **Governmental Funds**

All of the District's activities are reported in governmental funds. The major governmental funds of the District are the General, Capital Facilities, Community Facilities District and Bond Interest and Redemption Funds. Governmental funds focus on how money flows into and out of the funds and the balances that remain at the end of the year. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's operations and services that help determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS

The District as a Whole

The District's net position was \$4.6 million at June 30, 2019. This amount includes an unrestricted deficit of \$31.7 million. Net investment in capital assets, account for \$28 million of the total net position. A comparative analysis of government-wide data is presented in Table 1.

**Table 1
Comparative Statement of Net Position**

| | <u>2018</u> | <u>2019</u> |
|--|---------------------|---------------------|
| ASSETS | | |
| Cash | \$ 14,276,792 | \$ 13,262,784 |
| Receivables | 555,234 | 916,884 |
| Prepaid Expenses | 91,686 | 96,116 |
| Stores inventory | 30,368 | 20,328 |
| Capital assets | 61,790,358 | 61,678,205 |
| Total assets | <u>76,744,438</u> | <u>75,974,317</u> |
| DEFERRED OUTFLOWS OF RESOURCES | | |
| Deferred outflows on pensions | 12,411,593 | 11,718,513 |
| Deferred payments on debt refunding | 92,625 | 77,188 |
| Total deferred outflows of resources | <u>12,504,218</u> | <u>11,795,701</u> |
| LIABILITIES | | |
| Accounts payable and other current liabilities | 752,409 | 1,018,422 |
| Unearned revenue | 23,198 | 43,087 |
| Long-term liabilities (Due within one year) | 1,973,898 | 1,934,797 |
| Long-term liabilities | 75,746,526 | 75,853,106 |
| Total liabilities | <u>78,496,031</u> | <u>78,849,412</u> |
| DEFERRED INFLOWS OF RESOURCES | | |
| Deferred inflows on pensions | 4,775,700 | 4,341,000 |
| NET POSITION | | |
| Net investment in capital assets | 26,787,605 | 28,060,288 |
| Restricted | 7,800,389 | 8,208,890 |
| Unrestricted (deficit) | (28,610,369) | (31,689,572) |
| Total Net Position | <u>\$ 5,977,625</u> | <u>\$ 4,579,606</u> |

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONTINUED)

The District's net position decreased \$1.4 million this fiscal year (See Table 2). The District's expenses for instructional and pupil services represented 76.5% of total expenses. The administrative activities of the District accounted for 5.8% of total costs. The remaining 17.7% was spent in the areas of plant services and other expenses, interest on long-term debt, other outgo and unallocated depreciation expense. (See Figure 2).

**Table 2
Comparative Statement of Change in Net Position**

| | Governmental Activities | |
|---|-------------------------|-----------------------|
| | 2018 | 2019 |
| REVENUES | | |
| Program revenues | \$ 6,201,008 | \$ 7,663,655 |
| General revenues | | |
| Taxes levied for general purposes | 11,735,265 | 11,944,219 |
| Taxes levied for debt service | 1,832,225 | 1,769,407 |
| Taxes levied for other specific purposes | 769,188 | 850,509 |
| Federal and State aid not restricted to specific purposes | 17,984,445 | 19,990,099 |
| Interest and investment earnings | 155,756 | 209,663 |
| Interagency revenues | | |
| Miscellaneous | 1,016,865 | 960,251 |
| Total revenues | <u>39,694,752</u> | <u>43,387,803</u> |
| EXPENSES | | |
| Instruction | 22,658,302 | 25,610,917 |
| Instruction related services | 4,140,498 | 4,196,056 |
| Pupil support services | 4,078,265 | 4,458,517 |
| General administration | 2,429,362 | 2,588,952 |
| Plant services | 3,501,551 | 3,773,499 |
| Other | 3,667,477 | 4,157,881 |
| Total expenses | <u>40,475,455</u> | <u>44,785,822</u> |
| Increase (decrease) in net position | <u>\$ (780,703)</u> | <u>\$ (1,398,019)</u> |

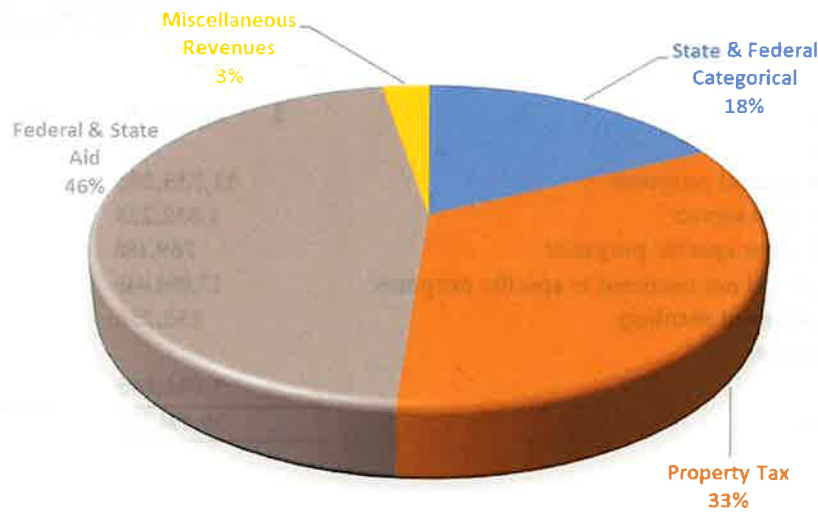
RESCUE UNION SCHOOL DISTRICT
 MANAGEMENT'S DISCUSSION AND ANALYSIS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2019

FINANCIAL ANALYSIS OF THE GOVERNMENT-WIDE STATEMENTS (CONCLUDED)

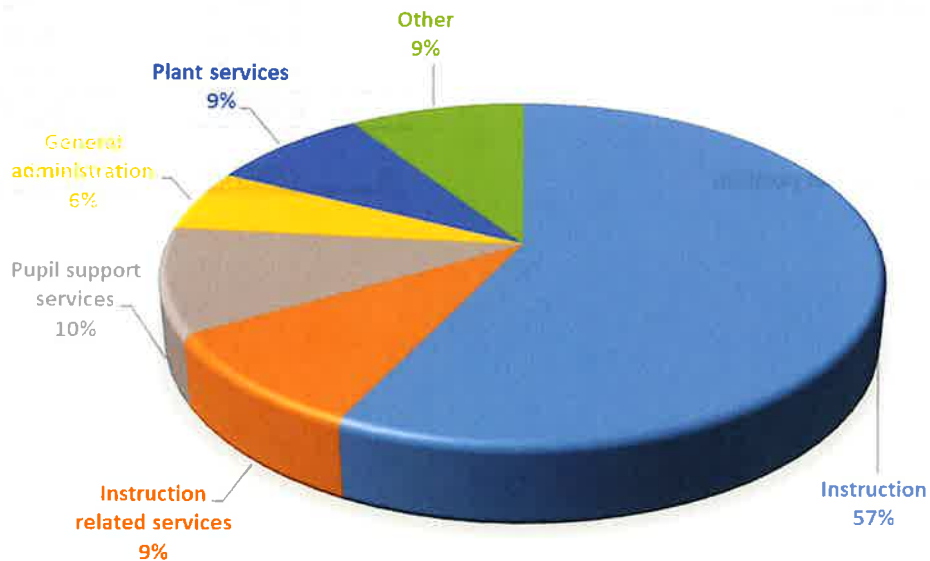
Governmental Activities

As reported in the Statement of Activities, the revenues of all of the District's governmental activities this year was \$43.4 million. The amount that our local taxpayers financed for these activities through property taxes was \$14.6 million. Federal and State aid not restricted to specific purposes totaled \$20 million. State and Federal Categorical revenue totaled \$7.7 million. Other miscellaneous revenues and interest totaled \$1.1 million. (See Figure 1).

**Sources of Revenue for the 2018-2019 Fiscal Year
 Figure 1**



**Expenses for the 2018-2019 Fiscal Year
 Figure 2**



RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

FINANCIAL ANALYSIS OF THE FUND STATEMENTS

The fund financial statements focus on individual parts of the District's operations in more detail than the government-wide statements. The District's individual fund statements provide information on inflows and outflows and balances of spendable resources. The District's Governmental Funds reported a combined fund balance of \$13.5 million, a decrease of \$930 thousand from the previous fiscal year.

General Fund Budgetary Highlights

Over the course of the year, the District revised the annual operating budget monthly. The significant budget adjustments fell into the following categories:

- ◆ Budget revisions to the adopted budget required after approval of the State budget.
- ◆ Budget revisions to update revenues to actual enrollment information and to update expenditures for staffing adjustments related to actual enrollments.
- ◆ Budget revisions approved throughout the year resulted in increases to Capital Outlay primarily for new construction and modernization projects.
- ◆ Other budget revisions are routine in nature, including adjustments to categorical revenues and expenditures based on final awards, and adjustments between expenditure categories for school and department budgets.

The final revised budget for the General Fund reflected a net decrease to the ending balance of \$1.5million

The District ended the year with \$6.2 million in the General Fund ending balance, of which \$1.1 million is unassigned. The remaining balance is made up of restricted, assigned and nonspendable fund balances. The State recommends an ending reserve for economic uncertainties of 3 percent. The District's ending reserve was 3 percent.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of the 2018-2019 fiscal year, the District had invested \$92.8 million in a broad range of capital assets, including school buildings, athletic facilities, administrative buildings, site improvements, vehicles, and equipment. The capital assets net of depreciation were \$61.7 million at June 30, 2019, which is a decrease of \$110 thousand from the previous year.

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

CAPITAL ASSET AND DEBT ADMINISTRATION (CONTINUED)

Capital Assets (Concluded)

Table 3
Comparative Schedule of Capital Assets
(net of depreciation)
June 30, 2018 and 2019

| | 2018 | 2019 | Difference Increase (Decrease) |
|-------------------------|---------------|---------------|--------------------------------------|
| | | | |
| Land | \$ 5,035,967 | \$ 4,640,099 | \$ (395,868) |
| Site Improvements | 4,191,342 | 3,932,930 | (258,412) |
| Buildings | 42,549,830 | 41,852,286 | (697,544) |
| Machinery and Equipment | 1,474,374 | 1,485,168 | 10,794 |
| Work in Process | 8,538,845 | 9,767,722 | 1,228,877 |
| | | | |
| Totals | \$ 61,790,358 | \$ 61,678,205 | \$ (112,153) |

The most significant increase for 2018-2019 was Work in Process of Marina Village 2-Story Building for \$1.2 million.

Long-Term Debt

At June 30, 2019, the District had \$77.7 million in long-term debt outstanding.

Table 4
Comparative Schedule of Outstanding Debt
June 30, 2018 and 2019

| | 2018 | 2019 |
|-------------------------------|---------------|---------------|
| | | |
| General Obligation Bonds | \$ 21,745,934 | \$ 21,155,445 |
| Accreted Interest | 5,858,920 | 5,761,000 |
| Certificates of Participation | 12,290,000 | 11,905,000 |
| Early Retirement Incentives | 80,013 | 0 |
| Unamortized Premiums | 659,951 | 634,660 |
| Compensated Absences | 45,606 | 39,798 |
| Net Pension Liability | 37,040,000 | 38,292,000 |
| | | |
| Totals | \$ 77,720,424 | \$ 77,787,903 |

The District's share of the unfunded STRS and PERS liability increased \$1.3 million.

RESCUE UNION SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2019

CAPITAL ASSET AND DEBT ADMINISTRATION (CONCLUDED)

Long-Term Debt (Concluded)

The District continues to maintain excellent credit ratings on all of its debt issues.

The long-term debt paid by the District was approximately \$975 thousand in 2018-2019.

FACTORS BEARING ON THE DISTRICT'S FUTURE

The Local Control Funding Formula (LCFF) is aimed at correcting historical inequities while decreasing previous constraints on restricted program expenses. The formula is intended to make funding more transparent and simple. With the new flexibility also come new requirements for accountability. The Local Control Accountability Plan (LCAP) is mandated and must be aligned and adopted with the District's budget. The LCAP is expected to describe how the District intends to meet annual goals for all pupils, with specific activities to address state and local priorities identified during the LCAP development process.

The LCFF is the largest unknown for the District. The new funding structure has no statutory cost of living allowance built into it and relies solely on the annual budget process at the legislative level. Planning for the "out years" will be much more difficult and volatile under the LCFF funding formula.

Future predictions and uncertainties with the changes to the State funding formula require management to plan carefully and prudently to provide the necessary resources to meet student's needs and continue to keep pace with inflation increases over the next several years.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need additional financial information, please contact the District Office of the Rescue Union School District at 530-677-4461.

BASIC FINANCIAL STATEMENTS

RESCUE UNION SCHOOL DISTRICT
STATEMENT OF NET POSITION
June 30, 2019

| | <u>Governmental Activities</u> |
|--|------------------------------------|
| ASSETS | |
| Cash and investments (Note 2) | \$ 13,262,784 |
| Receivables | 916,884 |
| Prepaid expenses | 96,116 |
| Stores inventory | 20,328 |
| Non-depreciable capital assets (Note 4) | 14,407,821 |
| Depreciable capital assets, net of accumulated depreciation (Note 4) | <u>47,270,384</u> |
| Total assets | <u>75,974,317</u> |
| DEFERRED OUTFLOWS OF RESOURCES | |
| Deferred outflows of resources - pensions (Notes 7 and 8) | 11,718,513 |
| Deferred outflow from advance refunding of debt | <u>77,188</u> |
| Total deferred outflows of resources | <u>11,795,701</u> |
| LIABILITIES | |
| Accounts payable | 1,018,422 |
| Unearned revenue | 43,087 |
| Long-term liabilities (Note 5): | |
| Due within one year | 1,934,797 |
| Due after one year | <u>75,853,106</u> |
| Total liabilities | <u>78,849,412</u> |
| DEFERRED INFLOWS OF RESOURCES | |
| Deferred inflows of resources - pensions (Notes 7 and 8) | <u>4,341,000</u> |
| NET POSITION | |
| Net investment in capital assets | 28,060,288 |
| Restricted: | |
| Legally restricted programs | 1,296,291 |
| Capital projects | 5,029,433 |
| Debt service | 1,883,166 |
| Unrestricted | <u>(31,689,572)</u> |
| Total net position | <u>\$ 4,579,606</u> |

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2019

| | Program Revenues | | | Net (Expense) Revenue and Changes in Net Position | |
|---|----------------------|----------------------------|--|---|--|
| | Expenses | Charges For Services | Operating Grants and Contributions | | Capital Grants and Contributions |
| Governmental activities: | | | | | |
| Instruction | \$ 25,610,917 | \$ - | \$ 4,597,695 | \$ - | \$ (21,013,222) |
| Instruction-related services: | | | | | |
| Supervision of instruction | 937,838 | 7,197 | 216,669 | - | (713,972) |
| Instructional library, media and technology | 565,442 | 14,928 | 49,535 | - | (500,979) |
| School site administration | 2,692,776 | 65 | 211,994 | - | (2,480,717) |
| Pupil services: | | | | | |
| Home-to-school transportation | 1,110,105 | 177 | 47,270 | - | (1,062,658) |
| Food services | 1,283,869 | 698,841 | 579,407 | - | (5,621) |
| All other pupil services | 2,064,543 | 4,300 | 534,893 | - | (1,525,350) |
| General administration: | | | | | |
| Data processing | 304,724 | - | 11,287 | - | (293,437) |
| All other general administration | 2,284,228 | 48,996 | 227,853 | - | (2,007,379) |
| Plant services | 3,773,499 | 18,820 | 106,138 | - | (3,648,541) |
| Ancillary services | 135,401 | 5,112 | 20,360 | - | (109,929) |
| Depreciation (unallocated) (Note 4) | 1,827,916 | - | - | - | (1,827,916) |
| Other outgo | 567,472 | 55,740 | 206,378 | - | (305,354) |
| Interest on long-term liabilities | 1,627,092 | - | - | - | (1,627,092) |
| Total governmental activities | <u>\$ 44,785,822</u> | <u>\$ 854,176</u> | <u>\$ 6,809,479</u> | <u>\$ -</u> | <u>(37,122,167)</u> |
| General revenues: | | | | | |
| Taxes and subventions: | | | | | |
| Taxes levied for general purposes | | | | | 11,944,219 |
| Taxes levied for debt service | | | | | 1,769,407 |
| Taxes levied for other specific purposes | | | | | 850,509 |
| Federal and state aid not restricted to specific purposes | | | | | 19,990,099 |
| Interest and investment earnings | | | | | 209,663 |
| Miscellaneous | | | | | <u>960,251</u> |
| Total general revenues | | | | | <u>35,724,148</u> |
| Change in net position | | | | | (1,398,019) |
| Net position, July 1, 2018 | | | | | <u>5,977,625</u> |
| Net position, June 30, 2019 | | | | | <u>\$ 4,579,606</u> |

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2019

| | <u>General Fund</u> | <u>Capital Facilities Fund</u> | <u>Community Facilities District Fund</u> | <u>Bond Interest Redemption Fund</u> | <u>Total All Non-Major Funds</u> | <u>Govern- mental Funds</u> |
|--------------------------------------|-------------------------|--|---|--|--|-------------------------------------|
| ASSETS | | | | | | |
| Cash and investments: | | | | | | |
| Cash in County Treasury | \$ 6,099,320 | \$ 1,868,997 | \$ - | \$ 1,883,166 | \$ 869,783 | \$10,721,266 |
| Cash in revolving fund | 6,500 | - | - | - | 4,000 | 10,500 |
| Cash with Fiscal Agent | - | - | - | - | 881,540 | 881,540 |
| Cash - restricted | - | - | 1,649,478 | - | - | 1,649,478 |
| Receivables | 734,454 | - | 15,777 | - | 166,653 | 916,884 |
| Prepaid expenditures | 96,116 | - | - | - | - | 96,116 |
| Stores inventory | - | - | - | - | 20,328 | 20,328 |
| | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>20,328</u> | <u>20,328</u> |
| Total assets | <u>\$ 6,936,390</u> | <u>\$ 1,868,997</u> | <u>\$ 1,665,255</u> | <u>\$ 1,883,166</u> | <u>\$ 1,942,304</u> | <u>\$14,296,112</u> |
| LIABILITIES AND FUND BALANCES | | | | | | |
| Liabilities: | | | | | | |
| Accounts payable | \$ 676,286 | \$ 1,908 | \$ - | \$ - | \$ 32,808 | \$ 711,002 |
| Unearned revenue | 43,087 | - | - | - | - | 43,087 |
| Total liabilities | <u>719,373</u> | <u>1,908</u> | <u>-</u> | <u>-</u> | <u>32,808</u> | <u>754,089</u> |
| Fund balances: | | | | | | |
| Nonspendable | 102,616 | - | - | - | 24,328 | 126,944 |
| Restricted | 883,884 | 1,867,089 | 1,665,255 | 1,883,166 | 1,885,168 | 8,184,562 |
| Assigned | 4,085,658 | - | - | - | - | 4,085,658 |
| Unassigned | 1,144,859 | - | - | - | - | 1,144,859 |
| Total fund balances | <u>6,217,017</u> | <u>1,867,089</u> | <u>1,665,255</u> | <u>1,883,166</u> | <u>1,909,496</u> | <u>13,542,023</u> |
| Total liabilities and fund balances | <u>\$ 6,936,390</u> | <u>\$ 1,868,997</u> | <u>\$ 1,665,255</u> | <u>\$ 1,883,166</u> | <u>\$ 1,942,304</u> | <u>\$14,296,112</u> |

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET -
TO THE STATEMENT OF NET POSITION
June 30, 2019

Total fund balances - Governmental Funds \$ 13,542,023

Amounts reported for governmental activities in the statement of net position are different because:

Capital assets used for governmental activities are not financial resources and, therefore, are not reported as assets in governmental funds. The cost of the assets is \$92,813,715 and the accumulated depreciation is \$31,135,510 (Note 4). 61,678,205

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statements, it is recognized in the period that it is incurred. (307,420)

Long-term liabilities are not due and payable in the current period and, therefore, are not reported as liabilities in the governmental funds. Long-term liabilities at June 30, 2019 consisted of (Note 5):

| | | | |
|---------------------------------------|----|-----------------|--------------|
| General Obligation Bonds | \$ | (21,155,445) | |
| Accreted interest | | (5,761,000) | |
| Unamortized premiums | | (634,660) | |
| Certificates of Participation | | (11,905,000) | |
| Net pension liability (Notes 7 and 8) | | (38,292,000) | |
| Compensated absences | | <u>(39,798)</u> | |
| | | | (77,787,903) |

In governmental funds, deferred inflows and deferred outflows of resources resulting from defeasance of debt are not recorded. In governmental activities, for advance refundings resulting in defeasance of debt reported in governmental activities, the difference between reacquisition price and the net carrying amount of the retired debt are reported as deferred inflows or deferred outflows of resources: 77,188

In government funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported (Notes 7 and 8).

| | | | |
|---|----|--------------------|------------------|
| Deferred outflows of resources relating to pensions | \$ | 11,718,513 | |
| Deferred inflows of resources relating to pensions | | <u>(4,341,000)</u> | |
| | | | <u>7,377,513</u> |

Total net position - governmental activities \$ 4,579,606

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2019

| | <u>General Fund</u> | <u>Capital Facilities Fund</u> | <u>Community Facilities District Fund</u> | <u>Bond Interest Redemption Fund</u> | <u>All Non-Major Funds</u> | <u>Total Govern- mental Funds</u> |
|---|-------------------------|--|---|--|------------------------------------|---|
| Revenues: | | | | | | |
| Local Control Funding Formula (LCFF): | | | | | | |
| State apportionment | \$ 17,757,136 | \$ - | \$ - | - | - | \$ 17,757,136 |
| Local sources | <u>11,875,428</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>11,875,428</u> |
| Total LCFF | <u>29,632,564</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>29,632,564</u> |
| Federal sources | 789,718 | - | - | - | 489,790 | 1,279,508 |
| Other state sources | 4,803,647 | 2,406 | 875,661 | - | 48,057 | 5,729,771 |
| Other local sources | <u>2,199,486</u> | <u>417,385</u> | <u>-</u> | <u>1,792,601</u> | <u>1,724,246</u> | <u>6,133,718</u> |
| Total revenues | <u>37,425,415</u> | <u>419,791</u> | <u>875,661</u> | <u>1,792,601</u> | <u>2,262,093</u> | <u>42,775,561</u> |
| Expenditures: | | | | | | |
| Current: | | | | | | |
| Certificated salaries | 16,297,494 | - | - | - | - | 16,297,494 |
| Classified salaries | 6,265,385 | 35,459 | - | - | 450,287 | 6,751,131 |
| Employee benefits | 10,081,528 | 13,694 | - | - | 155,039 | 10,250,261 |
| Books and supplies | 1,309,479 | - | - | - | 594,354 | 1,903,833 |
| Contract services and operating expenditures | 3,013,571 | 19,659 | 4,192 | - | 71,091 | 3,108,513 |
| Other outgo | 567,472 | - | - | - | - | 567,472 |
| Capital outlay | 671,101 | 110,755 | - | - | 1,838,504 | 2,620,360 |
| Debt service: | | | | | | |
| Principal retirement | - | - | - | 590,489 | 385,000 | 975,489 |
| Interest | <u>-</u> | <u>-</u> | <u>-</u> | <u>1,315,910</u> | <u>485,082</u> | <u>1,800,992</u> |
| Total expenditures | <u>38,206,030</u> | <u>179,567</u> | <u>4,192</u> | <u>1,906,399</u> | <u>3,979,357</u> | <u>44,275,545</u> |
| (Deficiency) excess of revenues (under) over expenditures | <u>(780,615)</u> | <u>240,224</u> | <u>871,469</u> | <u>(113,798)</u> | <u>(1,717,264)</u> | <u>(1,499,984)</u> |
| Other financing sources (uses): | | | | | | |
| Transfers in | 44,070 | - | - | - | 872,054 | 916,124 |
| Transfers out | (1,972) | (162,719) | - | - | (751,433) | (916,124) |
| Proceeds from sale of assets | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>570,000</u> | <u>570,000</u> |
| Total other financing sources (uses) | <u>42,098</u> | <u>(162,719)</u> | <u>-</u> | <u>-</u> | <u>690,621</u> | <u>570,000</u> |
| Change in fund balances | (738,517) | 77,505 | 871,469 | (113,798) | (1,026,643) | (929,984) |
| Fund balances, July 1, 2018 | <u>6,955,534</u> | <u>1,789,584</u> | <u>793,786</u> | <u>1,996,964</u> | <u>2,936,139</u> | <u>14,472,007</u> |
| Fund balances, June 30, 2019 | <u>\$ 6,217,017</u> | <u>\$ 1,867,089</u> | <u>\$ 1,665,255</u> | <u>\$ 1,883,166</u> | <u>\$ 1,909,496</u> | <u>\$ 13,542,023</u> |

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS -
TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2019

| | | |
|---|--------------|--------------|
| Net change in fund balances - Total Governmental Funds | | \$ (929,984) |
| Amounts reported for governmental activities in the statement of activities are different because: | | |
| Acquisition of capital assets is an expenditure in the governmental funds, but increases capital assets in the statement of net position (Note 4). | \$ 2,148,131 | |
| Depreciation of capital assets is an expense that is not recorded in the governmental funds (Note 4). | (1,827,916) | |
| Proceeds from disposal of capital assets are reported as revenue in the government funds. In the government-wide statements, only the resulting gain or loss is recorded. (Note 4). | (432,368) | |
| Repayment of principal on long-term liabilities is an expenditure in the governmental funds, but decreases the long-term liabilities in the statement of net position (Note 5). | 975,489 | |
| Accreted interest is not accrued in the governmental funds, but is recognized over the life of the debt in the government-wide financial statements (Note 5). | 97,920 | |
| Unmatured interest on long-term liabilities is not recorded in the governmental funds until it becomes due, but increases the liabilities in the statement of net position. | (13,886) | |
| In governmental funds, early retirement incentives are recognized when employers contributions are made. In the governmental-wide statements, early retirement incentives are measured on the accrual basis. (Note 5). | 80,013 | |
| In governmental funds, debt issued at a premium is recognized as an other financing source. In the government-wide statements debt issued at a premium is amortized as interest over the life of the debt (Note 5). | 25,291 | |
| In government-wide statements, any deferred gain or loss from debt refunding, is amortized as interest over the life of the debt. Deferred gain or loss from debt refunding, for the period is: | (15,437) | |
| In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was: | (1,511,080) | |

(Continued)

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGE IN FUND BALANCES - GOVERNMENTAL FUNDS -
TO THE STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2019

In the statement of activities, expenses related to compensated absences are measured by the amounts earned during the year. In the governmental funds, expenditures are measured by the amount of financial resources used (Note 5).

| | | |
|---|--------------|-----------------------|
| | <u>5,808</u> | <u>\$ (468,035)</u> |
| Change in net position of governmental activities | | <u>\$ (1,398,019)</u> |

See accompanying notes to financial statements.

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Rescue Union School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the California Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The following is a summary of the more significant policies:

Reporting Entity: The Board of Trustees is the level of government which has governance responsibilities over all activities related to public school education in the District. The Board is not included in any other governmental "reporting entity" as defined by the Governmental Accounting Standards Board (GASB) since Board members have decision-making authority, the power to designate management, the responsibility to significantly influence operations and primary accountability for fiscal matters.

The Rescue Union School District (the "District") has financial and operational relationships with the El Dorado School Financing Community Facilities District No. 2007-1 (the "Agency") and the Rescue District Facilities Corporation (the "Corporation"). The Agency meets the definition of a joint venture. The Corporation meets the reporting entity definition criteria of the GASB Codification of Governmental Accounting and Financial Reporting Standards, Section 2100, for inclusion of the Corporation as a component unit of the District. Accordingly, the financial activities of the Agency and the Corporation are required to be included in the financial statements of the District.

A reporting entity is comprised of the primary government, component units and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments, boards and agencies that are not legally separate from the District. For Rescue Union School District, this includes general operations, food service and student related activities of the District.

El Dorado School Financing Community Facilities District: The El Dorado School Financing Community Facilities District No. 1 (Agency) was formed by a Joint Powers Agreement among the Rescue Union School District, Buckeye Union School District and El Dorado Union High School District pursuant to the Mello-Roos Community Facilities Act of 1982. The Agency was formed for the purpose of administering and collecting special taxes for its member districts. The Agency has no employees or property and equipment, and its powers are limited to the implementation of the Mello-Roos financing plan contemplated in the Joint Powers Agreement.

The Agency is governed by an elected board consisting of one representative from each member district. Board members are elected by the participating districts' governing boards and have decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

Oversight responsibility; the ability to conduct independent financial affairs, issue debt instruments, approve budgets, sign contracts, levy taxes, and otherwise influence operations and account for fiscal matters, is exercised by the Agency's Governing Board. Accordingly, the Agency is considered to be a separate legal entity from the school district and is designated as a joint venture for financial reporting purposes. The District's financial statements must include the Mello-Roos activity on behalf of the District in this joint venture. This information is presented in these financial statements as the Community Facilities District Fund.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Rescue District Facilities Corporation: The Rescue District Facilities Corporation (Corporation) is a nonprofit, public benefits corporation, incorporated under the laws of the State of California and recorded by the Secretary of State in March, 2001. The Corporation was formed for the sole purpose of providing financial assistance to the district by financing the design, development, acquisition, construction, improvement and remodeling of facilities and equipment, together with site acquisition, development, landscaping, utilities, furnishings, improvements, parking and all appurtenant and related facilities. When the Corporation's Certificates of Participation have been paid with State reimbursements and the District's developer fees, title to all Corporation property will pass to the District for no additional consideration.

The following are those aspects of the relationship between the District and the Corporation, which satisfy GASB Codification Section 2100 criteria.

Manifestations of Oversight

The Corporation is governed by the elected Board of Trustees of the Rescue Union School District ex officio. Board members have decision-making authority, the power to designate management, the ability to significantly influence operations, and primary accountability for fiscal matters. The Corporation has no employees. The District's Superintendent and Chief Business and Operations Official function as agents of the Corporation. Neither individual receives additional compensation for work performed in this capacity. The District exercises significant influence over operations of the Corporation as it is anticipated that the District will always be the sole lessee of all facilities owned by the Corporation. All major financing arrangements, contracts and financial transactions of the Corporation must have the consent of the District.

Accountability for Fiscal Matters

It is anticipated that the District's lease payments will be the sole revenue source of the Corporation. Any deficit incurred by the Corporation will be reflected in the lease payments of the District. Any surpluses of the Corporation revert to the District at the end of the lease period. The District has assumed a "moral obligation," and potentially a legal obligation, for any debt incurred by the Corporation.

Scope of Public Service

The Corporation was created for the sole purpose of financially assisting the District. The District has entered into a long-term agreement with the Corporation whereby the Corporation leases land from the District; and, the District occupies the facilities (a portion of the Rescue Union School District) under a lease-purchase agreement with the Corporation. The District's annual lease payments are factored to meet the Corporation's operating expenses and bond retirement costs.

Accordingly, the Corporation is considered to be a separate legal entity from the school district, but the District's financial statements must include the related financing activities as a component unit. This information is presented in these financial statements as the Rescue District Facilities Corporation.

Basis of Presentation - Financial Statements: The basic financial statements include a Management's Discussion and Analysis (MD & A) section providing an analysis of the District's overall financial position and results of operations, financial statements prepared using full accrual accounting for all of the District's activities, including infrastructure, and a focus on the major funds.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation - Government-Wide Financial Statements: The Statement of Net Position and the Statement of Activities displays information about the reporting government as a whole.

The Statement of Net Position and the Statement of Activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues, expenses, gains, losses, assets and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place. Revenues, expenses, gains, losses, assets and liabilities resulting from nonexchange transactions are recognized in accordance with the requirements of Governmental Accounting Standards Board Codification Section (GASB Cod. Sec.) N50.118-.121.

Program revenues: Program revenues included in the Statement of Activities derive directly from the program itself or from parties outside the District's taxpayers or citizenry, as a whole; program revenues reduce the cost of the function to be financed from the District's general revenues.

Allocation of indirect expenses: The District reports all direct expenses by function in the Statement of Activities. Direct expenses are those that are clearly identifiable with a function. Interest on general long-term liabilities and depreciation are considered an indirect expense and is reported separately on the Statement of Activities.

Basis of Presentation - Fund Accounting: The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled.

A - Major Funds

General Fund:

The General Fund is the general operating fund of the District and accounts for all revenues and expenditures of the District not encompassed within other funds. All general tax revenues and other receipts that are not allocated by law or contractual agreement to some other fund are accounted for in this fund. General operating expenditures and the capital improvement costs that are not paid through other funds are paid from the General Fund.

Capital Facilities Fund:

The Capital Facilities Fund is a capital projects fund used to account for financial resources used for the acquisition or construction of capital facilities by the District.

Community Facilities District Fund:

The Community Facilities District Fund is a debt service fund used for the purpose of administering and collecting special taxes for the District. The District's respective activity within the El Dorado School Financing Community Facilities District 2007-1 joint venture is reflected in this fund.

Bond Interest and Redemption Fund:

The Bond Interest and Redemption Fund is a debt service fund used to account for the accumulation of resources for, and the payment of, general long-term liabilities principal, interest and related costs.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

B - Other Funds

Special Revenue Fund:

The Cafeteria Fund is a special revenue fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

Capital Projects Funds:

The Capital Projects Funds are used to account for resources used for the acquisition or construction of capital facilities by the District. This classification includes the County School Facilities and Rescue District Facilities Corporation Funds.

Debt Service Fund:

The Rescue District Facilities Corporation Debt Service Fund is a debt service fund used to account for the accumulation of resources for, and the payment of, certificates of participation debt principal, interest, and related costs.

Basis of Accounting: Basis of accounting refers to when revenues and expenditures or expenses are recognized in the accounts and reported in the basic financial statements. Basis of accounting relates to the timing of the measurement made, regardless of the measurement focus applied.

Accrual: The governmental activities in the government-wide financial statements are presented on the accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

Modified Accrual: The governmental funds financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means collectible within the current period or within 60 days after year end. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred. The exception to this general rule is that principal and interest on general obligation long-term liabilities, if any, is recognized when due.

Budgets and Budgetary Accounting: By state law, the Board of Trustees must adopt a final budget by July 1. A public hearing is conducted to receive comments prior to adoption. The Board of Trustees complied with these requirements.

Receivables: Receivables are made up principally of amounts due from the State of California and Categorical programs. The District has determined that no allowance for doubtful accounts was needed as of June 30, 2019.

Capital Assets: Capital assets purchased or acquired, with an original cost of \$5,000 or more, are recorded at historical cost or estimated historical cost. Contributed assets are reported at acquisition value for the contributed asset. Additions, improvements and other capital outlay that significantly extend the useful life of an asset are capitalized. Other costs incurred for repairs and maintenance are expensed as incurred. Capital assets are depreciated using the straight-line method over 5 - 50 years depending on asset types.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Deferred Outflows of Resources: In addition to assets, the statement of net position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. A deferred loss on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter life of the refunded or refunding debt. Additionally, the District has recognized a deferred outflow of resources related to the recognition of the net pension liability reported in the Statement of Net Position.

Deferred Inflows of Resources: In addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the net pension liability reported which is in the Statement of Net Position.

Pensions: For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the State Teachers' Retirement Plan (STRP) and Public Employers Retirement Fund B (PERF B) and additions to/deductions from STRP's and PERF B's fiduciary net position have been determined on the same basis as they are reported by STRP and PERF B. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Certain investments are reported at fair value. The following is a summary of pension amounts in the aggregate:

| | <u>STRP</u> | <u>PERF B</u> | <u>Total</u> |
|--------------------------------|----------------------|----------------------|----------------------|
| Deferred outflows of resources | <u>\$ 8,383,722</u> | <u>\$ 3,334,791</u> | <u>\$ 11,718,513</u> |
| Deferred inflows of resources | <u>\$ 4,324,000</u> | <u>\$ 17,000</u> | <u>\$ 4,341,000</u> |
| Net pension liability | <u>\$ 26,979,000</u> | <u>\$ 11,313,000</u> | <u>\$ 38,292,000</u> |
| Pension expense | <u>\$ 5,657,133</u> | <u>\$ 2,660,200</u> | <u>\$ 8,317,333</u> |

Compensated Absences: Compensated absences totaling \$39,798 are recorded as a liability of the District. The liability is for the earned but unused benefits.

Accumulated Sick Leave: Sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as a operating expenditure or expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits for certain STRP and PERF B employees, when the employee retires.

Unearned Revenue: Revenue from federal, state, and local special projects and programs is recognized when qualified expenditures have been incurred. Funds received but not earned are recorded as unearned revenue until earned.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Net Position: Net position is displayed in three components:

1. Net Investment in Capital Assets – Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances (excluding unspent bond proceeds) of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets.
2. Restricted Net Position - Restrictions of the ending net position indicate the portions of net position not appropriate for expenditure or amounts legally segregated for a specific future use. The restriction for legally restricted programs represents the portion of net position restricted to specific program expenditures. The restriction for capital projects represents the portion of net position restricted for capital projects. The restriction for debt service represents the portion of net position available for the retirement of debt. It is the District's policy to use restricted net position first when allowable expenditures are incurred.
3. Unrestricted Net Position – All other net position that do not meet the definitions of "restricted" or "net investment in capital assets".

Fund Balance Classifications: Governmental Accounting Standards Board Codification Sections 1300 and 1800, *Fund Balance Reporting and Governmental Fund Type Definitions* (GASB Cod. Sec. 1300 and 1800) implements a five-tier fund balance classification hierarchy that depicts the extent to which a government is bound by spending constraints imposed on the use of its resources. The five classifications, discussed in more detail below, are nonspendable, restricted, committed, assigned and unassigned.

A - Nonspendable Fund Balance:

The nonspendable fund balance classification reflects amounts that are not in spendable form, such as revolving fund cash, prepaid expenditures and stores inventory.

B - Restricted Fund Balance:

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation. These are the same restrictions used to determine restricted net position as reported in the government-wide statements.

C - Committed Fund Balance:

The committed fund balance classification reflects amounts subject to internal constraints self-imposed by formal action of the Board of Trustees. The constraints giving rise to committed fund balance must be imposed no later than the end of the reporting period. The actual amounts may be determined subsequent to that date but prior to the issuance of the financial statements. Formal action by the Board of Trustees is required to remove any commitment from any fund balance. At June 30, 2019, the District had no committed fund balances.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Balance Classifications: (Continued)

D - Assigned Fund Balance:

The assigned fund balance classification reflects amounts that the District's Board of Trustees has approved to be used for specific purposes, based on the District's intent related to those specific purposes. The Board of Trustees can designate personnel with the authority to assign fund balances, however, as of June 30, 2019, no such designation has occurred.

E - Unassigned Fund Balance:

In the General Fund only, the unassigned fund balance classification reflects the residual balance that has not been assigned to other funds and that is not restricted, committed, or assigned to specific purposes.

In any fund other than the General Fund, a positive unassigned fund balance is never reported because amounts in any other fund are assumed to have been assigned, at least, to the purpose of that fund. However, deficits in any fund, including the General Fund that cannot be eliminated by reducing or eliminating amounts assigned to other purposes are reported as negative unassigned fund balance.

Fund Balance Policy: The District has an expenditure policy relating to fund balances. For purposes of fund balance classifications, expenditures are to be spent from restricted fund balances first, followed in order by committed fund balances (if any), assigned fund balances and lastly unassigned fund balances.

While GASB Cod. Sec. 1300 and 1800 do not require districts to establish a minimum fund balance policy or a stabilization arrangement, GASB Cod. Sec. 1300 and 1800 do require the disclosure of a minimum fund balance policy and stabilization arrangements, if they have been adopted by the Board of Trustees. At June 30, 2019, the District has established a minimum General Fund fund balance policy of 10% of General Fund total outgo. As of June 30, 2019, the District has an unassigned balance of \$1,144,859 or 3.0%. The District is out of compliance with their fund balance policy.

Property Taxes: Secured property taxes are attached as an enforceable lien on property as of March 1. Taxes are due in two installments on or before December 10 and April 10. Unsecured property taxes are due in one installment on or before August 31. The County of El Dorado bills and collects taxes for the District. Tax revenues are recognized by the District when received.

Encumbrances: Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. All encumbrances are liquidated as of June 30.

Eliminations and Reclassifications: In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

Estimates: The preparation of basic financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Accordingly, actual results may differ from those estimates.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 2 - CASH AND INVESTMENTS

Cash and investments at June 30, 2019 are reported at fair value and consisted of the following:

| | <u>Governmental Activities</u> |
|----------------------------|------------------------------------|
| Pooled Fund: | |
| Cash in County Treasury | \$ 10,721,266 |
| Deposits: | |
| Cash in revolving fund | 10,500 |
| Investments: | |
| Cash with Fiscal Agent | 881,540 |
| Cash - restricted | <u>1,649,478</u> |
| Total cash and investments | <u>\$ 13,262,784</u> |

Pooled Funds: In accordance with Education Code Section 41001, the Office of Education maintains substantially all of its cash in the interest bearing El Dorado County Treasurer's Pooled Investment Fund. The Office of Education is considered to be an involuntary participant in an external investment pool. The fair value of the Office of Education's investment in the pool is reported in the financial statements at amounts based upon the Office of Education's prorata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Deposits - Custodial Credit Risk: The District limits custodial credit risk by ensuring uninsured balances are collateralized by the respective financial institution. Cash balances held in banks are insured up to \$250,000 by the Federal Deposit Insurance Corporation (FDIC) and are collateralized by the respective financial institution. At June 30, 2019, the carrying amount of the District's accounts was \$10,500 and the bank balance was \$8,988, all of which was insured.

Investments:

The Cash with Fiscal Agent of \$1,649,478 in the Community Facilities District and \$881,540 in the Bond Interest and Redemption Funds represents debt proceeds that have been set aside for capital projects and the repayment of long-term liabilities. The amount held in the Community Facilities District Fund is restricted for this purpose. These amounts are held by a third party custodian in the District's name.

Interest Rate Risk: The District does not have a formal investment policy that limits cash and investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. At June 30, 2019, the District had no significant interest rate risk related to cash and investments held.

Credit Risk: The District does not have a formal investment policy that limits its investment choices other than the limitations of state law.

Concentration of Credit Risk: The District does not place limits on the amount it may invest in any one issuer. At June 30, 2019, the District had no concentration of credit risk.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 3 - INTERFUND TRANSACTIONS

Interfund Activity: Transactions between funds of the District are recorded as transfers. The unpaid balances at year end, as a result of such transactions, are shown as due to and due from other funds.

Interfund Receivables/Payables: Individual interfund receivable and payable balances represent amounts due from funds receiving revenues to funds where the revenues will be expended. There were no funds due to or from other funds at June 30, 2019.

Transfers: Transfers consist of operating transfers from funds receiving revenue to funds through which the resources are to be expended.

Transfers for the 2018-2019 fiscal year were as follows:

| | |
|--|-------------------|
| Transfer from General Fund to the Cafeteria Fund for to supplement program costs in excess of program revenues. | \$ 1,972 |
| Transfer from Cafeteria Fund to the General Fund for indirect costs. | 44,070 |
| Transfer from Capital Facilities Fund to the Rescue District Facilities Corporation Debt Service Fund for capital projects. | 162,719 |
| Transfer from Rescue District Facilities Corporation Fund to the Rescue District Facilities Corporation Debt Service Fund for debt service payments. | <u>707,363</u> |
| | <u>\$ 916,124</u> |

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 4 - CAPITAL ASSETS

A schedule of changes in capital assets for the year ended June 30, 2019 is shown below:

| | Balance July 1, <u>2018</u> | Transfers and <u>Additions</u> | Transfers and <u>Deductions</u> | Balance June 30, <u>2019</u> |
|--------------------------------|-----------------------------------|--------------------------------------|---------------------------------------|------------------------------------|
| <u>Governmental Activities</u> | | | | |
| Non-depreciable: | | | | |
| Land | \$ 5,035,967 | \$ - | \$ 395,868 | \$ 4,640,099 |
| Work-in-process | 8,538,845 | 2,104,314 | 875,437 | 9,767,722 |
| Depreciable: | | | | |
| Buildings | 64,386,385 | 589,391 | 547,910 | 64,427,866 |
| Equipment | 5,921,247 | 320,835 | - | 6,242,082 |
| Site improvements | <u>7,726,918</u> | <u>9,028</u> | <u>-</u> | <u>7,735,946</u> |
| Totals, at cost | <u>91,609,362</u> | <u>3,023,568</u> | <u>1,819,215</u> | <u>92,813,715</u> |
| Less accumulated depreciation: | | | | |
| Buildings | (21,836,555) | (1,250,435) | (511,410) | (22,575,580) |
| Equipment | (4,446,873) | (310,041) | - | (4,756,914) |
| Site improvements | <u>(3,535,576)</u> | <u>(267,440)</u> | <u>-</u> | <u>(3,803,016)</u> |
| Total accumulated depreciation | <u>(29,819,004)</u> | <u>(1,827,916)</u> | <u>(511,410)</u> | <u>(31,135,510)</u> |
| Capital assets, net | <u>\$ 61,790,358</u> | <u>\$ 1,195,652</u> | <u>\$ 1,307,805</u> | <u>\$ 61,678,205</u> |

Depreciation expense was charged to governmental activities as follows:

Unallocated \$ 1,827,916

NOTE 5 - LONG-TERM LIABILITIES

General Obligation Bonds: A summary of General Obligation Bonds payable as of June 30, 2019 follows:

| <u>Series</u> | <u>Interest Rate</u> | <u>Original Maturity</u> | <u>Balance July 1, 2018</u> | <u>Current Year Issuance</u> | <u>Current Year Refunded & Matured</u> | <u>Balance June 30, 2019</u> |
|---------------------------|--------------------------|------------------------------|-------------------------------------|--------------------------------------|--|--------------------------------------|
| 1998, Series 1998A CAB | 5.00%-11.25% | 2020 | \$ 1,026,275 | \$ - | \$ 389,789 | \$ 636,486 |
| 1998, Series 2005 | 3.5%-5.0% | 2030 | 5,235,000 | - | - | 5,235,000 |
| 1998, Series 2005 CAB | 4.68%-5.59% | 2027 | 1,709,889 | - | - | 1,709,889 |
| 1998, Series 2007 CAB | 4.47%-4.63% | 2033 | 3,802,070 | - | - | 3,802,070 |
| 2016 Refunding | 2.48% | 2024 | 2,662,700 | - | 150,700 | 2,512,000 |
| 2013 Refunding | 2.0%-4.0% | 2031 | <u>7,310,000</u> | <u>-</u> | <u>50,000</u> | <u>7,260,000</u> |
| | | | <u>\$ 21,745,934</u> | <u>\$ -</u> | <u>\$ 590,489</u> | <u>\$ 21,155,445</u> |

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 5 - LONG-TERM LIABILITIES (Continued)

The annual requirements to amortize the General Obligation Bonds payable and outstanding as of June 30, 2019 are as follows:

| Year Ending June 30, | Principal | Interest | Total |
|-------------------------|----------------------|---------------------|----------------------|
| 2020 | \$ 599,164 | \$ 1,463,377 | \$ 2,062,541 |
| 2021 | 970,618 | 1,227,335 | 2,197,953 |
| 2022 | 1,591,211 | 717,912 | 2,309,123 |
| 2023 | 1,774,568 | 652,560 | 2,427,128 |
| 2024 | 1,956,428 | 575,376 | 2,531,804 |
| 2025-2029 | 7,627,636 | 3,175,585 | 10,803,221 |
| 2030-2034 | <u>6,635,820</u> | <u>-</u> | <u>6,635,820</u> |
| | <u>\$ 21,155,445</u> | <u>\$ 7,812,145</u> | <u>\$ 28,967,590</u> |

On June 26, 1998, the District issued General Obligation Capital Appreciation Bonds in the amount of \$3,947,612, to construct, repair and expand local schools. Repayment of the bonds will be made from property taxes levied. The bonds bear interest rates ranging from 5.00% to 11.25% and are scheduled to mature in September 2020. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest accrued is included as long-term debt in the basic financial statements of the District.

On September 9, 2005, the District issued General Obligation Bonds, Election of 1998, Series 2005, in the aggregate principal amount of \$14,234,889. The bonds bear interest rates from 3.50% to 5.59% and are scheduled to mature through September 1, 2030. The bonds were comprised of Current Interest Bonds in the aggregate principal amount of \$12,525,000 and Capital Appreciation Bonds in the principal amount of \$1,709,889. The capital appreciation bonds were issued with maturity dates of September 1, 2020 through September 1, 2027. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest accrued is included as long-term debt in the basic financial statements of the District. The Current Interest Bonds were partially refunded by the 2013 General Obligation Refunding Bond. The remaining principal is scheduled to mature through September 1, 2023.

On October 3rd, 2007, the District issued General Obligation Bonds, Election of 1998, Series. 2007, in the aggregate principal amount of \$6,852,070. The bonds bear interest rates from 3.50% to 4.63% and are scheduled to mature through September 1, 2032. The bonds were comprised of Current Interest Bonds in the aggregate principal amount of \$3,050,000 and Capital Appreciation Bonds in the principal amount of \$3,802,070. The capital appreciation bonds were issued with maturity dates of September 1, 2025 through September 1, 2032. Prior to the applicable maturity date, each bond will accrete interest on the principal component. Accreted interest accrued is included as long-term debt in the basic financial statements of the District.

On May 8th, 2013, the District issued General Obligation Refunding Bonds of 2013 to advance refund a portion of the General Obligation Bonds, Election of 1998, Series 2005 and to pay costs of issuance of the Refunding Bonds. The 2013 General Obligation Refunding Bonds were comprised of Current Interest Bonds for the aggregate principal amount of \$7,610,000. The bonds bear interest rates from 2.0% to 4.0% and are scheduled to mature through September 1, 2030.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2019

NOTE 5 - LONG-TERM LIABILITIES (Continued)

On May 11, 2016, the District issued General Obligation Refunding Bonds of 2016 to advance refund a portion of the General Obligation Bonds, Election of 1998, Series 2007 and to pay costs of issuance of the Refunding Bonds. The 2016 General Obligation Refunding Bonds were comprised of Current Interest Bonds for the aggregate principal amount of \$2,719,000. The bonds bear interest rates of 2.480% and are scheduled to mature through September 1, 2024.

Certificates of Participation (COP): On May 13, 2010, the District issued 2010 Certificate of Participation, in the aggregate amount of \$8,000,000 with interest rates ranging from 3.00% to 4.25%. The proceeds from the sale of 2010 Certificates of Participations were used to finance the acquisition of an additional school site and to refinance the construction of a middle school by refunding the District's outstanding 2008 Certificate of Participation in addition to paying the cost of issuance. The 2008 Certificates of Participation were paid in full as of October 1, 2010.

Scheduled payments on the Certificates of Participation of 2010 are as follows:

| Year Ended <u>June 30,</u> | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|-------------------------------|---------------------|---------------------|----------------------|
| 2020 | \$ 185,000 | \$ 339,894 | \$ 524,894 |
| 2021 | 190,000 | 332,031 | 522,031 |
| 2022 | 200,000 | 324,431 | 524,431 |
| 2023 | 200,000 | 316,431 | 516,431 |
| 2024 | 215,000 | 308,431 | 523,431 |
| 2025-2029 | 1,225,000 | 1,391,013 | 2,616,013 |
| 2030-2034 | 1,570,000 | 1,044,938 | 2,614,938 |
| 2035-2039 | 2,010,000 | 602,400 | 2,612,400 |
| 2040-2044 | <u>965,000</u> | <u>80,300</u> | <u>1,045,300</u> |
| | <u>\$ 6,760,000</u> | <u>\$ 4,739,869</u> | <u>\$ 11,499,869</u> |

On August 22, 2017, the District issued 2017 Certificate of Participation, in the aggregate amount of \$5,355,000 with interest rates ranging from 2.00% to 3.25%. The proceeds from the sale of 2017 Certificates of Participations were used to finance the acquisition and improvement of real property to be used by the District for educational facilities.

Scheduled payments on the Certificates of Participation of 2017 are as follows:

| Year Ended <u>June 30,</u> | <u>Principal</u> | <u>Interest</u> | <u>Total</u> |
|-------------------------------|---------------------|---------------------|---------------------|
| 2020 | \$ 220,000 | \$ 132,863 | \$ 352,863 |
| 2021 | 225,000 | 128,413 | 353,413 |
| 2022 | 230,000 | 123,863 | 353,863 |
| 2023 | 235,000 | 119,213 | 354,213 |
| 2024 | 235,000 | 114,513 | 349,513 |
| 2025-2029 | 1,255,000 | 495,603 | 1,750,603 |
| 2030-2034 | 1,435,000 | 318,744 | 1,753,744 |
| 2035-2039 | <u>1,310,000</u> | <u>85,978</u> | <u>1,395,978</u> |
| | <u>\$ 5,145,000</u> | <u>\$ 1,519,190</u> | <u>\$ 6,664,190</u> |

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 5 - LONG-TERM LIABILITIES (Continued)

Early Retirement Incentive Plan: The District has provided several retirement incentive programs over the past fiscal years. The benefits offered were established each year to meet the District's staffing needs and financial constraints.

Schedule of Changes in Long-Term Liabilities: A schedule of changes in long-term liabilities for the year ended June 30, 2019 is shown below:

| | <u>Balance</u> <u>July 1, 2018</u> | <u>Additions</u> | <u>Deletions</u> | <u>Balance</u> <u>June 30,</u> <u>2019</u> | <u>Amounts</u> <u>Due Within</u> <u>One Year</u> |
|--|---------------------------------------|---------------------|---------------------|--|--|
| Governmental activities: | | | | | |
| General Obligation Bonds | \$ 21,745,934 | \$ - | \$ 590,489 | \$ 21,155,445 | \$ 599,164 |
| Accreted interest | 5,858,920 | 617,291 | 715,211 | 5,761,000 | 795,535 |
| Unamortized Premiums | 659,951 | - | 25,291 | 634,660 | 95,300 |
| Certificates of Participation | 12,290,000 | - | 385,000 | 11,905,000 | 405,000 |
| Early retirement incentives | 80,013 | - | 80,013 | - | - |
| Net pension liability (Notes 7 and 8) | 37,040,000 | 1,252,000 | - | 38,292,000 | - |
| Compensated absences | 45,606 | - | 5,808 | 39,798 | 39,798 |
| | <u>\$ 77,720,424</u> | <u>\$ 1,869,291</u> | <u>\$ 1,801,812</u> | <u>\$ 77,787,903</u> | <u>\$ 1,934,797</u> |
| Total | | | | | |

Payments on the General Obligation Bonds are made from the Bond Interest and Redemption Fund. Payments on the Certificates of Participation are made from the Rescue District Facilities Corporation Debt Service Fund. Payments for the early retirement incentives, net pension liability and the compensated absences are made from the fund for which the related employee worked.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 6 - FUND BALANCES

Fund balances, by category, at June 30, 2019 consisted of the following:

| | General Fund | Capital Facilities Fund | Community Facilities District Fund | Bond Interest and Redemption Fund | All Non-Major Funds | Total |
|-------------------------------------|----------------------------|-------------------------------|---|--|----------------------------|-----------------------------|
| Nonspendable: | | | | | | |
| Revolving cash fund | \$ 6,500 | \$ - | \$ - | \$ - | \$ 4,000 | \$ 10,500 |
| Prepaid expenditures | 96,116 | - | - | - | - | 96,116 |
| Stores inventory | - | - | - | - | 20,328 | 20,328 |
| Subtotal nonspendable | <u>102,616</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>24,328</u> | <u>126,944</u> |
| Restricted: | | | | | | |
| Legally restricted | 883,884 | - | - | - | 388,079 | 1,271,963 |
| Capital projects | - | 1,867,089 | 1,665,255 | - | 1,497,089 | 5,029,433 |
| Debt service | - | - | - | 1,883,166 | - | 1,883,166 |
| Subtotal restricted | <u>883,884</u> | <u>1,867,089</u> | <u>1,665,255</u> | <u>1,883,166</u> | <u>1,885,168</u> | <u>8,184,562</u> |
| Assigned: | | | | | | |
| 7% Board Desired reserve | 2,473,869 | - | - | - | - | 2,473,869 |
| Compensated Abscenses | 39,798 | - | - | - | - | 39,798 |
| Deferred Maintenance Carryover | 329,380 | - | - | - | - | 329,380 |
| Reserve for Textbook Adoptions | 1,242,611 | - | - | - | - | 1,242,611 |
| Subtotal assigned | <u>4,085,658</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>4,085,658</u> |
| Unassigned: | | | | | | |
| Designated for economic uncertainty | 1,144,859 | - | - | - | - | 1,144,859 |
| Subtotal unassigned | <u>1,144,859</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>1,144,859</u> |
| Total fund balances | <u><u>\$ 6,217,017</u></u> | <u><u>\$ 1,867,089</u></u> | <u><u>\$ 1,665,255</u></u> | <u><u>\$ 1,883,166</u></u> | <u><u>\$ 1,909,496</u></u> | <u><u>\$ 13,542,023</u></u> |

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN

General Information about the State Teachers' Retirement Plan

Plan Description: Teaching-certified employees of the District are provided with pensions through the State Teachers' Retirement Plan (STRP) – a cost-sharing multiple-employer defined benefit pension plan administered by the California State Teachers' Retirement System (CalSTRS). The Teachers' Retirement Law (California Education Code Section 22000 et seq.), as enacted and amended by the California Legislature, established this plan and CalSTRS as the administrator. The benefit terms of the plans may be amended through legislation. CalSTRS issues a publicly available financial report that can be obtained at <http://www.calstrs.com/comprehensive-annual-financial-report>.

Benefits Provided: The STRP Defined Benefit Program has two benefit formulas:

- CalSTRS 2% at 60: Members first hired on or before December 31, 2012, to perform service that could be creditable to CalSTRS.
- CalSTRS 2% at 62: Members first hired on or after January 1, 2013, to perform service that could be creditable to CalSTRS.

The Defined Benefit (DB) Program provides retirement benefits based on members' final compensation, age and years of service credit. In addition, the retirement program provides benefits to members upon disability and to survivors/beneficiaries upon the death of eligible members. There are several differences between the two benefit formulas which are noted below.

CalSTRS 2% at 60

CalSTRS 2% at 60 members are eligible for normal retirement at age 60, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. Early retirement options are available at age 55 with five years of credited service or as early as age 50 with 30 years of credited service. The age factor for retirements after age 60 increases with each quarter year of age to 2.4 percent at age 63 or older. Members who have 30 years or more of credited service receive an additional increase of up to 0.2 percent to the age factor, known as the career factor. The maximum benefit with the career factor is 2.4 percent of final compensation.

CalSTRS calculates retirement benefits based on a one-year final compensation for members who retired on or after January 1, 2001, with 25 or more years of credited service, or for classroom teachers with less than 25 years of credited service if the employer elected to pay the additional benefit cost prior to January 1, 2014. One-year final compensation means a member's highest average annual compensation earnable for 12 consecutive months calculated by taking the creditable compensation that a member could earn in a school year while employed on a full-time basis, for a position in which the person worked. For members with less than 25 years of credited service, final compensation is the highest average annual compensation earnable for any three consecutive years of credited service.

CalSTRS 2% at 62

CalSTRS 2% at 62 members are eligible for normal retirement at age 62, with a minimum of five years of credited service. The normal retirement benefit is equal to 2.0 percent of final compensation for each year of credited service. An early retirement option is available at age 55. The age factor for retirement after age 62 increases with each quarter year of age to 2.4 percent at age 65 or older.

All CalSTRS 2% at 62 members have their final compensation based on their highest average annual compensation earnable for three consecutive years of credited service.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

Contributions: Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

In June 2019, California Senate Bill 90 (SB 90) was signed into law and appropriated approximately \$2.2 billion in fiscal year 2018–19 from the state's General Fund as contributions to CalSTRS on behalf of employers. The bill requires portions of the contribution to supplant the amounts remitted by employers such that the amounts remitted will be 1.03 and 0.70 percentage points less than the statutorily required amounts due for fiscal years 2019–20 and 2020–21, respectively. The remaining portion of the contribution is allocated to reduce the employers' share of the unfunded actuarial obligation of the Defined Benefit Program.

The employer contribution rates set in statute by the CalSTRS Funding Plan were not changed by the passage of SB 90. A summary of statutory contribution rates and other sources of contributions to the Defined Benefit Program are as follows:

Members - Under CalSTRS 2% at 60, the member contribution rate was 10.25 percent of applicable member earnings for fiscal year 2018-19. Under CalSTRS 2% at 62, members contribute 50 percent of the normal cost of their retirement plan, which resulted in a contribution rate of 10.205 percent of applicable member earnings for fiscal year 2018-19.

In general, member contributions cannot increase unless members are provided with some type of "comparable advantage" in exchange for such increases. Under previous law, the Legislature could reduce or eliminate the 2 percent annual increase to retirement benefits. As a result of AB 1469, effective July 1, 2014, the Legislature cannot reduce the 2 percent annual benefit adjustment for members who retire on or after January 1, 2014, and in exchange for this "comparable advantage," the member contribution rates have been increased by an amount that covers a portion of the cost of the 2 percent annual benefit adjustment.

Employers – 16.28 percent of applicable member earnings.

Pursuant to AB 1469, employer contributions will increase from a prior rate of 8.25 percent to a total of 19.1 percent of applicable member earnings phased in over seven years starting in 2014. The new legislation also gives the CalSTRS board limited authority to adjust employer contribution rates from July 1, 2021 through June 2046 in order to eliminate the remaining unfunded actuarial obligation related to service credited to members prior to July 1, 2014. The CalSTRS board cannot adjust the rate by more than 1 percent in a fiscal year, and the total contribution rate in addition to the 8.25 percent cannot exceed 12 percent.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

The CalSTRS employer contribution rate increases effective for fiscal year 2018-19 through fiscal year 2045-46 are summarized in the table below:

| <u>Effective Date</u> | <u>Prior Rate</u> | <u>Increase</u> | <u>Total</u> |
|-----------------------------------|-------------------|--|--------------|
| July 01, 2018 | 8.25% | 8.03% | 16.28% |
| July 01, 2019 | 8.25% | 9.88% | 18.13% |
| July 01, 2020 | 8.25% | 10.85% | 19.10% |
| July 01, 2021 to June 30, 2046 | 8.25% | * | * |
| July 01, 2046 | 8.25% | Increase from prior rate ceases in 2046-47 | |

* The Teachers' Retirement Board (the "board") cannot adjust the employer rate by more than 1 percent in a fiscal year, and the increase to the contribution rate above the 8.25 percent base contribution rate cannot exceed 12 percent for a maximum of 20.25 percent.

The District contributed \$2,612,722 to the plan for the fiscal year ended June 30, 2019.

State - 9.828 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year.

The state's base contribution to the Defined Benefit Program is calculated based on creditable compensation from two fiscal years prior. The state rate will increase to 5.811% on July 1, 2019, to continue paying down the unfunded liabilities associated with the benefits structure that was in place in 1990 prior to certain enhancements in benefits and reductions in contributions. Additionally, the enactment of SB 90 will result in future supplemental contributions to be made by the state to pay down its portion of the unfunded actuarial obligation of the Defined Benefit Program in fiscal years 2019-20 through 2022-23. The CalSTRS state contribution rates effective for fiscal year 2018-19 and beyond are summarized in the table below.

| <u>Effective Date</u> | <u>Base Rate</u> | <u>AB 1469 Increase For 1990 Benefit Structure</u> | <u>SBMA Funding(1)</u> | <u>Total State Appropriation to DB Program</u> |
|-----------------------------------|------------------|--|------------------------|--|
| July 01, 2018 | 2.017% | 5.311% | 2.50% | 9.828% |
| July 01, 2019 | 2.017% | 5.811%(2) | 2.50% | 10.328%(3) |
| July 01, 2020 to June 30, 2046 | 2.017% | (4) | 2.50% | (4) |
| July 01, 2046 and thereafter | 2.017% | (5) | 2.50% | 4.517%(5) |

- (1) This rate does not include the \$72 million reduction in accordance with Education Code Section 22954.
- (2) In May 2019, the board of CalSTRS exercised its limited authority to increase the state contribution rate by 0.5 percent of the payroll effective July 1, 2019.
- (3) This rate does not include the \$2.2 billion supplemental state contribution on behalf of employers pursuant to SB 90.
- (4) The CalSTRS board has limited authority to adjust state contribution rates annually through June 30, 2046 in order to eliminate the remaining unfunded actuarial obligation associated with the 1990 benefit structure. The board cannot increase the rate by more than 0.50 percent in a fiscal year, and if there is no unfunded actuarial obligation, the contribution rate imposed to pay for the 1990 benefit structure would be reduced to 0 percent.
- (5) From July 1, 2046, and thereafter, the rates in effect prior to July 1, 2014, are reinstated, if necessary, to address any remaining 1990 unfunded actuarial obligation.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019, the District reported a liability for its proportionate share of the net pension liability that reflected a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

| | |
|---|----------------------|
| District's proportionate share of the net pension liability | \$ 26,979,000 |
| State's proportionate share of the net pension liability associated with the District | <u>15,447,000</u> |
| Total | <u>\$ 42,426,000</u> |

The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2017. The District's proportion of the net pension liability was based on the District's share of contributions to the pension plan relative to the contributions of all participating school Districts and the State. At June 30, 2018, the District's proportion was 0.029 percent, which was a decrease of 0.001 percent from its proportion measured as of June 30, 2017.

For the year ended June 30, 2019, the District recognized pension expense of \$5,657,133 and revenue of \$2,789,036 for support provided by the State. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

| | <u>Deferred Outflows of Resources</u> | <u>Deferred Inflows of Resources</u> |
|---|---|--|
| Difference between expected and actual experience | \$ 84,000 | \$ 392,000 |
| Changes of assumptions | 4,191,000 | - |
| Net differences between projected and actual earnings on investments | - | 1,039,000 |
| Changes in proportion and differences between District contributions and proportionate share of contributions | 1,496,000 | 2,893,000 |
| Contributions made subsequent to measurement date | <u>2,612,722</u> | <u>-</u> |
| Total | <u>\$ 8,383,722</u> | <u>\$ 4,324,000</u> |

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2019

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

\$2,612,722 reported as deferred outflows of resources related to pensions resulting from contributions made subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

| Years Ended <u>June 30,</u> | | | | |
|--------------------------------|--|----|-----------|--|
| 2020 | | \$ | 626,450 | |
| 2021 | | \$ | 236,450 | |
| 2022 | | \$ | (471,550) | |
| 2023 | | \$ | 592,117 | |
| 2024 | | \$ | 497,866 | |
| 2025 | | \$ | (34,333) | |

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 7 years as of the June 30, 2018 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

Actuarial Methods and Assumptions: The total pension liability for the STRP was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018. The financial reporting actuarial valuation as of June 30, 2017, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

| | |
|-----------------------------------|---|
| Valuation Date | June 30, 2017 |
| Experience Study | July 1, 2010, through June 30, 2015 |
| Actuarial Cost Method | Entry age normal |
| Investment Rate of Return | 7.10% |
| Consumer Price Inflation | 2.75% |
| Wage Growth | 3.50% |
| Post-retirement Benefit Increases | 2.00% simple for DB Not applicable for DBS/CBB |

CalSTRS uses a generational mortality assumption, which involves the use of a base mortality table and projection scales to reflect expected annual reductions in mortality rates at each age, resulting in increases in life expectancies each year into the future. The base mortality tables are CalSTRS custom tables derived to best fit the patterns of mortality among its members. The projection scale was set equal to 110 percent of the ultimate improvement factor from the Mortality Improvement Scale (MP-2016) table, issued by the Society of Actuaries.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 7 – NET PENSION LIABILITY – STATE TEACHERS' RETIREMENT PLAN (Continued)

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. The best estimate ranges were developed using capital market assumptions from CalSTRS general investment consultant as an input to the process. The actuarial investment rate of return assumption was adopted by the CalSTRS board in February 2017 in conjunction with the most recent experience study. For each future valuation, CalSTRS consulting actuary reviews the return assumption for reasonableness based on the most current capital market assumptions. Best estimates of 20-year geometric real rates of return and the assumed asset allocation for each major asset class used as input to develop the actuarial investment rate of return are summarized in the following table:

| <u>Asset Class</u> | <u>Assumed Asset Allocation</u> | <u>Long-Term* Expected Real Rate of Return</u> |
|--|---------------------------------|--|
| Global Equity | 47% | 6.30% |
| Fixed Income | 12 | 0.30 |
| Real Estate | 13 | 5.20 |
| Private Equity | 13 | 9.30 |
| Absolute Return/Risk Mitigating Strategies | 9 | 2.90 |
| Inflation Sensitive | 4 | 3.80 |
| Cash / Liquidity | 2 | (1.00) |

*20-year geometric average

Discount Rate: The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increase per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the STRP's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.10 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.10 percent) or 1-percentage-point higher (8.10 percent) than the current rate:

| | 1% Decrease <u>(6.10%)</u> | Current Discount Rate <u>(7.10%)</u> | 1% Increase <u>(8.10%)</u> |
|---|----------------------------------|--|----------------------------------|
| District's proportionate share of the net pension liability | <u>\$ 39,521,000</u> | <u>\$ 26,979,000</u> | <u>\$ 16,580,000</u> |

Pension Plan Fiduciary Net Position: Detailed information about the pension plan's fiduciary net position is available in the separately issued CalSTRS financial report.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B

General Information about the Public Employer’s Retirement Fund B

Plan Description: The schools cost-sharing multiple-employer defined benefit pension plan Public Employer’s Retirement Fund B (PERF B) is administered by the California Public Employees’ Retirement System (CalPERS). Plan membership consists of non-teaching and non-certified employees of public schools (K-12), community college districts, offices of education, charter and private schools (elective) in the State of California.

The Plan was established to provide retirement, death and disability benefits to non-teaching and noncertified employees in schools. The benefit provisions for Plan employees are established by statute. CalPERS issues a publicly available financial report that can be obtained at obtained at: <https://www.calpers.ca.gov/docs/forms-publications/cafr-2018.pdf>

Benefits Provided: The benefits for the defined benefit plans are based on members’ years of service, age, final compensation, and benefit formula. Benefits are provided for disability, death, and survivors of eligible members or beneficiaries. Members become fully vested in their retirement benefits earned to date after five years (10 years for State Second Tier members) of credited service.

Contributions: The benefits for the defined benefit pension plans are funded by contributions from members and employers, and earnings from investments. Member and employer contributions are a percentage of applicable member compensation. Member contribution rates are defined by law and depend on the respective employer’s benefit formulas. Employer contribution rates are determined by periodic actuarial valuations or by state statute. Actuarial valuations are based on the benefit formulas and employee groups of each employer. Employer contributions, including lump sum contributions made when districts first join PERF B, are credited with a market value adjustment in determining contribution rates.

The required contribution rates of most active plan members are based on a percentage of salary in excess of a base compensation amount ranging from zero dollars to \$863 monthly.

Required contribution rates for active plan members and employers as a percentage of payroll for the year ended June 30, 2019 were as follows:

Members - The member contribution rate was 6.50 or 7.50 percent of applicable member earnings for fiscal year 2018-19.

Employers - The employer contribution rate was 18.062 percent of applicable member earnings.

The District contributed \$1,024,791 to the plan for the fiscal year ended June 30, 2019.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2019, the District reported a liability of \$11,313,000 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2017. The District’s proportion of the net pension liability was based on the District’s share of contributions to the pension plan relative to the contributions of all participating school Districts. At June 30, 2018, the District’s proportion was 0.042 percent, which was an increase of 0.002 percent from its proportion measured as of June 30, 2017.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2019

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)

For the year ended June 30, 2019, the District recognized pension expense of \$2,660,200 and revenue of \$379,680 for support provided by the State. At June 30, 2019, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

| | <u>Deferred Outflows of Resources</u> | <u>Deferred Inflows of Resources</u> |
|---|---|--|
| Difference between expected and actual experience | \$ 742,000 | \$ - |
| Changes of assumptions | 1,130,000 | - |
| Net differences between projected and actual earnings on investments | 93,000 | - |
| Changes in proportion and differences between District contributions and proportionate share of contributions | 345,000 | 17,000 |
| Contributions made subsequent to measurement date | <u>1,024,791</u> | <u>-</u> |
| Total | <u>\$ 3,334,791</u> | <u>\$ 17,000</u> |

\$1,024,791 reported as deferred outflows of resources related to pensions resulting from contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

| <u>Years Ended June 30,</u> | |
|---------------------------------|--------------|
| 2020 | \$ 1,315,583 |
| 2021 | \$ 962,583 |
| 2022 | \$ 81,584 |
| 2023 | \$ (66,750) |

Differences between expected and actual experience and changes in assumptions are amortized over a closed period equal to the average remaining service life of plan members, which is 4 years as of the June 30, 2018 measurement date. Deferred outflows and inflows related to differences between projected and actual earnings on plan investments are netted and amortized over a closed 5-year period.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 NOTES TO FINANCIAL STATEMENTS
 June 30, 2019

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)

Actuarial Methods and Assumptions: The total pension liability for the Plan was determined by applying update procedures to a financial reporting actuarial valuation as of June 30, 2017, and rolling forward the total pension liability to June 30, 2018. The financial reporting actuarial valuation as of June 30, 2017, used the following actuarial methods and assumptions, applied to all prior periods included in the measurement:

| | |
|-----------------------------------|--|
| Valuation Date | June 30, 2017 |
| Experience Study | June 30, 1997 through June 30, 2015 |
| Actuarial Cost Method | Entry age normal |
| Investment Rate of Return | 7.15% |
| Consumer Price Inflation | 2.50% |
| Wage Growth | Varies by entry age and service |
| Post-retirement Benefit Increases | 2.00% until Purchasing Power Protection Allowance Floor on Purchasing Power applies 2.50% thereafter |

The mortality table used was developed based on CalPERS specific data. The table includes 15 years of mortality improvements using Society of Actuaries 90% of Scale MP 2016. For more details on this table, please refer to the 2017 experience study report.

All other actuarial assumptions used in the June 30, 2017 valuation were based on the results of an actuarial experience study for the period from 1997 to 2015, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS’ website.

The table below reflects long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation.

| <u>Asset Class</u> | Long-Term* Assumed Asset Allocation | Expected Real Rate of Return Years 1-10 (1) | Expected Real Rate of Return Years 11+ |
|--------------------|---|---|--|
| Global Equity | 50% | 4.80% | 5.98% |
| Fixed Income | 28 | 1.00 | 2.62 |
| Inflation Assets | - | 0.77 | 1.81 |
| Private Equity | 8 | 6.30 | 7.23 |
| Real Estate | 13 | 3.75 | 4.93 |
| Liquidity | 1 | (0.40) | (0.92) |

* 10-year geometric average

- (1) An expected inflation rate of 2.00% used for this period
- (2) An expected inflation rate of 2.92% used for this period

Discount Rate: The discount rate used to measure the total pension liability was 7.15 percent. A projection of the expected benefit payments and contributions was performed to determine if assets would run out. The test revealed the assets would not run out. Therefore the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability for the Plan. The results of the crossover testing for the Plan are presented in a detailed report that can be obtained at CalPERS’ website.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 8 – NET PENSION LIABILITY – PUBLIC EMPLOYER’S RETIREMENT FUND B (Continued)

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected cash flows of the Plan. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan’s asset classes, expected compound (geometric) returns were calculated over the short-term (first 10 years) and the long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated. The expected rate of return was set by calculating the rounded single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and adjusted to account for assumed administrative expenses.

Sensitivity of the District’s Proportionate Share of the Net Pension Liability to Changes in the Discount Rate: The following presents the District’s proportionate share of the net pension liability calculated using the discount rate of 7.15 percent, as well as what the District’s proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.15 percent) or 1-percentage-point higher (8.15 percent) than the current rate:

| | 1% Decrease <u>(6.15%)</u> | Current Discount Rate <u>(7.15%)</u> | 1% Increase <u>(8.15%)</u> |
|---|----------------------------------|--|----------------------------------|
| District’s proportionate share of the net pension liability | <u>\$ 16,471,000</u> | <u>\$ 11,313,000</u> | <u>\$ 7,034,000</u> |

Pension Plan Fiduciary Net Position: Detailed information about the pension plan’s fiduciary net position is available in the separately issued CalPERS financial report.

NOTE 9 - JOINT POWERS AGREEMENT

Schools Insurance Authority: The District is a member with other school districts of a Joint Powers Authority, Schools Insurance Authority (SIA), for the operation of a common risk management and insurance program for property and liability coverage. Settled claims resulting from these risks have not exceeded commercial insurance coverage in any of the past three fiscal years. There have been no significant reductions in insurance coverage in the prior year.

The following is a summary of financial information for SIA at June 30, 2018 (most recent information available):

| | |
|--------------------------------|----------------|
| Total assets | \$ 156,099,265 |
| Deferred outflows of resources | \$ 2,183,259 |
| Total liabilities | \$ 78,395,474 |
| Deferred inflows of resources | \$ 438,183 |
| Total net position | \$ 79,448,867 |
| Total revenues | \$ 64,932,531 |
| Total expenses | \$ 59,366,494 |
| Change in net position | \$ 5,566,037 |

The relationship between the District and the Joint Powers Authority is such that the Joint Powers Authority is not component unit of the District for financial reporting purposes.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
June 30, 2019

NOTE 10 - CONTINGENCIES

The District is subject to legal proceedings and claims which arise in the ordinary course of business. In the opinion of management, the amount of ultimate liability with respect to these actions will not materially affect the financial position or results of operations of the District.

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could result in expenditure disallowances under terms of the grants, it is management's opinion that any required reimbursements of future revenue offsets subsequently determined will not have a material effect on the District's financial position or results of operations.

REQUIRED SUPPLEMENTARY INFORMATION

RESCUE UNION SCHOOL DISTRICT
GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
For the Year Ended June 30, 2019

| | Budget | | Actual | Variance Favorable (Unfavorable) |
|--|---------------------|---------------------|---------------------|--|
| | Original | Final | | |
| Revenues: | | | | |
| Local Control Funding Formula: | | | | |
| State apportionment | \$ 17,507,602 | \$ 17,757,136 | \$ 17,757,136 | \$ - |
| Local sources | <u>11,895,000</u> | <u>11,875,428</u> | <u>11,875,428</u> | <u>-</u> |
| Total LCFF | <u>29,402,602</u> | <u>29,632,564</u> | <u>29,632,564</u> | <u>-</u> |
| Federal sources | 712,412 | 789,718 | 789,718 | - |
| Other state sources | 3,664,803 | 4,803,647 | 4,803,647 | - |
| Other local sources | <u>1,388,100</u> | <u>2,199,486</u> | <u>2,199,486</u> | <u>-</u> |
| Total revenues | <u>35,167,917</u> | <u>37,425,415</u> | <u>37,425,415</u> | <u>-</u> |
| Expenditures: | | | | |
| Current: | | | | |
| Certificated salaries | 16,070,956 | 16,367,242 | 16,297,494 | 69,748 |
| Classified salaries | 6,329,642 | 6,280,602 | 6,265,385 | 15,217 |
| Employee benefits | 8,318,749 | 10,114,102 | 10,081,528 | 32,574 |
| Books and supplies | 1,559,546 | 1,680,948 | 1,309,479 | 371,469 |
| Contract services and operating expenditures | 2,576,747 | 3,295,699 | 3,013,571 | 282,128 |
| Other outgo | 444,817 | 567,472 | 567,472 | - |
| Capital outlay | <u>800,000</u> | <u>698,307</u> | <u>671,101</u> | <u>27,206</u> |
| Total expenditures | <u>36,100,457</u> | <u>39,004,372</u> | <u>38,206,030</u> | <u>798,342</u> |
| Deficiency of revenues under expenditures | <u>(932,540)</u> | <u>(1,578,957)</u> | <u>(780,615)</u> | <u>798,342</u> |
| Other financing sources (uses): | | | | |
| Transfers in | 40,612 | 46,972 | 44,070 | (2,902) |
| Transfers out | <u>-</u> | <u>(1,972)</u> | <u>(1,972)</u> | <u>-</u> |
| Total other financing sources (uses) | <u>40,612</u> | <u>45,000</u> | <u>42,098</u> | <u>(2,902)</u> |
| Change in fund balance | (891,928) | (1,533,957) | (738,517) | 795,440 |
| Fund balance, July 1, 2018 | <u>6,955,534</u> | <u>6,955,534</u> | <u>6,955,534</u> | <u>-</u> |
| Fund balance, June 30, 2019 | <u>\$ 6,063,606</u> | <u>\$ 5,421,577</u> | <u>\$ 6,217,017</u> | <u>\$ 795,440</u> |

See accompanying note to required supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE
 SHARE OF THE NET PENSION LIABILITY
 For the Year Ended June 30, 2019

State Teachers' Retirement Plan
 Last 10 Fiscal Years

| | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|--|----------------------|----------------------|----------------------|----------------------|----------------------|
| District's proportion of the net pension liability | 0.033% | 0.029% | 0.032% | 0.030% | 0.029% |
| District's proportionate share of the net pension liability | \$ 19,284,210 | \$ 19,550,490 | \$ 25,564,000 | \$ 27,395,000 | \$ 26,979,000 |
| State's proportionate share of the net pension liability associated with the District | <u>11,486,000</u> | <u>10,340,000</u> | <u>14,555,000</u> | <u>16,207,000</u> | <u>15,447,000</u> |
| Total net pension liability | <u>\$ 30,770,210</u> | <u>\$ 29,890,490</u> | <u>\$ 40,119,000</u> | <u>\$ 43,602,000</u> | <u>\$ 42,426,000</u> |
| District's covered payroll | \$ 15,167,952 | \$ 14,730,169 | \$ 15,752,000 | \$ 15,700,000 | \$ 15,884,000 |
| District's proportionate share of the net pension liability as a percentage of its covered payroll | 127.00% | 145.04% | 162.29% | 174.49% | 169.85% |
| Plan fiduciary net position as a percentage of the total pension liability | 77.00% | 74.02% | 70.04% | 69.46% | 70.99% |

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

(Continued)

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF THE DISTRICT'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY
For the Year Ended June 30, 2019

Public Employer's Retirement Fund B
Last 10 Fiscal Years

| | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|--|--------------|--------------|--------------|--------------|---------------|
| District's proportion of the net pension liability | 0.040% | 0.039% | 0.041% | 0.040% | 0.042% |
| District's proportionate share of the net pension liability | \$ 4,529,622 | \$ 5,766,792 | \$ 8,010,000 | \$ 9,645,000 | \$ 11,313,000 |
| District's covered payroll | \$ 4,205,000 | \$ 4,332,000 | \$ 4,866,000 | \$ 5,151,000 | \$ 5,611,000 |
| District's proportionate share of the net pension liability as a percentage of its covered payroll | 108.00% | 133.12% | 164.61% | 187.25% | 201.62% |
| Plan fiduciary net position as a percentage of the total pension liability | 83.00% | 79.43% | 73.89% | 71.87% | 70.85% |

The amounts presented for each fiscal year were determined as of the year-end that occurred one year prior.

All years prior to 2015 are not available.

See accompanying note to required supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
 For the Year Ended June 30, 2019

State Teachers' Retirement Plan
 Last 10 Fiscal Years

| | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| Contractually required contribution | \$ 1,251,356 | \$ 1,690,196 | \$ 1,975,060 | \$ 2,292,097 | \$ 2,612,722 |
| Contributions in relation to the contractually required contribution | <u>(1,251,356)</u> | <u>(1,690,196)</u> | <u>(1,975,060)</u> | <u>(2,292,097)</u> | <u>(2,612,722)</u> |
| Contribution deficiency (excess) | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| District's covered payroll | \$ 14,730,169 | \$ 15,752,000 | \$ 15,700,000 | \$ 15,884,000 | \$ 16,049,000 |
| Contributions as a percentage of covered payroll | 8.25% | 10.73% | 12.58% | 14.43% | 16.28% |

All years prior to 2015 are not available.

(Continued)

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S CONTRIBUTIONS
 For the Year Ended June 30, 2019

Public Employer's Retirement Fund B
 Last 10 Fiscal Years

| | <u>2015</u> | <u>2016</u> | <u>2017</u> | <u>2018</u> | <u>2019</u> |
|---|------------------|------------------|------------------|------------------|--------------------|
| Contractually required contribution | \$ 481,183 | \$ 576,424 | \$ 715,474 | \$ 871,496 | \$ 1,024,791 |
| Contributions in relation to the contractually required contribution | <u>(481,183)</u> | <u>(576,424)</u> | <u>(715,474)</u> | <u>(871,496)</u> | <u>(1,024,791)</u> |
| Contribution deficiency (excess) | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> | <u>\$ -</u> |
| District's covered payroll | \$ 4,332,000 | \$ 4,866,000 | \$ 5,151,000 | \$ 5,611,000 | \$ 5,674,000 |
| Contributions as a percentage of covered payroll | 11.11% | 11.85% | 13.89% | 15.53% | 18.06% |

All years prior to 2015 are not available.

See accompanying note to required supplementary information.

RESCUE UNION SCHOOL DISTRICT
NOTE TO REQUIRED SUPPLEMENTARY INFORMATION
June 30, 2019

NOTE 1 - PURPOSE OF SCHEDULES

A - Budgetary Comparison Schedule

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

B - Schedule of the District's Proportionate Share of the Net Pension Liability

The Schedule of the District's Proportionate Share of the Net Pension Liability is presented to illustrate the elements of the District's Net Pension Liability. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

C - Schedule of the District's Contributions

The Schedule of the District's Contributions is presented to illustrate the District's required contributions relating to the pensions. There is a requirement to show information for 10 years. However, until a full 10-year trend is compiled, governments should present information for those years for which information is available.

D - Changes of Benefit Terms

There are no changes in benefit terms reported in the Required Supplementary Information.

E - Changes of Assumptions

The discount rate for Public Employer's Retirement Fund B (PERF B) was 7.50, 7.65, 7.65, 7.15, and 7.15 percent in the June 30, 2013, 2014, 2015, 2016 and 2017 actuarial reports, respectively.

The following are the assumptions for State Teachers' Retirement Plan:

| <u>Assumption</u> | <u>As of June 30, 2018</u> | <u>As of June 30, 2017</u> | <u>As of June 30, 2016</u> | <u>As of June 30, 2015</u> |
|---------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Consumer price inflation | 2.75% | 2.75% | 3.00% | 3.00% |
| Investment rate of return | 7.10% | 7.10% | 7.60% | 7.60% |
| Wage growth | 3.50% | 3.50% | 3.75% | 3.75% |

Supplementary Information

Table S1. Supplemental Table 1

Supplementary information is available for this article. Online supplemental material, including a video, is available at www.jama.com. For more information, see the article text.

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SUPPLEMENTARY INFORMATION

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RESCUE UNION SCHOOL DISTRICT
COMBINING BALANCE SHEET
ALL NON-MAJOR FUNDS
 June 30, 2019

| | <u>Cafeteria Fund</u> | <u>County School Facilities Fund</u> | <u>Rescue District Facilities Corporation Fund</u> | <u>Rescue District Facilities Corporation Debt Service Fund</u> | <u>Total</u> |
|--------------------------------------|---------------------------|--|--|---|---------------------|
| ASSETS | | | | | |
| Cash in County Treasury | \$ 227,650 | \$ 632,053 | \$ 10,080 | \$ - | \$ 869,783 |
| Cash with Fiscal Agent | - | - | 881,540 | - | 881,540 |
| Cash in Revolving Fund | 4,000 | - | - | - | 4,000 |
| Receivables | 166,653 | - | - | - | 166,653 |
| Prepaid | - | - | - | - | - |
| Stores inventory | <u>20,328</u> | <u>-</u> | <u>-</u> | <u>-</u> | <u>20,328</u> |
| Total assets | <u>\$ 418,631</u> | <u>\$ 632,053</u> | <u>\$ 891,620</u> | <u>\$ -</u> | <u>\$ 1,942,304</u> |
| LIABILITIES AND FUND BALANCES | | | | | |
| Liabilities: | | | | | |
| Accounts payable | <u>\$ 6,224</u> | <u>\$ 16,513</u> | <u>\$ 10,071</u> | <u>\$ -</u> | <u>\$ 32,808</u> |
| Fund balances: | | | | | |
| Nonspendable | 24,328 | - | - | - | 24,328 |
| Restricted | <u>388,079</u> | <u>615,540</u> | <u>881,549</u> | <u>-</u> | <u>1,885,168</u> |
| Total fund balances | <u>412,407</u> | <u>615,540</u> | <u>881,549</u> | <u>-</u> | <u>1,909,496</u> |
| Total liabilities and fund balances | <u>\$ 418,631</u> | <u>\$ 632,053</u> | <u>\$ 891,620</u> | <u>\$ -</u> | <u>\$ 1,942,304</u> |

RESCUE UNION SCHOOL DISTRICT
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGE IN FUND BALANCES
 ALL NON-MAJOR FUNDS
 For the Year Ended June 30, 2019

| | Cafeteria Fund | County School Facilities Fund | Rescue District Facilities Corporation Fund | Rescue District Facilities Corporation Debt Service Fund | Total |
|--|-------------------|--|--|--|---------------------|
| Revenues | | | | | |
| Federal sources | \$ 489,790 | - | \$ - | \$ - | \$ 489,790 |
| Other state sources | 47,972 | 85 | - | - | 48,057 |
| Other local sources | <u>820,479</u> | <u>23,253</u> | <u>880,514</u> | <u>-</u> | <u>1,724,246</u> |
| Total revenues | <u>1,358,241</u> | <u>23,338</u> | <u>880,514</u> | <u>-</u> | <u>2,262,093</u> |
| Expenditures: | | | | | |
| Current: | | | | | |
| Classified salaries | 440,291 | 9,996 | - | - | 450,287 |
| Employee benefits | 153,824 | 1,215 | - | - | 155,039 |
| Books and supplies | 594,354 | - | - | - | 594,354 |
| Contract services and operating expenditures | 51,655 | - | 19,436 | - | 71,091 |
| Capital outlay | - | 1,613,125 | 225,379 | - | 1,838,504 |
| Debt service: | | | | | |
| Principal retirement | - | - | - | 385,000 | 385,000 |
| Interest | <u>-</u> | <u>-</u> | <u>-</u> | <u>485,082</u> | <u>485,082</u> |
| Total expenditures | <u>1,240,124</u> | <u>1,624,336</u> | <u>244,815</u> | <u>870,082</u> | <u>3,979,357</u> |
| Excess (deficiency) of revenues over (under) expenditures | <u>118,117</u> | <u>(1,600,998)</u> | <u>635,699</u> | <u>(870,082)</u> | <u>(1,717,264)</u> |
| Other financing sources (uses): | | | | | |
| Transfers in | 1,972 | - | - | 870,082 | 872,054 |
| Transfers out | (44,070) | - | (707,363) | - | (751,433) |
| Proceeds from sale of asset | <u>-</u> | <u>-</u> | <u>570,000</u> | <u>-</u> | <u>570,000</u> |
| Total other financing sources (uses) | <u>(42,098)</u> | <u>-</u> | <u>(137,363)</u> | <u>870,082</u> | <u>690,621</u> |
| Net change in fund balances | 76,019 | (1,600,998) | 498,336 | - | (1,026,643) |
| Fund balances, July 1, 2018 | <u>336,388</u> | <u>2,216,538</u> | <u>383,213</u> | <u>-</u> | <u>2,936,139</u> |
| Fund balances, June 30, 2019 | <u>\$ 412,407</u> | <u>\$ 615,540</u> | <u>\$ 881,549</u> | <u>\$ -</u> | <u>\$ 1,909,496</u> |

RESCUE UNION SCHOOL DISTRICT
ORGANIZATION
June 30, 2019

Rescue Union School District, is located in Rescue, California. As of June 30, 2019, the District was operating five elementary schools and two middle schools.

BOARD OF EDUCATION

| <u>Name</u> | <u>Office</u> | <u>Term Expires</u> |
|----------------|----------------|---------------------|
| Kim White | President | December 2022 |
| Stephanie Kent | Vice President | December 2020 |
| Tagg Neal | Clerk | December 2020 |
| Nancy Brownell | Member | December 2022 |
| Suzanna George | Member | December 2022 |

ADMINISTRATION

Cheryl Olson
Superintendent

Sean Martin
Assistant Superintendent of Business Services

Dave Scroggins
Assistant Superintendent of Curriculum and Instruction

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 For the Year Ended June 30, 2019

| | <u>Second Period Report</u> | <u>Annual Report</u> |
|---|-------------------------------------|--------------------------|
| Certificate Number: | 018EFBEC | 07A02184 |
| Elementary: | | |
| Transitional Kindergarten through Third | 1,477 | 1,485 |
| Fourth through Sixth | 1,204 | 1,204 |
| Seventh and Eighth | 836 | 836 |
| Special Education | 4 | 6 |
| ADA Totals | 3,521 | 3,531 |

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
For the Year Ended June 30, 2019

| <u>Grade Level</u> | <u>Statutory Minutes Require- ment</u> | <u>2018-19 Actual Minutes</u> | <u>Number of Days Traditional Calendar</u> | <u>Status</u> |
|--------------------|--|---------------------------------------|--|---------------|
| Kindergarten | 36,000 | 48,640 | 180 | In Compliance |
| Grade 1 | 50,400 | 51,020 | 180 | In Compliance |
| Grade 2 | 50,400 | 51,020 | 180 | In Compliance |
| Grade 3 | 50,400 | 51,020 | 180 | In Compliance |
| Grade 4 | 54,000 | 54,240 | 180 | In Compliance |
| Grade 5 | 54,000 | 54,240 | 180 | In Compliance |
| Grade 6 | 54,000 | 54,816 | 180 | In Compliance |
| Grade 7 | 54,000 | 54,816 | 180 | In Compliance |
| Grade 8 | 54,000 | 54,816 | 180 | In Compliance |

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
 For the Year Ended June 30, 2019

| <u>Federal Catalog Number</u> | <u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u> | <u>Pass- Through Entity Identifying Number</u> | <u>Federal Expend- itures</u> |
|---|---|--|---------------------------------------|
| <u>U.S. Department of Education - Passed through California Department of Education</u> | | | |
| | English Language Acquisition Cluster: | | |
| 84.365 | ESEA: Title III, Limited English Proficiency Student Program | 14346 | \$ 12,140 |
| 84.365 | ESEA: Title III, Immigrant Education Program | 15146 | <u>3,510</u> |
| | Subtotal English Language Acquisition Cluster | | <u>15,650</u> |
| <u>U.S. Department of Education - Passed Through El Dorado County Office of Education</u> | | | |
| 84.027 | IDEA: Basic and Local Assistance Entitlement, Part B, Sec 611 | 13379 | 271,672 |
| 84.010 | ESEA: Title I, Part A, Basic Grants Low-Income and Neglected | 14329 | 304,855 |
| 84.424 | ESEA: Title IV, Part A, Student Support and Academic Enrichment Grants | 15396 | 15,362 |
| 84.367 | ESEA: Title II, Part A, Teacher Quality | 14341 | 67,513 |
| 84.196 | ESEA: Title X, McKinney-Vento Homeless Assistance | 14332 | <u>540</u> |
| | Total U.S. Department of Education | | <u>675,592</u> |
| <u>U.S. Department of Agriculture - Passed through El Dorado County Office of Education</u> | | | |
| 10.665 | Forest Reserve Funds - Forest Service Schools and Roads Cluster | 10044 | <u>67,708</u> |
| <u>U.S. Department of Agriculture - Passed through The California Department of Education</u> | | | |
| | Child Nutrition Cluster: | | |
| 10.555 | National School Lunch (Sec 4 and Sec 11) | 13523 | 409,231 |
| 10.553 | School Breakfast Basic | 13525 | 33,603 |
| 10.553 | Especially Needy School Breakfast | 13526 | <u>46,956</u> |
| | Subtotal Child Nutrition Cluster | | <u>489,790</u> |
| | Total U.S. Department of Agriculture | | <u>557,498</u> |

(Continued)

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF EXPENDITURE OF FEDERAL AWARDS
 For the Year Ended June 30, 2019

| <u>Federal Catalog Number</u> | <u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u> | <u>Pass- Through Entity Identifying Number</u> | <u>Federal Expend- itures</u> |
|---|--|--|---------------------------------------|
| <u>U.S. Department of Health and Human Services - Passed through California</u> | | | |
| <u>Department of Health Care Services</u> | | | |
| | Medicaid Cluster: | | |
| 93.778 | Medi-Cal Billing Option | 10013 | \$ 52,117 |
| 93.778 | Medi-Cal Assistance Program (MAA) | 10060 | <u>13,644</u> |
| | Total U.S. Department of Health and Human Services | | <u>65,761</u> |
| | Total Federal Awards | | <u>\$ 1,298,851</u> |

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
RECONCILIATION OF UNAUDITED ACTUAL FINANCIAL REPORT
WITH AUDITED FINANCIAL STATEMENTS
For the Year Ended June 30, 2019

There were no audit adjustments proposed to any funds of the District.

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
 For the Year Ended June 30, 2019
 (UNAUDITED)

| <u>General Fund</u> | <u>(Budget)</u> <u>2020</u> | <u>2019</u> | <u>2018</u> | <u>2017</u> |
|--|--------------------------------|----------------------|----------------------|----------------------|
| Revenues and other financing sources | \$ <u>36,727,398</u> | \$ <u>37,469,485</u> | \$ <u>35,108,625</u> | \$ <u>33,428,482</u> |
| Expenditures | 37,967,539 | 38,206,030 | 35,339,486 | 33,725,093 |
| Other uses and transfers out | <u>-</u> | <u>1,972</u> | <u>2,002</u> | <u>-</u> |
| Total outgo | <u>37,967,539</u> | <u>38,208,002</u> | <u>35,341,488</u> | <u>33,725,093</u> |
| Change in fund balance | \$ <u>(1,240,141)</u> | \$ <u>(738,517)</u> | \$ <u>(232,863)</u> | \$ <u>(296,611)</u> |
| Ending fund balance | \$ <u>4,976,876</u> | \$ <u>6,217,017</u> | \$ <u>6,955,534</u> | \$ <u>7,188,397</u> |
| Available reserves | \$ <u>1,139,026</u> | \$ <u>1,144,859</u> | \$ <u>1,058,789</u> | \$ <u>1,478,063</u> |
| Designated for economic uncertainties | \$ <u>1,139,026</u> | \$ <u>1,144,859</u> | \$ <u>1,058,789</u> | \$ <u>1,010,399</u> |
| Undesignated fund balance | \$ <u>-</u> | \$ <u>-</u> | \$ <u>-</u> | \$ <u>467,664</u> |
| Available reserves as percentages of total outgo | <u>3.0%</u> | <u>3.0%</u> | <u>3.0%</u> | <u>4.38%</u> |
| <u>All Funds</u> | | | | |
| Total long-term liabilities | \$ <u>75,853,106</u> | \$ <u>77,787,903</u> | \$ <u>77,720,424</u> | \$ <u>69,896,173</u> |
| Average daily attendance at P-2 | <u>3,550</u> | <u>3,521</u> | <u>3,522</u> | <u>3,615</u> |

The General Fund fund balance has decreased by \$1,267,991 over the past three years. The fiscal year 2019-2020 budget projects a decrease of \$1,240,141. For a district this size, the state recommends available reserves of at least 3% of total General Fund expenditures, transfers out, and other uses. For the year ended June 30, 2019, the District met this requirement.

The District has incurred operating deficit over the past three years, and anticipates incurring an operating deficit during the 2019-20 fiscal year.

Total long-term liabilities has increased by \$7,891,730 over the past two years.

Average daily attendance has decreased by 94 over the past two years. A increase of 29 ADA is projected for the 2019-2020 fiscal year.

See accompanying notes to supplementary information.

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
For the Year Ended June 30, 2019

Charter Schools Chartered by District

Included in District
Financial Statements, or
Separate Report

There are currently no Charter Schools in the District.

RESCUE UNION SCHOOL DISTRICT
 NOTES TO SUPPLEMENTARY INFORMATION
 June 30, 2019

NOTE 1 - PURPOSE OF SCHEDULES

A - Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes of the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B - Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. The District neither met nor exceeded its target funding. This schedule presents information on the amount of instructional time offered by the District, and whether the District complied with the provisions of Education Code Sections 46201 through 46206.

C - Schedule of Expenditure of Federal Awards

The Schedule of Expenditure of Federal Awards includes the federal award activity of the District and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has elected not to use the 10-percent de minimis indirect cost rate allowed under the Uniform Guidance.

The following schedule provides a reconciliation between revenues reported on the Statement of Revenues, Expenditures and Change in Fund Balances and the related expenditures reported on the Schedule of Expenditure of Federal Awards. The reconciling amounts represent Federal funds that have been recorded as revenues that have not been expended by June 30, 2019.

| <u>Description</u> | <u>CFDA Number</u> | <u>Amount</u> |
|---|------------------------|---------------------|
| Total Federal revenues, Statement of Revenues, Expenditures and Change in Fund Balances | | \$ 1,279,508 |
| Medi-Cal Billing Option funds spent from prior year awards | 93.778 | 5,699 |
| Medi-Cal Administrative Activities funds spent from prior year awards | 93.778 | <u>13,644</u> |
| Total Schedule of Expenditure of Federal Awards | | <u>\$ 1,298,851</u> |

D - Reconciliation of Unaudited Actual Financial Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the Unaudited Actual Financial Report to the audited financial statements.

(Continued)

RESCUE UNION SCHOOL DISTRICT
NOTES TO SUPPLEMENTARY INFORMATION
June 30, 2019

NOTE 1 - PURPOSE OF SCHEDULES (Continued)

E - Schedule of Financial Trends and Analysis - Unaudited

This schedule provides information on the District's financial condition over the past three years and its anticipated condition for the 2019-2020 fiscal year, as required by the State Controller's Office.

F - Schedule of Charter Schools

This schedule provides information for the California Department of Education to monitor financial reporting by Charter Schools.

NOTE 2 - EARLY RETIREMENT INCENTIVE PROGRAM

Education Code Section 14502 requires certain disclosure in the financial statements of districts which adopt Early Retirement Incentive Programs pursuant to Education Code Sections 22714 and 44929. For the fiscal year ended June 30, 2019, the District did not adopt this program.



INDEPENDENT AUDITOR'S REPORT
ON COMPLIANCE WITH STATE LAWS AND REGULATIONS

Board of Trustees
Rescue Union School District
Rescue, California

Report on Compliance with State Laws and Regulations

We have audited Rescue Union School District's compliance with the types of compliance requirements described in the State of California's *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (the "Audit Guide") applicable to the state laws and regulations listed below for the year ended June 30, 2019.

| <u>Description</u> | <u>Procedures Performed</u> |
|--|-----------------------------|
| Attendance | Yes |
| Teacher Certification and Misassignments | Yes |
| Kindergarten Continuance | Yes |
| Independent Study | No, see below |
| Continuation Education | No, see below |
| Instructional Time | Yes |
| Instructional Materials | Yes |
| Ratio of Administrative Employees to Teachers | Yes |
| Classroom Teacher Salaries | Yes |
| Early Retirement Incentive | No, see below |
| Gann Limit Calculation | Yes |
| School Accountability Report Card | Yes |
| Juvenile Court Schools | No, see below |
| Middle or Early College High Schools | No, see below |
| K-3 Grade Span Adjustment | Yes |
| Transportation Maintenance of Effort | Yes |
| Apprenticeship | |
| Related and supplemental instruction | No, see below |
| Comprehensive School Safety Plan | Yes |
| District of Choice | No, see below |
| California Clean Energy Jobs Act | No, see below |
| After/Before School Education and Safety Program: | |
| General requirements | No, see below |
| After school | No, see below |
| Before school | No, see below |
| Proper Expenditure of Education Protection Account Funds | Yes |
| Unduplicated Local Control Funding Formula Pupil Counts | Yes |
| Local Control and Accountability Plan | Yes |
| Independent Study - Course Based | No, see below |
| Attendance, for charter schools | No, see below |
| Mode of Instruction, for charter schools | No, see below |
| Nonclassroom-Based Instruction/Independent Study, for charter schools | No, see below |
| Determination of Funding for Nonclassroom-Based Instruction, for charter schools | No, see below |
| Annual Instructional Minutes - Classroom-Based, for charter schools | No, see below |
| Charter School Facility Grant Program | No, see below |

(Continued)

We did not perform testing for Independent Study because the ADA was under the level which required testing.

We did not perform testing for Continuation Education because the District does not operate the program.

We did not perform any procedures related to the Early Retirement Incentive Program because the District did not offer this program in the current year.

We did not perform procedures related to Juvenile Court Schools because the District does not offer Juvenile Court Schools.

We did not perform procedures related to Middle or Early College High Schools because the District does not offer Middle or Early College High Schools.

The District did not report any attendance hours for Apprenticeship: Related and Supplemental Instruction; therefore, we did not perform any procedures related to the program.

The District did not elect to operate as a District of Choice, therefore, we did not perform any procedures related to District of Choice.

We did not perform procedures related to California Clean Energy Jobs Act because the District did not expend funds related to the California Clean Energy Jobs Act.

We did not perform procedures related to the After School Education and Safety Program, as the District does not operate an After School Education and Safety Program.

We did not perform procedures related to the Independent Study-Course Based Program, as the District does not operate an Independent Study-Course Based Program.

The District does not have any Charter Schools; therefore, we did not perform any of the testing required for charter schools.

Management's Responsibility

Management is responsible for compliance with the requirements of state laws and regulations, as listed above.

Auditor's Responsibility

Our responsibility is to express an opinion on Rescue Union School District's compliance with state laws and regulations, as listed above of based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the State of California's *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* (Audit Guide). Those standards and the Audit Guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a material effect on Rescue Union School District's compliance with the state laws and regulations listed above occurred. An audit includes examining, on a test basis, evidence about Rescue Union School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance with state laws and regulations. However, our audit does not provide a legal determination of Rescue Union School District's compliance.

(Continued)

Opinion with Compliance with State Laws and Regulations

In our opinion, Rescue Union School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the state laws and regulations referred to above for the year ended June 30, 2019.

Purpose of this Report

The purpose of this report on compliance is solely to describe the scope of our testing of compliance and the results of that testing based on the requirements of the State of California's *2018-19 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

Crowe LLP

Crowe LLP

Sacramento, California
December 13, 2019

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

Board of Trustees
Rescue Union School District
Rescue, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Rescue Union School District as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise Rescue Union School District's basic financial statements, and have issued our report thereon dated December 13, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Rescue Union School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rescue Union School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Rescue Union School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rescue Union School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crowe LLP

Crowe LLP

Sacramento, California
December 13, 2019

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT
ON INTERNAL CONTROL OVER COMPLIANCE

Board of Trustees
Rescue Union School District
Rescue, California

Report on Compliance for the Major Federal Program

We have audited Rescue Union School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on Rescue Union School District's major federal program for the year ended June 30, 2019. Rescue Union School District's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for Rescue Union School District's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Rescue Union School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Rescue Union School District's compliance.

Opinion on the Major Federal Program

In our opinion, Rescue Union School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2019.

(Continued)

Report on Internal Control Over Compliance

Management of Rescue Union School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Rescue Union School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Rescue Union School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Crowe LLP

Crowe LLP

Sacramento, California
December 13, 2019

When designing a system, it is important to consider the needs of the user. This includes ensuring that the system is easy to use and that it provides the information that the user needs. It is also important to ensure that the system is secure and that it protects the user's information. This is especially important when the system is used to handle sensitive information.

One of the most important aspects of user information is the user's name. This is often the first piece of information that the user provides and it is often used to identify the user. It is important to ensure that the user's name is protected and that it is not shared with anyone else. This is especially important when the system is used to handle sensitive information.

Another important aspect of user information is the user's password. This is often used to protect the user's information and it is important to ensure that it is protected. This is especially important when the system is used to handle sensitive information.

FINDINGS AND RECOMMENDATIONS

The findings of this study indicate that there are several areas where user information is not being protected properly. These areas include the user's name, the user's password, and the user's contact information. It is recommended that these areas be protected more thoroughly.

1. User name
2. Password

3. Contact information
4. Other sensitive information

RESCUE UNION SCHOOL DISTRICT
 SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
 Year Ended June 30, 2019

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes None reported

Noncompliance material to financial statements noted? Yes No

FEDERAL AWARDS

Internal control over major programs:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes None reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes No

Identification of major programs:

CFDA Number(s)

10.553, 10.555

Name of Federal Program or Cluster

Child Nutrition Cluster

Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

Auditee qualified as low-risk auditee?

Yes No

STATE AWARDS

Type of auditor's report issued on compliance for state programs:

Unmodified

(Continued)

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2019

SECTION II - FINANCIAL STATEMENT FINDINGS

No matters were reported.

(Continued)

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2019

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

(Continued)

RESCUE UNION SCHOOL DISTRICT
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
Year Ended June 30, 2019

SECTION IV - STATE AWARD FINDINGS AND QUESTIONED COSTS

No matters were reported.

**STATUS OF PRIOR YEAR
FINDINGS AND RECOMMENDATIONS**

RESCUE UNION SCHOOL DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
Year Ended June 30, 2019

| <u>Finding/Recommendation</u> | <u>Current Status</u> | <u>District Explanation If Not Implemented</u> |
|-------------------------------|-----------------------|--|
| No matters were reported. | | |

RESCUE UNION SCHOOL DISTRICT

SUMMARY 2018-19 FISCAL YEAR AUDIT

| Page 1 | Page 49 | Page 69 | Page 72 | | Page 76 | Page 81 |
|---|--|--|--|--|---|----------------------------------|
| REPORT ON FINANCIAL STATEMENTS | REPORT ON SUPPLEMENTARY INFORMATION | REPORT ON STATE COMPLIANCE (STATE AUDIT GUIDE) | REPORT ON COMPLIANCE AND INTERNAL CONTROLS (GOVERNMENT AUDITING STANDARDS) | | SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS | SCHEDULE OF PRIOR YEAR FINDINGS |
| <p>ARE FINANCIAL STATEMENTS PRESENTED FAIRLY?</p> | <p>IS SUPPLEMENTARY FINANCIAL AND STATISTICAL INFORMATION, INCLUDING SCHEDULE OF STATE AND FEDERAL FINANCIAL ASSISTANCE, PRESENTED FAIRLY?</p> | <p>DID THE DISTRICT COMPLY WITH APPLICABLE STATE LAWS AND REGULATIONS TESTED IN ACCORDANCE WITH THE AUDIT GUIDE?</p> | <p>WERE INSTANCES OF NONCOMPLIANCE FOUND?</p> | <p>ARE THERE MATERIAL WEAKNESSES OR REPORTABLE CONDITIONS IN THE SYSTEM OF INTERNAL CONTROLS</p> | <p>NO MATTERS WERE REPORTED.</p> | <p>NO MATTERS WERE REPORTED.</p> |
| YES | YES | YES | NO | NO | N/A | N/A |

Rescue Union School District

AGENDA ITEM: School Plans for Student Achievement

BACKGROUND:

Under California Education Code (EC) Section 64001(a), each school is required to prepare a school plan, which describes programs and expenditures in alignment with the Local Control Accountability Plan. The School Plan for Student Achievement (SPSA) shall be developed based on analysis of verifiable state data upon which school goals are formed. Furthermore, the plans shall address, at a minimum, how funds provided to the school will be used to improve the academic performance of all students.

STATUS:

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

FISCAL IMPACT:

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

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS

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

RECOMMENDATION:

School Plans for Student Achievement from all sites are presented to the Board of Trustees for first reading and possible consideration for action.

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|---|
| School Name | Green Valley Elementary School |
| Address | 2380 Bass Lake Rd. Rescue, CA 95672 |
| County-District-School (CDS) Code | 09619786098693 |
| Principal | |
| District Name | Rescue Union Elementary School District |
| SPSA Revision Date | January 2020 |
| Schoolsite Council (SSC) Approval Date | |
| Local Board Approval Date | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

School Profile

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 386 students in Transitional Kindergarten through 5th grade. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention. Beginning with the 2017-18 school year, we offer a full day kindergarten program. Green Valley was recognized as a Gold Ribbon School in 2016.

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

Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Reading Counts, core literature, guided reading and Sonday. Math instruction is supplemented with ST Math, Reflex Math and Timed Math. Science instruction is supplemented with Stemsopes and Mystery Science. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Intervention Program, which runs 27 weeks out of the school year. During Intervention time, the Learning Center is also used to support students with intervention needs. Teachers continue to receive staff development and collaboration time to work on Content Standards. Sixteen of our eighteen teachers have been certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Due to Green Valley School's population of socio-economically disadvantaged students, we are a Title I school. As a Title I school, we receive additional funding from the Federal Government. Our cultural demographics include 31.87% Hispanic/Latino, 2.07 Asian, 1.04% Filipino, 6.48% multi-ethnic, and 58.29% White. 19.5% of our student population are classified as English Learners.

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

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

The SST (Student Success Team) approach is utilized at Green Valley to provide assistance for students who are needing academic, emotional or behavioral assistance. The team consists of the parents, classroom teacher, resource

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

During the 2018-2019 school year Green Valley celebrated 40 years of excellence. Our theme for the 2019-2020 school year is "Building Success". We build academic success in our classrooms daily as well as building successful citizens. At Green Valley, we have a positive, proactive philosophy. We are in our third year of implementing PBIS (Positive Behavior Interventions and Supports) at Green Valley. PBIS is an evidence-based approach for developing positive behavior in students and a positive climate for learning. Students are taught and practice "The Gator Way" which is to Be Respectful, Be Responsible and Be Safe. We have student videos that demonstrate "The Gator Way" in all areas of our school (ie: lunchroom, library, office, field etc.) Students are explicitly taught the expectations for all areas of the school. Students earn Gator Way Tickets for positive behavior. Tickets are entered into a weekly drawing for our Wheel Spin as well as used to purchase rewards from their classroom store. Teaching behavior expectations and rewarding students for following them is a more positive approach than waiting for misbehavior to occur before responding. PBIS establishes a climate in which appropriate behavior is the norm. This year we are implementing the next tier of PBIS which includes Check In Check Out (CICO). CICO is for students who need a more individualized behavior system. They Check In at the start of the day with an adult and out again at the end of the day. These students have specific goals they are working to achieve and are given daily feedback on their progress toward mastering those goals. We are also implementing restorative practices as part of our PBIS program. Staff is being trained on restorative chats and classroom teachers use restorative circles in their classrooms. Our school counselors teach weekly guidance lessons to all classes using the Second Step curriculum. Lessons are grade level specific and focus on body language, social skills and cues, communication skills, building friendships and self esteem. Our counselors also work with groups of students on specific strategies or areas of need (ie: friendship groups, divorce groups, grief etc.) Character traits are featured each month and students from each grade level are honored during awards assemblies for demonstrating strong citizenship.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | % | % | % | | | |
| African American | 1.6% | 0.24% | % | 7 | 1 | |
| Asian | 1.6% | 1.91% | 1.49% | 7 | 8 | 6 |
| Filipino | 1.4% | 0.48% | 0.74% | 6 | 2 | 3 |
| Hispanic/Latino | 29.7% | 30.14% | 29.28% | 132 | 126 | 118 |
| Pacific Islander | % | % | 0.25% | | | 1 |
| White | 62.0% | 61.72% | 62.03% | 276 | 258 | 250 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 445 | 418 | 403 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Kindergarten | 86 | 80 | 75 |
| Grade 1 | 65 | 65 | 60 |
| Grade 2 | 75 | 63 | 63 |
| Grade3 | 66 | 78 | 61 |
| Grade 4 | 70 | 63 | 79 |
| Grade 5 | 83 | 69 | 65 |
| Total Enrollment | 445 | 418 | 403 |

Conclusions based on this data:

1. We are currently in declining enrollment.
2. Our two largest subgroups are White and Hispanic/Latino

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 79 | 72 | 62 | 17.8% | 17.2% | 15.4% |
| Fluent English Proficient (FEP) | 0 | 3 | 5 | 0.0% | 0.7% | 1.2% |
| Reclassified Fluent English Proficient (RFEP) | | | 3 | 0.0% | 0 | 4.2% |

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 68 | 78 | 63 | 65 | 76 | 61 | 65 | 76 | 62 | 95.6 | 97.4 | 96.8 |
| Grade 4 | 69 | 61 | 81 | 69 | 60 | 79 | 69 | 60 | 79 | 100 | 98.4 | 97.5 |
| Grade 5 | 85 | 69 | 64 | 83 | 69 | 63 | 83 | 69 | 63 | 97.6 | 100 | 98.4 |
| All Grades | 222 | 208 | 208 | 217 | 205 | 203 | 217 | 205 | 204 | 97.7 | 98.6 | 97.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2444. | 2453. | 2452. | 29.23 | 32.89 | 29.51 | 29.23 | 27.63 | 29.51 | 23.08 | 26.32 | 31.15 | 18.46 | 13.16 | 9.84 |
| Grade 4 | 2471. | 2507. | 2478. | 20.29 | 35.00 | 26.58 | 34.78 | 36.67 | 24.05 | 21.74 | 15.00 | 20.25 | 23.19 | 13.33 | 29.11 |
| Grade 5 | 2504. | 2525. | 2528. | 12.05 | 21.74 | 25.40 | 42.17 | 39.13 | 36.51 | 26.51 | 26.09 | 26.98 | 19.28 | 13.04 | 11.11 |
| All Grades | N/A | N/A | N/A | 19.82 | 29.76 | 27.09 | 35.94 | 34.15 | 29.56 | 23.96 | 22.93 | 25.62 | 20.28 | 13.17 | 17.73 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 32.31 | 36.84 | 31.15 | 43.08 | 42.11 | 55.74 | 24.62 | 21.05 | 13.11 | |
| Grade 4 | 30.43 | 35.00 | 27.85 | 44.93 | 56.67 | 45.57 | 24.64 | 8.33 | 26.58 | |
| Grade 5 | 20.48 | 33.33 | 39.68 | 61.45 | 55.07 | 42.86 | 18.07 | 11.59 | 17.46 | |
| All Grades | 27.19 | 35.12 | 32.51 | 50.69 | 50.73 | 47.78 | 22.12 | 14.15 | 19.70 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 29.23 | 23.68 | 16.39 | 55.38 | 59.21 | 70.49 | 15.38 | 17.11 | 13.11 |
| Grade 4 | 17.39 | 23.33 | 16.46 | 60.87 | 63.33 | 56.96 | 21.74 | 13.33 | 26.58 |
| Grade 5 | 26.51 | 23.19 | 20.63 | 50.60 | 60.87 | 63.49 | 22.89 | 15.94 | 15.87 |
| All Grades | 24.42 | 23.41 | 17.73 | 55.30 | 60.98 | 63.05 | 20.28 | 15.61 | 19.21 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 26.15 | 28.95 | 29.51 | 56.92 | 59.21 | 62.30 | 16.92 | 11.84 | 8.20 |
| Grade 4 | 15.94 | 30.00 | 22.78 | 72.46 | 61.67 | 67.09 | 11.59 | 8.33 | 10.13 |
| Grade 5 | 15.66 | 28.99 | 25.40 | 69.88 | 57.97 | 61.90 | 14.46 | 13.04 | 12.70 |
| All Grades | 18.89 | 29.27 | 25.62 | 66.82 | 59.51 | 64.04 | 14.29 | 11.22 | 10.34 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 21.54 | 36.84 | 19.67 | 55.38 | 55.26 | 68.85 | 23.08 | 7.89 | 11.48 |
| Grade 4 | 23.19 | 38.33 | 18.99 | 66.67 | 58.33 | 64.56 | 10.14 | 3.33 | 16.46 |
| Grade 5 | 22.89 | 30.43 | 28.57 | 61.45 | 53.62 | 60.32 | 15.66 | 15.94 | 11.11 |
| All Grades | 22.58 | 35.12 | 22.17 | 61.29 | 55.61 | 64.53 | 16.13 | 9.27 | 13.30 |

Conclusions based on this data:

1. The percentage of 4th grade students not meeting standards increased by 15.78% and the number of 4th grade students who nearly met standard increased by 5.25%. These increases significantly impacted the overall school achievement scores.
2. The number of students who were at or near standard in Reading decreased by 2.95%
3. The number of students who were at or near standard in Writing increased by 2.07%, in Listening the increase was 4.53% and in Research/Inquiry the increase was 8.92%

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 68 | 78 | 63 | 65 | 75 | 61 | 65 | 75 | 61 | 95.6 | 96.2 | 96.8 |
| Grade 4 | 69 | 61 | 81 | 69 | 60 | 80 | 69 | 60 | 80 | 100 | 98.4 | 98.8 |
| Grade 5 | 85 | 69 | 64 | 83 | 69 | 63 | 83 | 69 | 63 | 97.6 | 100 | 98.4 |
| All Grades | 222 | 208 | 208 | 217 | 204 | 204 | 217 | 204 | 204 | 97.7 | 98.1 | 98.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2447. | 2455. | 2454. | 20.00 | 29.33 | 24.59 | 43.08 | 33.33 | 37.70 | 21.54 | 21.33 | 29.51 | 15.38 | 16.00 | 8.20 |
| Grade 4 | 2484. | 2493. | 2482. | 15.94 | 15.00 | 18.75 | 39.13 | 48.33 | 28.75 | 28.99 | 26.67 | 36.25 | 15.94 | 10.00 | 16.25 |
| Grade 5 | 2512. | 2517. | 2526. | 15.66 | 18.84 | 15.87 | 20.48 | 27.54 | 34.92 | 45.78 | 34.78 | 36.51 | 18.07 | 18.84 | 12.70 |
| All Grades | N/A | N/A | N/A | 17.05 | 21.57 | 19.61 | 33.18 | 35.78 | 33.33 | 33.18 | 27.45 | 34.31 | 16.59 | 15.20 | 12.75 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 36.92 | 42.67 | 40.98 | 38.46 | 41.33 | 42.62 | 24.62 | 16.00 | 16.39 | |
| Grade 4 | 39.13 | 33.33 | 32.50 | 31.88 | 46.67 | 31.25 | 28.99 | 20.00 | 36.25 | |
| Grade 5 | 21.69 | 27.54 | 30.16 | 48.19 | 46.38 | 52.38 | 30.12 | 26.09 | 17.46 | |
| All Grades | 31.80 | 34.80 | 34.31 | 40.09 | 44.61 | 41.18 | 28.11 | 20.59 | 24.51 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 32.31 | 29.33 | 26.23 | 50.77 | 50.67 | 59.02 | 16.92 | 20.00 | 14.75 |
| Grade 4 | 20.29 | 18.33 | 22.50 | 57.97 | 63.33 | 65.00 | 21.74 | 18.33 | 12.50 |
| Grade 5 | 18.07 | 23.19 | 15.87 | 57.83 | 52.17 | 63.49 | 24.10 | 24.64 | 20.63 |
| All Grades | 23.04 | 24.02 | 21.57 | 55.76 | 54.90 | 62.75 | 21.20 | 21.08 | 15.69 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 29.23 | 30.67 | 32.79 | 55.38 | 53.33 | 59.02 | 15.38 | 16.00 | 8.20 |
| Grade 4 | 21.74 | 26.67 | 23.75 | 62.32 | 63.33 | 52.50 | 15.94 | 10.00 | 23.75 |
| Grade 5 | 15.66 | 21.74 | 15.87 | 55.42 | 56.52 | 73.02 | 28.92 | 21.74 | 11.11 |
| All Grades | 21.66 | 26.47 | 24.02 | 57.60 | 57.35 | 60.78 | 20.74 | 16.18 | 15.20 |

Conclusions based on this data:

1. The Overall Achievement shows the percentage of students who did Not Meet Standard decreased by 2.45%. 4th grade scores showed a significant decrease in the percentage of students who met the standards (19.58%) which significantly impacted the overall math scores for our school.
2. In the area of Problem Solving and Modeling/Data Analysis the overall % of students at or near standard increased by 7.85% and the number of students below standard decreased by 5.39%
3. We have a large percentage of students 34.31% who are at nearly met standard and 12.75 who did not meet standard. Math intervention continues to be a need as those two categories total 47.06% of students not meeting standards.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | 1443.5 | * | 1459.2 | * | 1406.5 | * | 17 | 8 |
| Grade 1 | * | * | * | * | * | * | * | 9 |
| Grade 2 | 1511.5 | * | 1502.3 | * | 1520.3 | * | 15 | 7 |
| Grade 3 | 1508.9 | 1524.5 | 1514.1 | 1535.0 | 1503.3 | 1513.5 | 16 | 15 |
| Grade 4 | * | 1544.3 | * | 1549.1 | * | 1539.0 | * | 16 |
| Grade 5 | 1536.0 | * | 1550.4 | * | 1521.5 | * | 11 | 6 |
| All Grades | | | | | | | 70 | 61 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * | 17 | * |
| 1 | * | * | * | * | * | * | * | * | * | * |
| 2 | 80.00 | * | * | * | * | * | * | * | 15 | * |
| 3 | * | 33.33 | * | 53.33 | * | 6.67 | * | 6.67 | 16 | 15 |
| 4 | * | 31.25 | * | 56.25 | | 12.50 | | 0.00 | * | 16 |
| 5 | * | * | * | * | * | * | * | * | 11 | * |
| All Grades | 50.00 | 27.87 | 28.57 | 50.82 | 15.71 | 16.39 | * | 4.92 | 70 | 61 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 64.71 | * | * | * | * | * | * | * | 17 | * |
| 1 | * | * | | * | * | * | | * | * | * |
| 2 | * | * | * | * | | * | | * | 15 | * |
| 3 | * | 66.67 | * | 26.67 | * | 0.00 | * | 6.67 | 16 | 15 |
| 4 | * | 68.75 | * | 31.25 | | 0.00 | | 0.00 | * | 16 |
| 5 | * | * | * | * | * | * | | * | 11 | * |
| All Grades | 61.43 | 59.02 | 27.14 | 29.51 | * | 8.20 | * | 3.28 | 70 | 61 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * | 17 | * |
| 1 | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | 15 | * |
| 3 | * | 6.67 | * | 46.67 | * | 40.00 | * | 6.67 | 16 | 15 |
| 4 | * | 25.00 | * | 37.50 | * | 31.25 | * | 6.25 | * | 16 |
| 5 | * | * | * | * | * | * | * | * | 11 | * |
| All Grades | 25.71 | 18.03 | 28.57 | 29.51 | 30.00 | 37.70 | 15.71 | 14.75 | 70 | 61 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | 70.59 | * | * | * | * | * | 17 | * | |
| 2 | 73.33 | * | * | * | * | * | 15 | * | |
| 3 | * | 46.67 | * | 46.67 | * | 6.67 | 16 | 15 | |
| 4 | * | 43.75 | * | 56.25 | * | 0.00 | * | 16 | |
| 5 | * | * | * | * | * | * | 11 | * | |
| All Grades | 60.00 | 49.18 | 35.71 | 45.90 | * | 4.92 | 70 | 61 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | * | * | * | * | * | * | 17 | * | |
| 1 | * | * | * | * | * | * | * | * | |
| 2 | 93.33 | * | * | * | * | * | 15 | * | |
| 3 | * | 80.00 | * | 13.33 | * | 6.67 | 16 | 15 | |
| 4 | * | 62.50 | * | 37.50 | * | 0.00 | * | 16 | |
| 5 | * | * | * | * | * | * | 11 | * | |
| All Grades | 72.86 | 57.38 | 21.43 | 37.70 | * | 4.92 | 70 | 61 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | 17 | * |
| 1 | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | 15 | * |
| 3 | * | 6.67 | * | 73.33 | * | 20.00 | 16 | 15 |
| 4 | | 18.75 | * | 56.25 | | 25.00 | * | 16 |
| 5 | | * | * | * | * | * | 11 | * |
| All Grades | 24.29 | 13.11 | 54.29 | 59.02 | 21.43 | 27.87 | 70 | 61 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | 17 | * |
| 2 | * | * | * | * | | * | 15 | * |
| 3 | * | 20.00 | 93.75 | 73.33 | | 6.67 | 16 | 15 |
| 4 | * | 31.25 | * | 68.75 | | 0.00 | * | 16 |
| 5 | * | * | * | * | | * | 11 | * |
| All Grades | 32.86 | 24.59 | 64.29 | 67.21 | * | 8.20 | 70 | 61 |

Conclusions based on this data:

1. During 2019, 61 students were administered the ELPAC.
2. The Written Language component was the lowest area for all grades

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 403 | 39.0 | 15.4 | 2.5 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 62 | 15.4 |
| Foster Youth | 10 | 2.5 |
| Homeless | 2 | 0.5 |
| Socioeconomically Disadvantaged | 157 | 39.0 |
| Students with Disabilities | 55 | 13.6 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| Asian | 6 | 1.5 |
| Filipino | 3 | 0.7 |
| Hispanic | 118 | 29.3 |
| Two or More Races | 25 | 6.2 |
| Pacific Islander | 1 | 0.2 |
| White | 250 | 62.0 |





Conclusions based on this data:

- English Learners (15.4%), Foster Youth (2.5%), Socioeconomically Disadvantaged (39%) and Students with Disabilities (13.6%) collectively account for 71% of Green Valley Elementary's enrollment. We will continue to use Title I and Supplemental funds to support these students.
- Students categorized as White (62%) and Hispanic (29.3%) account for 91.3% of Green Valley Elementary student enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 506 846 533">Yellow</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1255 506 1326 533">Yellow</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="297 703 368 730">Green</p> | | |

Conclusions based on this data:

1. Green Valley continues to provide support (SST's, Counseling, SARB) to all families to improve attendance.
2. We will continue to implement PBIS in order to decrease suspensions and increase academics.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  <p>Green</p> <p>15.4 points above standard</p> <p>Declined -10.1 points</p> <p>195</p> | <p>English Learners</p>  <p>Green</p> <p>2.1 points above standard</p> <p>Increased Significantly ++24.1 points</p> <p>35</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.6 points above standard</p> <p>Increased ++5.1 points</p> <p>80</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>23.9 points below standard</p> <p>Increased ++4.5 points</p> <p>40</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|--|---|---|---|
| African American | American Indian | Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic  Yellow 1.8 points below standard Maintained ++2.5 points 66 | Two or More Races  No Performance Color 39.7 points above standard 12 | Pacific Islander | White  Green 23.4 points above standard Declined Significantly -16.4 points 114 |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|---|---|---|
| Current English Learner 13.3 points below standard Increased ++14 points 29 | Reclassified English Learners Less than 11 Students - Data Not Displayed for Privacy 6 | English Only 17.6 points above standard Declined Significantly -18.2 points 158 |
|---|---|---|

Conclusions based on this data:

1. The supports being offered to our English Learners appear to be working as they showed an increase of 24.1 points.
2. Our Socioeconomically Disadvantaged students increased by 5.1 points.
3. Grades 3-5 continue to utilize the Interim Assessment Blocks and analyze the data received from these assessments as well as classroom assessment data to assess student mastery of standards.

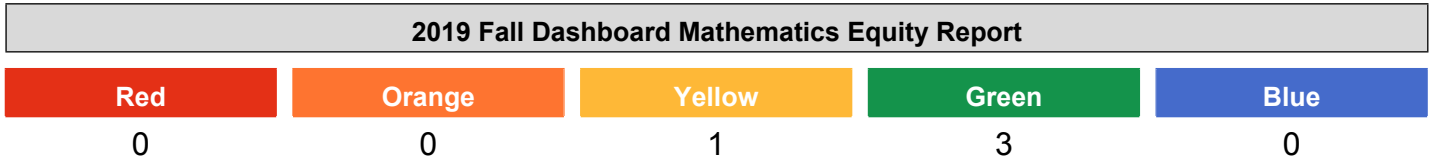
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  <p>Green</p> <p>4.5 points above standard</p> <p>Maintained -2.3 points</p> <p>194</p> | <p>English Learners</p>  <p>Green</p> <p>22.6 points below standard</p> <p>Increased ++4.8 points</p> <p>35</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>10.1 points below standard</p> <p>Maintained ++1.7 points</p> <p>80</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>25.4 points below standard</p> <p>Increased ++4.3 points</p> <p>40</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
| | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 13.9 points below standard Increased ++4.2 points 66 |  No Performance Color 13.2 points above standard 12 | |  Green 12.5 points above standard Declined -5.3 points 113 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 40.8 points below standard Declined -4.6 points 29 | Less than 11 Students - Data Not Displayed for Privacy 6 | 10.4 points above standard Declined -3.9 points 157 |

Conclusions based on this data:

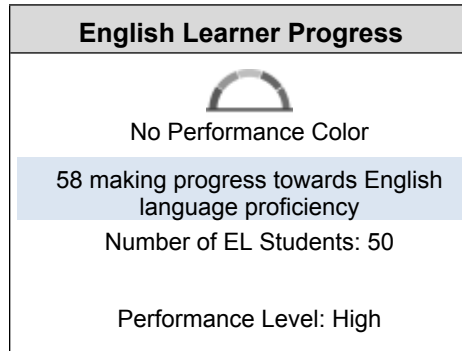
1. Our English Learners increased by 4.8 points.
2. Our Socioeconomically Disadvantaged students maintained. Because they did not make progress, the color changed from green to yellow.
3. Grades 3-5 continue to administer the Interim Comprehensive Math Assessment as well as classroom assessments. They utilize the data from these assessments to assess student mastery of standards and to provide intervention as needed.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 10 | 11 | 6 | 23 |

Conclusions based on this data:

1. Our English Learner students continue to make progress in the English Language proficiency.

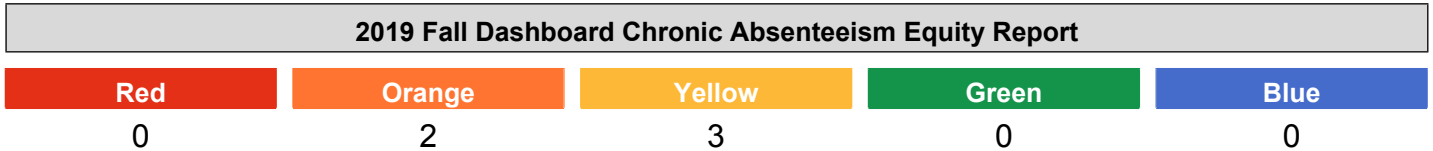
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  <p>Yellow</p> <p>4.3</p> <p>Increased +0.9</p> <p>421</p> | <p>English Learners</p>  <p>Yellow</p> <p>4.7</p> <p>Increased +1.9</p> <p>64</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>6.4</p> <p>Maintained -0.1</p> <p>173</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>8.7</p> <p>Increased +3.8</p> <p>69</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 7.2 Increased +1.9 125 |  No Performance Color 3.8 Maintained -0.3 26 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Yellow 3.1 Increased +1.2 259 |

Conclusions based on this data:

- Green Valley currently has a 3.22% chronic absenteeism rate.
- All students groups either maintained or showed a slight increase in chronic absenteeism.
- Green Valley continues to provide support to all our families to ensure that all students have good attendance.

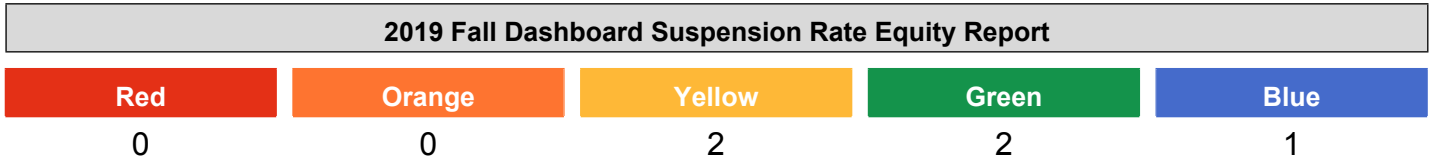
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Yellow 1.2 Maintained -0.2 429 | <p>English Learners</p>  Blue 0 Maintained 0 65 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 10 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 6 | <p>Socioeconomically Disadvantaged</p>  Yellow 2.3 Maintained +0.2 176 | <p>Students with Disabilities</p>  Green 2.8 Declined -3.3 71 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|--|
| | |  No Performance Color Less than 11 Students - Data 6 |  No Performance Color Less than 11 Students - Data 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 0.8 Declined -0.7 128 |  No Performance Color 3.8 Maintained -0.2 26 |  No Performance Color Less than 11 Students - Data 1 |  Yellow 1.1 Maintained 0 264 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1.3 | 1.2 |

Conclusions based on this data:

1. The number of suspensions at Green Valley maintained or declined in all subgroups.
2. Green Valley Elementary continuously evaluates the effectiveness of our programs and implements supports to ensure the safety of all our students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------------------|---|---|
| Smarter Balanced Assessment Results | School-wide Smarter Balanced Assessment data revealed that 56.65% of students in grades 3-5 met or exceeded the standards for English Language Arts and 52.94% of students in grades 3-5 met or exceeded the standards in Math | During the 2019-2020 school year the percentage of students meeting / exceeding standards will increase by 5% in English Language Arts and by 7% in Math. |
| District Benchmark Assessment Results | Kindergarten- Dibels data showed that 59% of our Kindergarten students met the benchmark for NWF (Nonsense Word Fluency) and 29% of our English Learner students met the benchmark. In the area of Phoneme Segmentation 76% of students met the benchmark and 57% of our English Learners met the benchmark. First Grade- In 1st grade, 39% of the students met the benchmark for Nonsense Word Fluency, 64% met the benchmark for Whole Words Read and 58% met the Oral Reading Fluency Benchmark and 58% of students met the accuracy benchmark. Our English Learners scored lower on these benchmark assessments. | By the end of the 2019-2020 school year, student proficiency will increase on all Dibels benchmark assessments by 5% for all grade levels. |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|---|
| | <p>Second Grade- 81% of our second grade students met the Dibels Oral Reading Fluency Benchmark and 33% of our English Learners met the fluency benchmark. 84% of students met the accuracy benchmark and 33% of our English Learners met the accuracy benchmark. In Math, 84% of second grade students scored 80% or higher on the Go Math End of Year Assessment.</p> <p>Third Grade- 67% of all students met the Dibels Oral Reading Fluency Benchmark and 53% of our English Learners met the benchmark. 73% of all students met the accuracy benchmark and 60% of our English Learners met the benchmark.</p> <p>Fourth Grade- 79% of all students met the Dibels Oral Reading Fluency Benchmark and 71% of our English Learners met the benchmark. 91% of all students met the accuracy benchmark and 86% of our English Learners met the benchmark.</p> <p>Fifth Grade- 81% of all students met the Dibels Oral Reading Fluency Benchmark and 67% of our English Learners met the benchmark. 78% of all students met the accuracy benchmark and 67% of our English Learners met the benchmark.</p> | |
| Student Reading Inventory (SRI) Lexile Scores | <p>Second Grade: 69 % of all 2nd grade students' Lexile is within the grade level band (450-790)</p> <p>Third Grade: 56% of all 3rd grade students' Lexile is within the grade level band (620-790)</p> <p>Fourth Grade: 49% of all 4th grade students' Lexile is within the grade level band (790-875)</p> <p>Fifth Grade: 67% of all 5th grade students' Lexile is within the grade level band (875-980)</p> | By the end of the 2019-2020 school year the number of students whose lexile is within the grade level range will increase by 5% |
| Interim Comprehensive Assessment- Math | Will be administered in February 2020 to establish a baseline | Administered in February 2020 to establish a baseline |

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

Green Valley Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1000.00 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | NGSS Science Materials |
| Amount | 8000.00 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Subs for teacher release time for trimester assessments |

Strategy/Activity 2

Improvement of instructional strategies and materials:

Green Valley Elementary School will utilize proven instructional methods including, but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes. Limited before and after school tutoring is provided for students that need support in ELA and Math. The ELPAC assessment will be administered annually to English Learners to determine mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2688.00 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Glad Training- 8 sub days for 2 teachers |
| Amount | 3700.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | GLAD Training |
| Amount | 29000.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Kindergarten Classroom Paraeducators- 2 hours daily for 3 classrooms |
| Amount | 4500.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Transitional Kindergarten Classroom Paraeducator- one hour per day for one class |
| Source | District Funded |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | ESGI License for Kindergarten teachers |

Strategy/Activity 3

Extended Learning Time, Opportunities and Support Services

Green Valley Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Second thru fifth grade students have the opportunity to be part of our

school choir, 3rd grade students will learn to play the recorder and 4th/5th grade students have the opportunity to participate in band. All students will receive six weeks of dance instruction with a schoolwide dance performance in the Spring. Extracurricular learning opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E. Map Contest, and Yearbook club for 5th grade students. We have a part time reading intervention teacher who provides support to students. Our intervention program runs three days a week. We have seven paraeducators who provide 40 minutes of support to grades 1-5 under the supervision of the Intervention teacher. All classes visit the library weekly. Primary students hear a story and upper grade students listen to stories as well as have mini lessons on research etc. All students have a weekly opportunity to check out library books. Students participate in the Reading Counts program to improve their reading lexiles. The librarian tracks the number of words read by students. We celebrate words read each trimester with grade level assemblies. We also set a school wide word goal and celebrate with a Reading Carnival at the end of the year when we meet our goal. In February, the school celebrates "I Love Reading Week" to promote literacy. Green Valley also participates in the Six Flags Read to Succeed Reading Challenge.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 25000.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Intervention Aides |
| Amount | 4000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Dance Instruction TK-5 |
| Amount | 4450.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Coaching Stipends (Volleyball, Cross Country, Basketball) and Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl |
| Amount | 1050.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Choir Teacher Stipend |

| | |
|-------------------------|--|
| Amount | 21000.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Para Educators for Intervention Support Grades 1-5 |
| Amount | 5000.00 |
| Source | Site Formula Funds |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Reading Counts Carnival, Prizes Reading Rewards, PBIS incentives, wheel prizes |
| Amount | 3935.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Reflex Math and Read Live Licenses |
| Amount | 4000.00 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | ST Math |
| Amount | 1200.00 |
| Source | PTO |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | STEAM Arcade Assembly |
| Amount | 35000.00 |
| Source | Title I |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Part time Intervention Teacher |

Strategy/Activity 4

Staff Development and Professional Collaboration

Green Valley Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. We will continue training and implementation of PBIS Tiers 1 and 2.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1512.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Tier 2 PBIS training subs for 3 teachers x 3 days |
| Amount | 1930.00 |
| Source | Title I |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Math Consultant- Jenny Maguire- 2 days of professional development for all teachers |
| Amount | 3100.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Subs for Jenny Maguire Math training |
| Amount | 3100.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | One day release time for grade level planning (1/2 day GLAD, 1/2 day Math) |
| Amount | 1680.00 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Sub cost for Step up to Writing refresher training grades 2-5. (10 teachers) |
| Amount | 750.00 |
| Source | Title I |

| | |
|-------------------------|--|
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Registration cost for 10 teacher for Step Up to Writing refresher training |
| Amount | 2300.00 |
| Source | Title I |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Math Conference for one teacher and administrator (registration and hotel costs) |

Strategy/Activity 5

Involvement of Staff, Parents and Community

Green Valley Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in our site English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus. We will continue to offer the Raising Reader Program in partnership with the Community Hub for children ages 0-5 and their families.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------|---|---|
| California Healthy Kids Survey | The California Healthy Kids Survey was administered to 5th grade students during the 2019-20 school year. The survey indicated that 85% of students feel safe at school most or all of the time. No students responded they never feel safe. 80% of the students surveyed reported that teachers and other grown ups at school tell them when they do a good job and that 87% listen to them when they have something to say. No students reports never for these two areas. Only 44% of students responded yes all or most of the time to question, When you need help, do you find someone to talk with about it? Although 95% responded that they know where to go for help with a problem. 93% of students surveyed responded yes most or all of the time that the school teaches students to care about each other and treat each other with respect | For the 2020-2021 school year, the goal is for the following: Students feeling safe will increase by 5% to 90% most or all of the time. The number of students responding all or most of the time to being acknowledged for doing a good job will increase by 5% to 85%. The number of students who will find someone to talk with when they need help will increase by 6% to at least 50% |
| LCAP Survey | The 2019 Parent LCAP Survey Results indicate the families feel their is a strong climate and positive | Communicating to parents and our community via newsletters, social media and text messages that safety |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| | culture at Green Valley. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students to they know what to do in the event of an emergency. Green Valley Elementary has assured our community that emergency preparedness drills are conducted and emergency procedures are in place for staff and students. | is our priority. All decisions are made with student safety being a top priority. We expect that parents will feel more comfortable regarding the safety of their child while at school. |
| Aeries Discipline and Attendance Report | According to Aeries reports, Green Valley Elementary's average suspension rate for the 2018-2019 school year was 1.24% . The average attendance rate for 2018-2019 was 96.78% | The suspension rate will decrease to 1% and the average attendance rate will increase to 97% for the 2019-2020 school year. |

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

Green Valley Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan..

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--------------------|
| Amount | 250.00 |
| Source | Site Formula Funds |
| Budget Reference | 0000: Unrestricted |

Description

Red Ribbon Week Activities

Strategy/Activity 2

School Climate and Community Building:

Green Valley Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavior Interventions and Supports (PBIS) framework is being used to create systems that explicitly teach students expected and appropriate behaviors for all locations of our school. The school’s PBIS team has developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Calm Zones and other areas will be established on campus as de-escalation zones where children can go to feel safe. Monthly assemblies will be held to recognize students with outstanding citizenship. Our school counselors will be available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and character development. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 0 |
| Source | None Specified |
| Budget Reference | None Specified |
| Description | Dental Puppet Show Assembly |
| Amount | 500.00 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Gator Way Incentives (PBIS) |
| Amount | 500.00 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Books and Resources for Counseling Center |
| Amount | 500.00 |
| Source | Site Formula Funds |

| | |
|-------------------------|-------------------------------|
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Recess Equipment |

Strategy/Activity 3

Staff Collaboration and Professional Development:

Green Valley Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices (TIPS), Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Bridges out of Poverty, Alternative Discipline, Restorative Practices, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and to develop and/or refine systems that improve school culture. Teachers will attend Verbal Deescalation Training provided by El Dorado County Office of Education.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1500.00 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | SEL Conference |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| FIT Report (Facilities Inspection Tool) | The overall rating from the FIT report was poor. | Our rating will increase to fair. |
| Williams Act/Uniform Complaints | No Williams Act/Uniform Complaints were received during the 2017-2018 school year. | If received during the 2019-2020 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected. |
| Green Valley Staff Survey | The staff report high feelings of support from administration, and each other but have concerns regarding the changing needs of our students. | As we continue to implement PBIS and professional development surrounding SEL and Trauma Informed Practices, staff will feel more comfortable meeting student needs. |

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration and Professional Development:

Green Valley Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non instructional personnel will also be

included in trainings pertaining to Social Emotional Learning, Trauma Informed Practices, Positive Behavior Interventions and Supports, and elements of Restorative Justice.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities and Technology Infrastructure:

Green Valley Elementary School will provide facilities, technology, furniture and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance Personnel. We will engage in school beautification projects with the support of our PTO and our student leadership team.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/19-06/30/20

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 300.00 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Paint for US Map on blacktop |
| Amount | 10000.00 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Installation of new sound system in the Plumb Center |
| Amount | 5000.00 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Curtains for stage |

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Green Valley Elementary will provide quality educational services to maximize academic achievement for all individual students and student groups.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------------------------|--|--|
| Smarter Balanced Assessment Results | During the 2018-2019 school year, 67% of students in grades 3-5 will meet or exceed the standards for English Language Arts and 60% will meet or exceed the standards in Math. | School-wide Smarter Balanced Assessment data revealed that 63.91% of students in grades 3-5 met or exceeded the standards for English Language Arts and 57.35% of students in grades 3-5 met or exceeded the standards in Math |
| District Benchmark Assessment Results | <p>By the end of the 2018-2019 school year, 60% of our Kindergarten students will meet the end of year benchmark for Nonsense Word Fluency and 62% of our students will meet the benchmark for Phoneme Segmentation.</p> <p>By the end of the 2018-2019 school year, 62% of 1st grade students will meet the benchmark for Nonsense Word Fluency, Whole Words Read and the Oral Reading Fluency benchmark. 80% of the students will score 80% or higher on the end of year math Go Math assessment.</p> <p>By the end of the 2018-2019 school year, 72% of 2nd grade students will meet the end of year benchmark for fluency. 80% of the students will score 80% or higher on the end of year Go Math assessment.</p> <p>By the end of the 2018-2019 school year, 72% of 3rd grade students will meet the end of year benchmark for fluency. 80% of students will score 80% or higher on the end of year Go Math assessment.</p> <p>By the end of the 2018-2019 school year, 75% of 4th grade students will meet the end of year benchmark for fluency. 50% of students will score 80% or higher on the end of year Go Math assessment.</p> | <p>Kindergarten- Dibels data showed that 59% of our Kindergarten students met the benchmark for NWF (Nonsense Word Fluency) and 29% of our English Learner students met the benchmark. In the area of Phoneme Segmentation 76% of students met the benchmark and 57% of our English Learners met the benchmark.</p> <p>First Grade- In 1st grade, 39% of the students met the benchmark for Nonsense Word Fluency, 64% met the benchmark for Whole Words Read and 58% met the Oral Reading Fluency Benchmark and 58% of students met the accuracy benchmark. Our English Learners scored lower on these benchmark assessments.</p> <p>Second Grade- 81% of our second grade students met the Dibels Oral Reading Fluency Benchmark and 33% of our English Learners met the fluency benchmark. 84% of students met the accuracy benchmark and 33% of our English Learners met the accuracy benchmark. In Math, 84% of second grade students scored 80% or higher on the Go Math End of Year Assessment.</p> <p>Third Grade- 67% of all students met the Dibels Oral Reading Fluency Benchmark and 53% of our English Learners met the benchmark. 73% of all students met the accuracy</p> |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|--|
| | <p>By the end of the 2018-2019 school year, 80% of 5th grade students will meet the end of year benchmark for fluency. 40% of students will score 80% or higher on the end of year Go Math</p> | <p>benchmark and 60% of our English Learners met the benchmark.</p> <p>Fourth Grade- 79% of all students met the Dibels Oral Reading Fluency Benchmark and 71% of our English Learners met the benchmark. 91% of all students met the accuracy benchmark and 86% of our English Learners met the benchmark.</p> <p>Fifth Grade- 81% of all students met the Dibels Oral Reading Fluency Benchmark and 67% of our English Learners met the benchmark. 78% of all students met the accuracy benchmark and 67% of our English Learners met the benchmark.</p> |
| <p>Student Reading Inventory (SRI) Lexile Scores</p> | <p>By the end of the 2018-2019 school year:</p> <p>Second grade: 52% of all second grade students will achieve a Lexile score within the grade level band.</p> <p>Third Grade: 53% of all third grade students will achieve a Lexile score within the grade level band.</p> <p>Fourth Grade: 64% of all fourth grade students will achieve a Lexile score within the grade level band.</p> <p>Fifth Grade: 63% of all fifth grade students will achieve a Lexile score within the grade level band.</p> | <p>Second Grade: 69 % of all 2nd grade students' Lexile is within the grade level band (450-790)</p> <p>Third Grade: 56% of all 3rd grade students' Lexile is within the grade level band (620-790)</p> <p>Fourth Grade: 49% of all 4th grade students' Lexile is within the grade level band (790-875)</p> <p>Fifth Grade: 67% of all 5th grade students' Lexile is within the grade level band (875-980)</p> |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|--|
| <p>Alignment of Instruction with Content Standards:</p> <p>Green Valley Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as</p> | <p>Alignment of Instruction with Content Standards:</p> <p>Green Valley Elementary School will utilized district adopted, standards-aligned language arts and math curriculum, and California Standards instruction was supplemented with a variety of resources as</p> | <p>Science Experiment Materials 4000-4999: Books And Supplies Site Formula Funds 500.00</p> <p>Trimester Assessment Subs 1000-1999: Certificated Personnel Salaries District Funded 8500.00</p> | <p>Science Experiment Materials 4000-4999: Books And Supplies Site Formula Funds 732.58</p> <p>Trimester Assessment 1000-1999: Certificated Personnel Salaries District Funded 6748.47</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p> | <p>needed. Students continued to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students participated in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students improved their writing skills through this program. Teachers implemented the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p> | | |
| <p>Improvement of instructional strategies and materials:</p> <p>Green Valley Elementary School will utilize proven instructional methods including, but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing</p> | <p>Improvement of instructional strategies and materials:</p> <p>Green Valley Elementary School utilized proven instructional methods including, but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language Strategies. Frequent formative assessment were used to identify students in need of academic intervention, and such supports were provided using materials shown to be effective in addressing academic</p> | <p>Glad Training- 8 sub days for 1 teacher 1000-1999: Certificated Personnel Salaries Title I 1360.00</p> <p>Glad Training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1850.00</p> <p>Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF</p> <p>Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF</p> <p>ESGI Licenses 4000-4999: Books And Supplies District Funded</p> | <p>Glad Training- 8 days for 1 teacher 1000-1999: Certificated Personnel Salaries Title I 1344.00</p> <p>Glad Training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 1850.00</p> <p>Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF</p> <p>Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF</p> <p>ESGI Licenses 4000-4999: Books And Supplies District Funded</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| <p>academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes. Limited before and after school tutoring is provided for students that need support in ELA and Math. The ELPAC assessment will be administered annually to English Learners to determine mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p> | <p>deficits and providing differentiated support for students performing at an advanced level. Paraeducator support was provided to all classes. We did not provided before and after school tutoring. The ELPAC assessment was administered to English Learners to determine mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, were used to further engage students and extend students' ability to access content and demonstrate understanding.</p> | <p>Intervention Aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 29924.00</p> <p>Title Paraeducators- Grades 1-5 2000-2999: Classified Personnel Salaries Title I 10658.00</p> | <p>Intervention Aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 23608.00</p> <p>Title paraeducators- Grades 1-5 2000-2999: Classified Personnel Salaries Title I 9062.10</p> |
| <p>Extended Learning Time, Opportunities and Support Services</p> <p>Green Valley Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Second thru fifth grade students have the opportunity to be part of our school choir, 3rd</p> | <p>Extended Learning Time, Opportunities and Support Services</p> <p>Green Valley Elementary School provided extended learning time and increased educational opportunities for students. Such opportunities included access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, further enhanced students' learning. Second thru fifth grade students had the opportunity to be part of our school choir, 3rd grade students learned to</p> | <p>Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 42000.00</p> <p>Dance Instruction 5000-5999: Services And Other Operating Expenditures Donations 2500.00</p> <p>Dance Instruction 5000-5999: Services And Other Operating Expenditures PTO 2000.00</p> <p>Coaching Stipends and Registration Fees (volleyball, CC, basketball, Spelling Bee, Oral Interpretation, Nature Bowl) 1000-1999: Certificated Personnel Salaries Site Formula Funds 4450.00</p> | <p>Reading Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 29496.00</p> <p>Dance Instruction 5000-5999: Services And Other Operating Expenditures Donations 2500.00</p> <p>Dance Instruction 5000-5999: Services And Other Operating Expenditures PTO 2000.00</p> <p>Coaching Stipends (volleyball, CC, basketball, Spelling Bee, Oral Interpretation, Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 2650.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>grade students will learn to play the recorder and 4th/5th grade students have the opportunity to participate in band. All students will receive six weeks of dance instruction with a schoolwide dance performance in the Spring. Extracurricular learning opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, and Yearbook club for 5th grade students. We have a part time reading intervention teacher who provides support to struggling readers in K-3. All classes visit the library weekly. Primary students hear a story and upper grade students have mini lessons on research etc. All students have a weekly opportunity to check out library books. Students participate in the Reading Counts program to improve their reading lexiles. The librarian tracks the number of words read by students. We celebrate words read each trimester with grade level assemblies. We also set a school wide word goal and celebrate with a Reading Carnival at the end of the year when we meet our goal. In February, the school celebrates "I Love Reading Week" to promote literacy. Green Valley also participates in the Six Flags Read to Succeed Reading Challenge.</p> | <p>play the recorder and 4th/5th grade students had the opportunity to participate in band. All students received six weeks of dance instruction with a schoolwide dance performance in the Spring. Extracurricular learning opportunities included: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, and Yearbook club for 5th grade students. A part time reading intervention teacher provided support to struggling readers in K-3. All classes visited the library weekly. All students had a weekly opportunity to check out library books. Students participated in the Reading Counts program to improve their reading lexiles. The librarian tracked the number of words read by students. We celebrated words read each trimester with grade level assemblies. We achieved our school wide word goal and celebrated with a Reading Carnival at the end of the year. In February, we celebrated "I Love Reading Week" to promote literacy. We also participated in the Six Flags Read to Succeed Reading Challenge.</p> | <p>Choir Teacher 1000-1999: Certificated Personnel Salaries PTO 1050.00</p> <p>Reading Counts Carnival / PBIS incentives/ wheel prizes 4000-4999: Books And Supplies Donations 4000.00</p> <p>Reflex Math 5000-5999: Services And Other Operating Expenditures Title I 2965.50</p> <p>ST Math 5000-5999: Services And Other Operating Expenditures Title I 4000.00</p> <p>Read Live Licenses 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 950.00</p> <p>Bilingual Para Educators 2000-2999: Classified Personnel Salaries Title I 74847.00</p> | <p>Choir Teacher 1000-1999: Certificated Personnel Salaries PTO 1050.00</p> <p>Reading Counts Carnival / PBIS incentives/ wheel prizes 4000-4999: Books And Supplies Donations 4096.74</p> <p>Reflex Math 5000-5999: Services And Other Operating Expenditures Title I 2965.50</p> <p>ST Math- Mind Institute 5000-5999: Services And Other Operating Expenditures Title I 4000.00</p> <p>Read Live Licenses 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 950.00</p> <p>Bilingual Para Educators 2000-2999: Classified Personnel Salaries Title I 63943.28</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>Staff Development and Professional Collaboration</p> <p>Green Valley Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. We will continue training and implementation of PBIS Tiers 1 and 2.</p> | <p>Staff Development and Professional Collaboration</p> <p>Green Valley Elementary School staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, received up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provided increased opportunities for professional development and communities of practice. "Early Release Wednesdays" enabled professional collaboration among grade levels and ensured that staff had the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. We continued training and implementing PBIS Tiers 1 and 2.</p> | <p>Tier 2 Plus PBIS Training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 4000.00</p> <p>Substitute Cost for 4 subs x 4 days of training 1000-1999: Certificated Personnel Salaries Title I 2800.00</p> <p>2 days release time for GLAD/ Grade level planning 1000-1999: Certificated Personnel Salaries Title I 6200.00</p> <p>Professional Development Trainings 5000-5999: Services And Other Operating Expenditures Title I 1000.00</p> <p>Sub Costs for Professional Development Trainings 1000-1999: Certificated Personnel Salaries Title I 1000.00</p> | <p>Tier 2 Plus PBIS Training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 5500.00</p> <p>Substitute Cost for 4 subs x 4 days of training 1000-1999: Certificated Personnel Salaries Title I 2688.00</p> <p>2 days release time for GLAD/ Grade level planning 1000-1999: Certificated Personnel Salaries Title I 6048.00</p> <p>Professional Development Trainings 5000-5999: Services And Other Operating Expenditures Title I 775.00</p> <p>Sub Costs for Professional Development Trainings 1000-1999: Certificated Personnel Salaries Title I 840.00</p> |
| <p>Involvement of Staff, Parents and Community</p> <p>Green Valley Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the</p> | <p>Involvement of Staff, Parents and Community</p> <p>Parents and staff had the opportunity to participate on the School Site Council and were part of the decision making process. Additionally, all teachers, classified employees, parents, and</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in our site English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus. We will continue to offer the Raising Reader Program in partnership with the Community Hub for children ages 0-5 and their families.</p> | <p>a diverse group of students had the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners were invited to participate in our site English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders were informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school worked closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus. We continued to offer the Raising Reader Program in partnership with the Community Hub for children ages 0-5 and their families.</p> | | |

Analysis

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

Academic and Intervention Programs strategies and programs were implemented well at Green Valley School. Standards were taught and supports were provided to offer differentiation strategies to students that either needed to be challenged or who were in need of intervention. Staff received professional development and collaboration planning time to continue developing instructional practices to meet student needs. Communication was provided frequently amongst staff and members of the community regarding student achievement, academic timelines and school activities and events.

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

Our Intervention Program was effective in meeting our students wide range of needs. Students in grades 1-5 were able to receive small group instruction 3 times per week during their grade level intervention block. This allows for students to receive instructed targeted to their individual needs. Our SBAC scores demonstrate that we need to continue providing intervention especially in the area of Math which will be a focus area for the 2019-2020 school year. Math Professional Development will be provided to all teachers as part of the Math focus. Student Success Teams meetings are held monthly to assist students and families who need accomodations and supports to meet grade level standards or for behavior intervention support.

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

The actual expenditure for our Title I Reading Intervention Teacher was significantly less (\$12504.00) due to the teacher taking maternity leave and her position was not filled for the remainder of the year. The expenditure for our intervention paraeducators was also less due to the resignation of a paraeducator so the position was vacant for a length of time before being filled. When it was filled, the salary was less than that of the person who had vacated the position.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will be focusing on Math for the 2019-2020 school year. This is due to the metric results and outcomes in the area of Math. These changes will seen in the allotment of funds to math professional development and training.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| California Healthy Kids Survey | <p>For the 2018-2019 school year, the goal is for the following:</p> <p>Students feeling safe will increase by 5% to 90% most or all of the time.</p> <p>Students feel proud to be part of Green Valley Elementary School will increase by 5% to 87% responding most or all of the time.</p> <p>Students feeling they are treated fairly by teachers will increase by 5% to 92% of students responding most or all of the time.</p> <p>Students feeling that adults make an effort to get to know them will increase by 5% to 62% and no students will respond never.</p> | <p>The results of the most recent survey showed:</p> <p>85% of students answering the survey said they feel safe most or all of the time. There were No students who responded they never feel safe.</p> <p>79% of students responded that they feel proud to be part of their school most or all of the time.</p> <p>98% of students responded that they are treated fairly by their teachers at school most or all of the time. No students responded never.</p> <p>73% of students responded that adults in school make an effort to get to know them.</p> |
| LCAP Survey | <p>Communicating to parents and our community via newsletters, social media and text messages that safety is our priority. All decisions are made with student safety being a top priority. We expect that parents will feel more comfortable regarding the safety of their child while at school.</p> | |
| Aeries Discipline and Attendance Report | <p>The suspension rate will decrease to 1% and the average attendance rate will increase to 97% for the 2018-2019 school year.</p> | <p>The suspension rate was 1.24% for the 2018-2019 year, and the average attendance was 96.31% for the 2018-2019 school year.</p> |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>School Safety:</p> <p>Green Valley Elementary School will work to ensure</p> | <p>School Safety:</p> <p>Green Valley Elementary School worked to ensure</p> | <p>Red Ribbon Week Activities 0000: Unrestricted Site Formula Funds 250.00</p> | <p>Red Ribbon Week Activities 0000: Unrestricted Site Formula Funds 250.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan..</p> | <p>that all students and staff were safe on campus. All employees and students regularly participated in emergency preparedness drills and the staff became proficient with the use of the Catapult Emergency Response System. Students were provided with lessons on digital citizenship and online safety. All students participated in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 received sexual health education as prescribed by law. All staff was appropriately trained in Child Abuse Mandated Reporter requirements, and processes are in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports was used to determine additional areas to improve safety and the School Site Safety Team worked with stakeholders to develop an annual Comprehensive Safety Plan.</p> | | |
| <p>School Climate and Community Building:</p> <p>Green Valley Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The</p> | <p>Green Valley Elementary School worked to ensure that all students felt connected to school and that their social, emotional, and behavioral needs were met. The Positive Behavior Interventions and Supports (PBIS)</p> | <p>Power of One Anti bullying assembly 5000-5999: Services And Other Operating Expenditures Site Formula Funds 900.00</p> <p>Phil Tulga Assembly 5000-5999: Services And Other Operating</p> | <p>Power of One Anti bullying assembly 5000-5999: Services And Other Operating Expenditures Site Formula Funds 900.00</p> <p>Phil Tulga Assembly 5000-5999: Services And Other Operating</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>Positive Behavior Interventions and Supports (PBIS) framework is being used to create systems that explicitly teach students expected and appropriate behaviors for all locations of our school. The school's PBIS team has developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Calm Zones and other areas will be established on campus as de-escalation zones where children can go to feel safe. Monthly assemblies will be held to recognize students with outstanding citizenship. Our school counselor will be available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and character development. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.</p> | <p>framework is was used to create systems that explicitly teach students expected and appropriate behaviors for all locations of our school. The school's PBIS team has developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices are used to help calm and re-set students who are overwhelmed or over stimulated. Calm Zones and other areas were established on campus as de-escalation zones where children go to feel safe. Monthly assemblies were held to recognize students with outstanding citizenship. Our school counselor was available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction were provided. School assemblies celebrated student achievement and character development. The California Healthy Kids Survey was administered to students in 5th grade, and the results were analyzed by the site leadership team to determine additional areas for growth.</p> | <p>Expenditures Title I 362.50</p> | <p>Expenditures Title I 362.50</p> |
| | | <p>Calm Zone Materials 4000-4999: Books And Supplies Donations 2550.00</p> | <p>Calm Zone Materials 4000-4999: Books And Supplies Donations 2432.58</p> |
| <p>Staff Collaboration and Professional Development:</p> | <p>Staff Collaboration and Professional Development:</p> | <p>SEL Conference for Adminstrator, Counselor and 2 teachers District Funded</p> | <p>SEL Conference for Adminstrator, Counselor and 2 teachers District Funded</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| <p>Green Valley Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices (TIPS), Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Bridges out of Poverty, Alternative Discipline, Restorative Practices, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and to develop and/or refine systems that improve school culture. Teachers will attend Verbal Deescalation Training provided by El Dorado County Office of Education.</p> | <p>Green Valley Elementary School provided teachers and classified support staff with professional development to continually improve school climate. Topics included Social Emotional Learning (SEL), Trauma Informed Practices (TIPS), Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Bridges out of Poverty, Alternative Discipline, Restorative Practices, and Growth Mindset. Time was provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and to develop and/or refine systems that improve school culture. Teachers attended Verbal Deescalation Training provided by El Dorado County Office of Education.</p> | | |

Analysis

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

Green Valley staff worked diligently to implement Social Emotional Learning, This was both a district and site focus throughout the year. Our counselor worked to incorporate SEL strategies into his guidance lessons. Teachers received training to support students with SEL needs. The majority of the strategies were implemented with a few minor adjustments.

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

While the strategies were effective, there is still a need for more training and professional development in this area. As a school we will continue to implement PBIS and other SEL strategies to meet the needs of our students.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no specific changes- just continued professional development in this area.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|--|--|
| FIT Report (Facilities Inspection Tool) | Our rating will increase to fair. | The rating did not increase. The restrooms were rated as fair. Interior surfaces such as floors and cabinets, and the portables were rated as poor. |
| Williams Act / Uniform Complaints | If received during the 2019-2020 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected. | No Williams Act/Uniform Complaints were received during the 2018-2019 school year. |
| Green Valley Staff Survey | As we continue to implement PBIS and professional development surrounding SEL and Trauma Informed Practices, staff will feel more comfortable meeting student needs. | There are still some concerns surrounding SEL and Trauma Informed Practices however staff are feeling more comfortable and continue to seek and receive additional training. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>Staff Collaboration and Professional Development:</p> <p>Green Valley Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non instructional personnel will also be included in trainings pertaining to</p> | <p>Staff Collaboration and Professional Development:</p> <p>Green Valley Elementary School provided non-instructional staff including secretaries and custodians with support and opportunities for job related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non instructional personnel were also be included in trainings pertaining to</p> | <p>Classified Trainings (secretary, custodial and health office) 2000-2999: Classified Personnel Salaries District Funded</p> | <p>Classified Trainings (secretary, custodial and health office) 2000-2999: Classified Personnel Salaries District Funded</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| Social Emotional Learning, Trauma Informed Practices, Positive Behavior Interventions and Supports, and elements of Restorative Justice. | Social Emotional Learning, Trauma Informed Practices, Positive Behavior Interventions and Supports, and elements of Restorative Justice. | | |
| <p>Facilities and Technology Infrastructure:</p> <p>Green Valley Elementary School will provide facilities, technology, furniture and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance Personnel. We will engage in school beautification projects with the support of our PTO and our student leadership team.</p> | <p>Facilities and Technology Infrastructure:</p> <p>Green Valley Elementary School provided facilities, technology, furniture and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, used the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary were communicated to RUSD Maintenance Personnel. We engaged in school beautification projects with the support of our PTO and our student leadership team.</p> | | |

Analysis

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

Training was provided to the custodial staff and secretaries that focused on job related duties.

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

Training is ongoing for our staff.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Our school is in need of some beautification projects. Our garden needs to be revived and many areas of our campus could use painting.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 97428.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 186,445.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---|---------------|
| District Funded | 10,688.00 |
| Donations | 15,500.00 |
| LCFF - Supplemental | 67,647.00 |
| None Specified | 0.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 5,050.00 |
| PTO | 1,200.00 |
| Site Formula Funds | 12,000.00 |
| Title I | 74,360.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---------------|
| 0000: Unrestricted | 250.00 |
| 1000-1999: Certificated Personnel Salaries | 46,580.00 |
| 2000-2999: Classified Personnel Salaries | 93,500.00 |
| 4000-4999: Books And Supplies | 2,800.00 |
| 5000-5999: Services And Other Operating Expenditures | 38,335.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 4,980.00 |
| None Specified | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| 1000-1999: Certificated Personnel Salaries | District Funded | 10,688.00 |
| 4000-4999: Books And Supplies | Donations | 500.00 |
| 5000-5999: Services And Other Operating Expenditures | Donations | 15,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 1,512.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 58,500.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 7,635.00 |
| None Specified | None Specified | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 1,050.00 |
| 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 4,000.00 |
| 5000-5999: Services And Other Operating Expenditures | PTO | 1,200.00 |
| 0000: Unrestricted | Site Formula Funds | 250.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 4,450.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 2,300.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 28,880.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 35,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 5,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 4,980.00 |

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 3 Parent or Community Members

| Name of Members | Role |
|------------------|----------------------------|
| Michelle Winberg | Principal |
| Karen Genovese | Classroom Teacher |
| Claudia Ray | Classroom Teacher |
| Jolie Hauck | Parent or Community Member |
| Dan Anzini | Parent or Community Member |
| Areesh Ali | Parent or Community Member |
| | Parent or Community Member |
| | Parent or Community Member |

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|--|
| School Name | Jackson Elementary School |
| Address | 2561 Francisco Dr. El Dorado Hills, CA 95762-8201 |
| County-District-School (CDS) Code | 09619786005706 |
| Principal | Michele Williamson |
| District Name | Rescue Union Elementary District |
| SPSA Revision Date | 12/20/19 |
| Schoolsite Council (SSC) Approval Date | |
| Local Board Approval Date | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

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

Jackson Staff Core Values

We will constantly strive to meet the highest standards of honesty and integrity.

We have pride in our students, ourselves, our colleagues, and take ownership of our school.

We treat each other and ourselves with dignity, courtesy, and respect regardless of our position or assignment.

We are responsive to our families and strive to create a caring community as we work to assist each child through support of the family as a whole.

We emphasize the joy in learning by making education a fun, rewarding experience for children.

We continually strive to improve our performance through training, education, and commitment to our profession.

We are sensitive to the emotional and social needs of our students and work to create and encourage a nurturing environment where students are taught strategies to manage their feelings.

School Profile

Jackson School is a TK-5 elementary school which serves a student body of 458 students. Jackson School is located twenty-five miles northeast of Sacramento in the foothills of the Sierra Nevada Mountains. The school campus is surrounded by neighborhood homes and many families walk to school each day. Jackson houses three programs for the El Dorado County Office of Education (EDCOE). These programs include a State Preschool program, an Extended Day program, and the Multiple Abilities class which are housed at the center of our campus. Jackson School is a school with a Visual and Performing Arts emphasis. Children have access to a variety of VAPA programs during the course of their school day, as well as before and after school.

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

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

The educational program is supported by a staff of 21 classroom teachers, including one music teacher, and one PE teacher. Fourth and fifth graders receive 120 minutes of Physical Education each week from a certificated P.E. teacher. Fourth and fifth graders also have the option to participate in Instrumental Band each week with a certificated music teacher. All students receive music instruction once a week in TK-5 classes with a music teacher within their school day. Upper grade students have elective choices each trimester. Class choices include, but are not limited to: dance, leadership, science exploration, technology, robotics, coding, video production, 3-D printing, and world cultures. Students in grades 1-3 have one hour in the computer lab each week to focus on RUSD Technology Standards, Digital Literacy lessons, Keyboarding skills, and Reflex Math. Primary classes have library once a week to build literacy skills and upper grade students have times available to check out books and do research. Students have the opportunity to participate in many enrichment activities which include: Junior Choir, Senior Choir, Junior Jackson Actors Guild, Senior Jackson Actors Guild, Garden Club, Sign Language Club, Nature Bowl, Drum Club, Spelling Bee, Oral Interpretation, volleyball, basketball, and cross-country. In addition, the Community Services District offers a variety of programs after school for children throughout the year in the Ruppel Center .

Academic rigor is a focus in every classroom. Teachers deliver a differentiated curriculum to students based on the specific needs of each student. Small group instruction through the use of K-3 Intervention Aides and Credentialed Volunteers is delivered several times a week to students based on assessment results. In addition, programs such as iXL math are designed and used to support individualized instruction for students, whether it be through acceleration or remediation of grade level concepts. Students use Reading Counts weekly in the Computer Lab and are encouraged to challenge themselves as they work to increase their lexile scores and complete comprehension assessments. All

students in 2nd-5th grade participate in the "Reading Raceway" in the library. Students accumulate words read and move their race car along the speedway in the library. The principal presents monthly reading certificates for "words read" benchmarks in every classroom. Students that reach the Millionaires' Winner's Circle are treated to a ride in the JAG-Y Mobile out to lunch at the "In and Out" restaurant in Folsom. Teachers use district adopted materials including Go Math and the new ELA adoption Benchmark Advance to deliver standards-based instruction. Teachers meet regularly during collaboration time to discuss curriculum implementation, review samples of student work, and to analyze data. Teachers are encouraged to attend staff development workshops through EDCOE on topics of interest. Professional Development this year has centered around Trauma Informed Teaching Practices, Restorative Practices, Step Up to Writing, GLAD, Love & Logic, Math Instruction, and Social-emotional Learning; teachers have received training both at the district level and site level this year on both topics. Every classroom has a Comfort Corner and teachers have received training on how to manage the Comfort Corner with students. The school counselor has used teacher data for the district's SEL Inventory to establish counseling groups and individual counseling sessions for Tier 3 students requiring more intensive support.

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

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | 0.7% | 0.22% | 0.41% | 3 | 1 | 2 |
| African American | 2.2% | 1.74% | 2.07% | 10 | 8 | 10 |
| Asian | 6.1% | 5.42% | 5.39% | 28 | 25 | 26 |
| Filipino | 1.5% | 1.74% | 2.07% | 7 | 8 | 10 |
| Hispanic/Latino | 16.0% | 15.40% | 14.52% | 74 | 71 | 70 |
| Pacific Islander | 1.1% | 0.65% | 0.83% | 5 | 3 | 4 |
| White | 71.1% | 73.32% | 73.24% | 329 | 338 | 353 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 463 | 461 | 482 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Kindergarten | 84 | 88 | 95 |
| Grade 1 | 67 | 72 | 69 |
| Grade 2 | 79 | 65 | 80 |
| Grade3 | 76 | 81 | 69 |
| Grade 4 | 75 | 79 | 84 |
| Grade 5 | 82 | 76 | 85 |
| Total Enrollment | 463 | 461 | 482 |

Conclusions based on this data:

1. Enrollment is currently at 458 students.
2. Student group data has been fairly consistent over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 20 | 17 | 14 | 4.3% | 3.7% | 2.9% |
| Fluent English Proficient (FEP) | 11 | 10 | 9 | 2.4% | 2.2% | 1.9% |
| Reclassified Fluent English Proficient (RFEP) | | | 2 | 0.0% | 0 | 11.8% |

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area. All EL students who took the SBAC in spring of 2019 scored in the met or exceeded bands in both ELA and Math with the exception of one student who is receiving intervention support.
2. Our English Learner Coordinator will continue to provide assistance to our EL students and the staff who instructs them.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 75 | 80 | 67 | 70 | 77 | 67 | 70 | 77 | 67 | 93.3 | 96.3 | 100 |
| Grade 4 | 72 | 84 | 80 | 68 | 79 | 77 | 68 | 79 | 77 | 94.4 | 94 | 96.3 |
| Grade 5 | 79 | 77 | 85 | 77 | 75 | 83 | 77 | 75 | 83 | 97.5 | 97.4 | 97.6 |
| All Grades | 226 | 241 | 232 | 215 | 231 | 227 | 215 | 231 | 227 | 95.1 | 95.9 | 97.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2481. | 2478. | 2487. | 41.43 | 46.75 | 53.73 | 40.00 | 23.38 | 23.88 | 11.43 | 18.18 | 14.93 | 7.14 | 11.69 | 7.46 |
| Grade 4 | 2534. | 2522. | 2521. | 52.94 | 50.63 | 48.05 | 26.47 | 22.78 | 25.97 | 16.18 | 17.72 | 12.99 | 4.41 | 8.86 | 12.99 |
| Grade 5 | 2536. | 2548. | 2571. | 27.27 | 38.67 | 56.63 | 44.16 | 37.33 | 28.92 | 16.88 | 13.33 | 4.82 | 11.69 | 10.67 | 9.64 |
| All Grades | N/A | N/A | N/A | 40.00 | 45.45 | 52.86 | 37.21 | 27.71 | 26.43 | 14.88 | 16.45 | 10.57 | 7.91 | 10.39 | 10.13 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 42.86 | 45.45 | 55.22 | 48.57 | 40.26 | 34.33 | 8.57 | 14.29 | 10.45 |
| Grade 4 | 54.41 | 48.10 | 41.56 | 41.18 | 44.30 | 49.35 | 4.41 | 7.59 | 9.09 |
| Grade 5 | 32.47 | 48.00 | 53.66 | 54.55 | 41.33 | 40.24 | 12.99 | 10.67 | 6.10 |
| All Grades | 42.79 | 47.19 | 50.00 | 48.37 | 41.99 | 41.59 | 8.84 | 10.82 | 8.41 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 41.43 | 40.26 | 46.27 | 50.00 | 48.05 | 44.78 | 8.57 | 11.69 | 8.96 |
| Grade 4 | 48.53 | 40.51 | 32.47 | 45.59 | 50.63 | 62.34 | 5.88 | 8.86 | 5.19 |
| Grade 5 | 42.86 | 45.95 | 47.56 | 48.05 | 43.24 | 41.46 | 9.09 | 10.81 | 10.98 |
| All Grades | 44.19 | 42.17 | 42.04 | 47.91 | 47.39 | 49.56 | 7.91 | 10.43 | 8.41 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 28.57 | 44.16 | 44.78 | 71.43 | 48.05 | 47.76 | 0.00 | 7.79 | 7.46 |
| Grade 4 | 35.29 | 36.71 | 45.45 | 55.88 | 58.23 | 49.35 | 8.82 | 5.06 | 5.19 |
| Grade 5 | 27.27 | 30.67 | 42.68 | 66.23 | 62.67 | 51.22 | 6.49 | 6.67 | 6.10 |
| All Grades | 30.23 | 37.23 | 44.25 | 64.65 | 56.28 | 49.56 | 5.12 | 6.49 | 6.19 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 31.43 | 45.45 | 40.30 | 64.29 | 46.75 | 53.73 | 4.29 | 7.79 | 5.97 |
| Grade 4 | 41.18 | 37.97 | 31.17 | 57.35 | 54.43 | 54.55 | 1.47 | 7.59 | 14.29 |
| Grade 5 | 28.57 | 40.00 | 57.32 | 57.14 | 44.00 | 35.37 | 14.29 | 16.00 | 7.32 |
| All Grades | 33.49 | 41.13 | 43.36 | 59.53 | 48.48 | 47.35 | 6.98 | 10.39 | 9.29 |

Conclusions based on this data:

1. Last year, our ELA scores increased by 8% at 3rd grade, stayed the same at 4th grade, and increased by 10% in 5th grade.
2. This year the fourth grade teachers analyzed ELA data and discovered the lack of growth was due to three students who performed poorly on the test. Upon closer inspection each student had extenuating factors that had an impact on their test scores. These factors were outside of the scope of the school environment. As a whole, we will continue to design targeted instruction to be delivered in small group settings to help students improve student mastery of ELA State Standards.
3. We will continue to work diligently to implement ELA curricular materials and focus on targeted instruction with our students to improve our students' understanding of the grade level concepts in the ELA standards..

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 75 | 80 | 67 | 70 | 77 | 67 | 70 | 77 | 67 | 93.3 | 96.3 | 100 |
| Grade 4 | 72 | 84 | 80 | 67 | 79 | 77 | 67 | 79 | 77 | 93.1 | 94 | 96.3 |
| Grade 5 | 79 | 77 | 85 | 77 | 75 | 83 | 77 | 75 | 83 | 97.5 | 97.4 | 97.6 |
| All Grades | 226 | 241 | 232 | 214 | 231 | 227 | 214 | 231 | 227 | 94.7 | 95.9 | 97.8 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2472. | 2464. | 2483. | 31.43 | 35.06 | 38.81 | 48.57 | 33.77 | 37.31 | 15.71 | 20.78 | 17.91 | 4.29 | 10.39 | 5.97 |
| Grade 4 | 2533. | 2512. | 2513. | 35.82 | 31.65 | 25.97 | 43.28 | 43.04 | 38.96 | 17.91 | 17.72 | 29.87 | 2.99 | 7.59 | 5.19 |
| Grade 5 | 2547. | 2549. | 2548. | 35.06 | 41.33 | 44.58 | 28.57 | 21.33 | 25.30 | 29.87 | 25.33 | 14.46 | 6.49 | 12.00 | 15.66 |
| All Grades | N/A | N/A | N/A | 34.11 | 35.93 | 36.56 | 39.72 | 32.90 | 33.48 | 21.50 | 21.21 | 20.70 | 4.67 | 9.96 | 9.25 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 50.00 | 49.35 | 53.73 | 37.14 | 35.06 | 40.30 | 12.86 | 15.58 | 5.97 | |
| Grade 4 | 58.21 | 50.63 | 41.56 | 32.84 | 34.18 | 44.16 | 8.96 | 15.19 | 14.29 | |
| Grade 5 | 42.86 | 49.33 | 56.63 | 44.16 | 28.00 | 24.10 | 12.99 | 22.67 | 19.28 | |
| All Grades | 50.00 | 49.78 | 50.66 | 38.32 | 32.47 | 35.68 | 11.68 | 17.75 | 13.66 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 48.57 | 37.66 | 46.27 | 40.00 | 51.95 | 44.78 | 11.43 | 10.39 | 8.96 |
| Grade 4 | 43.28 | 36.71 | 31.17 | 47.76 | 44.30 | 58.44 | 8.96 | 18.99 | 10.39 |
| Grade 5 | 29.87 | 40.00 | 31.33 | 58.44 | 41.33 | 53.01 | 11.69 | 18.67 | 15.66 |
| All Grades | 40.19 | 38.10 | 35.68 | 49.07 | 45.89 | 52.42 | 10.75 | 16.02 | 11.89 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 41.43 | 40.26 | 52.24 | 52.86 | 48.05 | 38.81 | 5.71 | 11.69 | 8.96 |
| Grade 4 | 53.73 | 44.30 | 42.86 | 40.30 | 45.57 | 46.75 | 5.97 | 10.13 | 10.39 |
| Grade 5 | 31.17 | 33.33 | 37.35 | 55.84 | 52.00 | 48.19 | 12.99 | 14.67 | 14.46 |
| All Grades | 41.59 | 39.39 | 43.61 | 50.00 | 48.48 | 44.93 | 8.41 | 12.12 | 11.45 |

Conclusions based on this data:

1. There was an increase of 7% in 3rd grade math scores. There was a decrease of 9% in 4th grade math scores and an increase of 8% in 5th grade math scores. The decrease at 4th grade was largely influenced by three students in one classroom who struggled to demonstrate their learning on the test. Upon closer inspection these three students had extenuating circumstances that had an impact on their ability to perform on the test.
2. The aforementioned dip was addressed by examining data and focusing on assisting specific students for the upcoming year. Math is a continued area of focus for our school this year. We have used the 4R's process to develop action plans in mathematics at every grade level. We are working with math consultant Jenny Maguire to improve instructional strategies and build a stronger mathematical reasoning foundation in our students. We have begun devoting more time integrating math into the curriculum in other subject areas. We have a devoted math block each day, with fifth grade having a 90 minute block each day. We will continue to give students repeated experiences using technology (Chromebooks and computer lab) to solve math problems and to demonstrate their understanding of the math standards in the classroom as well as the computer lab. We will continue the use of iXL Math, Reflex Math, and Interim SBAC assessments to help students become comfortable with this format for assessing their learning.
3. We will continue to use multiple measures to assess student learning and provide targeted instruction to ensure that students move from the "Not Met" and "Nearly Met" bands to the "Met" and "Exceeded Standard" bands on the SBAC assessment.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | * | * | * | * | * | * | * | * |
| Grade 1 | * | * | * | * | * | * | * | * |
| Grade 2 | * | * | * | * | * | * | * | * |
| Grade 3 | | * | | * | | * | | * |
| Grade 4 | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * |
| Grade 6 | | * | | * | | * | | * |
| All Grades | | | | | | | 16 | 15 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | | * | | * | * | * |
| 2 | * | * | * | * | | * | | * | * | * |
| 5 | * | * | * | * | | * | | * | * | * |
| All Grades | * | 33.33 | * | 40.00 | | 0.00 | | 26.67 | 16 | 15 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | 100.00 | 33.33 | | 40.00 | | 6.67 | | 20.00 | 16 | 15 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | | * | * | * |
| 2 | * | * | * | * | | * | | * | * | * |
| 4 | * | * | * | * | | * | | * | * | * |
| 5 | * | * | * | * | * | * | | * | * | * |
| All Grades | * | 13.33 | * | 53.33 | * | 6.67 | | 26.67 | 16 | 15 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | 75.00 | 40.00 | * | 40.00 | | 20.00 | 16 | 15 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | 87.50 | 33.33 | * | 46.67 | | 20.00 | 16 | 15 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 5 | * | * | * | * | * | * | * | * |
| All Grades | * | 20.00 | * | 53.33 | * | 26.67 | 16 | 15 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | * | * | * | * |
| All Grades | * | 46.67 | * | 26.67 | * | 26.67 | 16 | 15 |

Conclusions based on this data:

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

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 482 | 8.9 | 2.9 | |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 14 | 2.9 |
| Socioeconomically Disadvantaged | 43 | 8.9 |
| Students with Disabilities | 74 | 15.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 10 | 2.1 |
| American Indian | 2 | 0.4 |
| Asian | 26 | 5.4 |
| Filipino | 10 | 2.1 |
| Hispanic | 70 | 14.5 |
| Two or More Races | 7 | 1.5 |
| Pacific Islander | 4 | 0.8 |
| White | 353 | 73.2 |


Conclusions based on this data:

1. At Jackson School, 9% of the student population is socioeconomically disadvantaged. We make every effort to access community programs, such as Operation School Bell and Coats for Kids, to make sure their needs are met. We make sure that students have access to healthy snacks and the hot lunch and breakfast program for increased learning.
2. Our socioeconomically disadvantaged students made positive gains on the SBAC in spring of 2019 as noted in the dashboard data.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 508 360 533">Blue</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 508 844 533">Green</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1263 508 1318 533">Blue</p> |
| <p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 707 373 732">Green</p> | | |

Conclusions based on this data:

1. Math stayed in the green band and ELA remained in the blue band. Our current focus is on math and our plans to elevate scores are outlined in the Academic Performance section.
2. Our Suspension Rate has shifted to the blue range this year. Our overall suspension rate dropped from 1.6% to 0.4% from the previous year. We continue to focus on PBIS and Trauma Informed Practices in classrooms to reduce suspensions.

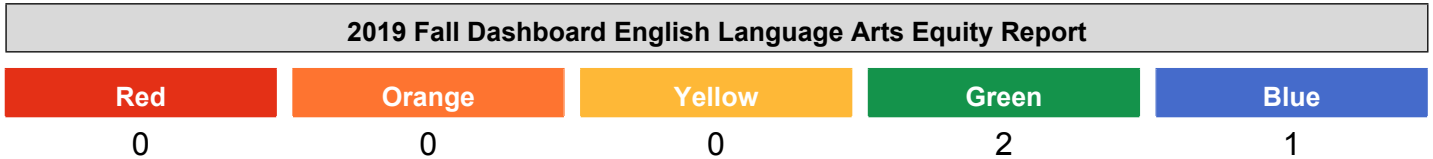
School and Student Performance Data

Academic Performance English Language Arts






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Blue 58.1 points above standard Increased ++9.4 points 229 | <p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | <p>Socioeconomically Disadvantaged</p>  No Performance Color 36.6 points above standard Increased Significantly ++20.2 points 23 | <p>Students with Disabilities</p>  Green 5.3 points above standard Increased Significantly ++18.8 points 51 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 82.5 points above standard Increased ++14.5 points 16 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 31.3 points above standard Increased ++9.8 points 41 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Blue 60.3 points above standard Increased ++8.8 points 158 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy 3 | Less than 11 Students - Data Not Displayed for Privacy 4 | 57 points above standard Increased ++7.2 points 217 |

Conclusions based on this data:

1. Our largest increase was for our students with disabilities who grew by 17%.
2. Overall our students had a 6% increase in ELA.

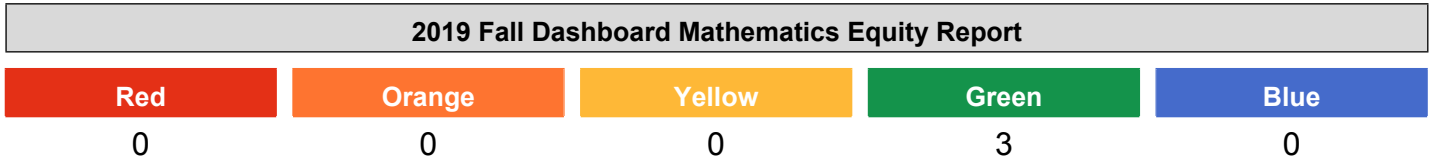
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  <p>Green</p> <p>32.3 points above standard</p> <p>Increased ++5.4 points</p> <p>229</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> | <p>Foster Youth</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>28.8 points above standard</p> <p>Increased Significantly ++32.7 points</p> <p>23</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>11.9 points below standard</p> <p>Increased ++14.4 points</p> <p>51</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 48.6 points above standard Maintained -0.9 points 16 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 14.7 points above standard Increased ++14.2 points 41 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Green 33.4 points above standard Maintained ++1.5 points 158 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy 3 | Less than 11 Students - Data Not Displayed for Privacy 4 | 31.6 points above standard Increased ++3.9 points 217 |

Conclusions based on this data:

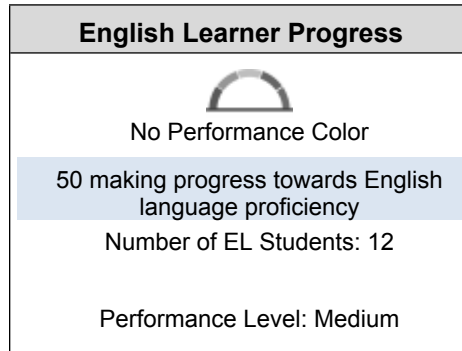
1. All groups saw an increases in Math. Our focus in math will continue as we focus on moving students into the "met" and "exceeded" bands.
2. Specific efforts are identified in our current SPSA to address our goals for this year in math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 4 | 2 | 2 | 4 |

Conclusions based on this data:

1. Although our EL population is relatively small, they are making good progress academic progress. We did have 4 students decrease on their ELPI level which we will focus this school year through additional support.
2. Only one ELL student has not scored in the "met" or "exceeded" band. We are working closely with this student who is showing growth.

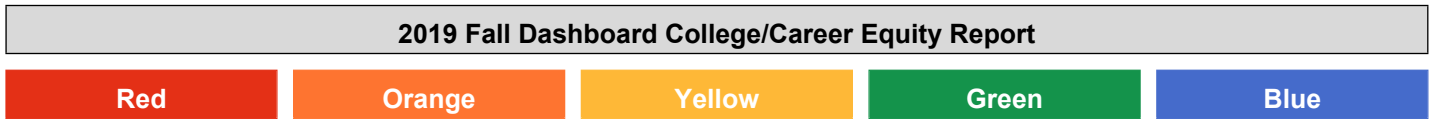
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

- 1.

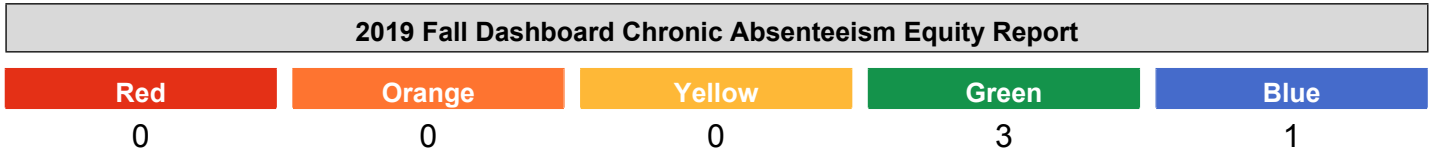
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Green</p> <p>3.1</p> <p>Declined -1.5</p> <p>519</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -16.7</p> <p>14</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.2</p> <p>Declined -5.6</p> <p>49</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>5.7</p> <p>Declined -3</p> <p>88</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 10.7 Increased +3.8 28 |  No Performance Color 0 12 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 1.4 Declined -8.8 73 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  Green 3.1 Maintained -0.4 383 |

Conclusions based on this data:

1. We increased our attendance to 97%. Last year our biggest area of concern, relative to chronic absenteeism, was with our students with disabilities and socioeconomically disadvantaged students. Both groups have declined in their absenteeism rates.
2. Actions have been put into place to help curb absenteeism. Personal calls from the principal to discuss the impact absences have on academic progress and articles in the school newsletter are also used to remind families about the importance of school attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

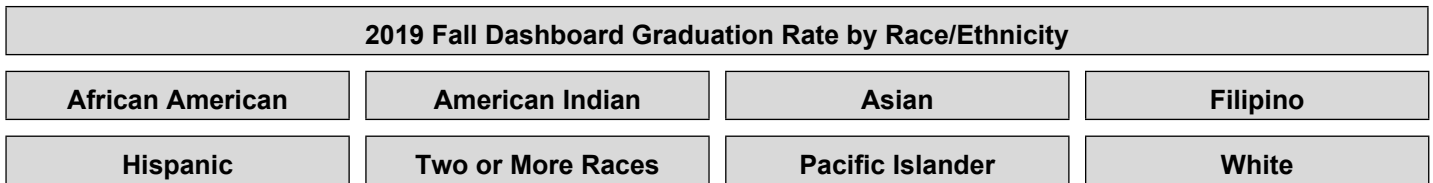
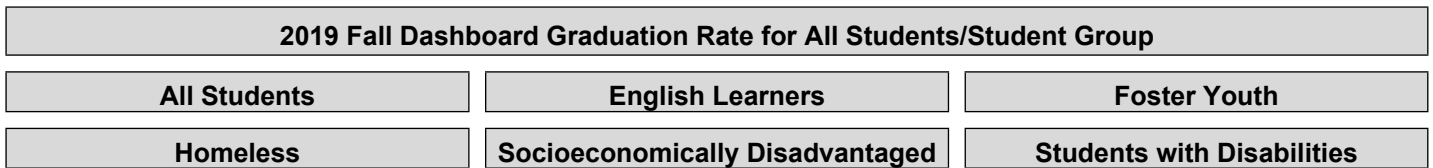
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

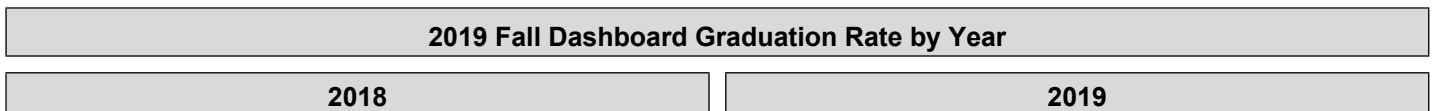
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

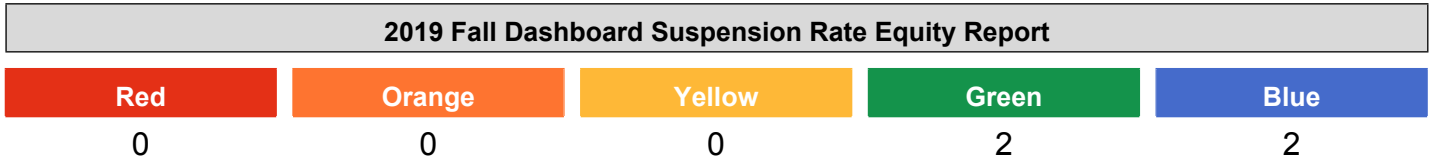
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Blue 0.4 Declined Significantly -1.2 520 | <p>English Learners</p>  No Performance Color 0 Maintained 0 14 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1 | <p>Socioeconomically Disadvantaged</p>  Green 2 Declined -6.5 50 | <p>Students with Disabilities</p>  Green 1.1 Declined -6.3 88 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data 10 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Declined -3.4 28 |  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> 12 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Declined -2.5 74 |  No Performance Color Less than 11 Students - Data 7 |  No Performance Color Less than 11 Students - Data 4 |  Blue <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0.5</div> Declined -0.6 383 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1.6 | 0.4 |

Conclusions based on this data:

1. Overall, our Suspension Rate was in the blue range this year.
2. Our overall suspension rate is quite low at 0.4%, suspensions for students with disabilities decreased by 6.3 points.
3. Our overall suspension rate is quite low at 0.4%, suspensions for students who are socioeconomically disadvantaged decreased by 6.5 points.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|--|---|
| Smarter Balanced Assessment for ELA | 3rd Grade - 78% Met or Exceeded 4th Grade - 74% Met or Exceeded 5th Grade - 85% Met or Exceeded | 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% |
| Smarter Balanced Assessment for Math | 3rd Grade - 76% Met or Exceeded 4th Grade - 68% Met or Exceeded 5th Grade - 70% Met or Exceeded | 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% |
| Lexile Proficiency Growth Report | 3rd Grade - 68% Proficient or Advanced 4th Grade - 76% Proficient or Advanced 5th Grade - 73% Proficient or Advanced | 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% |
| Interim Comprehensive Assessment for Math | January 2019 Scores: 3rd - 63% at or above standard 4th - 50% at or above standard 5th - 58% at or above standard | 3rd Grade- increase by 5% 4th Grade- Increase by 5% 5th grade- increase by 5% |
| DIBELS | Kindergarten NWF CLS - 82% Kindergarten PSF - 96% 1st Grade NWF CLS - 77% 1st Grade NWF WWR -81% 1st Grade DORF Fluency - 82% 2nd Grade DORF Fluency-84% 2nd Grade DORF Accuracy- 88% 3rd Grade DORF Fluency- 88% | Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade - Increase by 5% 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|---|------------------|
| | 3rd Grade DORF Accuracy- 91% 4th Grade DORF Fluency-73% 4th Grade DORF Accuracy- 80% 5th Grade DORF Fluency- 82% 5th Grade DORF Accuracy- 75% | |

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Jackson Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in the Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and students will improve their writing skills through this program. Teachers will focus on instructional strategies and creating new trimester math assessments under the guidance of a math consultant. Teachers will use reflex math and iXL Math with students for differentiating instruction based on individual student needs. Teachers will continue to focus on the Next Generation Science Standards (NGSS) using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1250.00 |
| Source | PTO |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | ELA 1.11 Reading Counts license |
| Amount | 3383.00 |
| Source | PTO |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Math 1.2 iXL Math for the 19-20 school year |
| Amount | 2965.50 |

| | |
|-------------------------|--|
| Source | PTO |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Math 1.2 Reflex Math subscription for the 19-20 school year |
| Amount | 4,000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Math 1.9 Garden Coordinator |
| Amount | 500.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Math 1.9 Garden Coordinator |
| Amount | 400.00 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Daily Math Practice Journals (3rd grade) |

Strategy/Activity 2

Improvement of instructional strategies and materials:

Jackson Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Homework Club will be provided after school for fourth grade students. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 5279.00 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Trimester Assessment Days (Sub Costs) |
| Source | District Funded |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | ESGI Assessment Program |
| Amount | 21,005.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Paraeducators for Intervention in ELA |
| Amount | 2776.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Paraeducators for Intervention in ELA |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | TK/Kindergarten Paraeducators |
| Amount | 9000.00 |
| Source | District Funded |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | GLAD Training for 5 teachers |
| Amount | 4200.00 |
| Source | District Funded |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Substitute costs |
| Amount | 1930.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Jenny Maguire, Math Consultant |

| | |
|-------------------------|---|
| Amount | 2016.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Substitues for release time for math consultant |

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | School Science Fair |
| Amount | 225.00 |
| Source | Site Formula Funds |

| | |
|-------------------------|--|
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Spelling Bee |
| Amount | 510.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Spelling Bee Substitutes |
| Amount | 48.00 |
| Source | Site Formula Funds |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Oral Interpretation |
| Amount | 340.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Oral Interpretation Substitutes |
| Amount | 170.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Nature Bowl Substitutes |
| Amount | 2500.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Library Collection |

Strategy/Activity 4

Staff development and professional collaboration:

Jackson Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. “Early Release Wednesdays” will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students’ needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2018 - 5/2019

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 668 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Step up to Writing Training (Substitutes for 4 teachers) |
| Amount | 300 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Step up to Writing Training (Registration) |
| Amount | 218 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | A Day of Love & Logic for Educators |
| Amount | 334 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Substitues for training (2 teachers) |

Strategy/Activity 5

Involvement of staff, parents, and community:

Jackson Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| California Healthy Kids Survey | The California Healthy Kids Survey was administered to 5th grade students during the 2019-20 school year. The survey indicated that 92% percent of students surveyed feel safe at school most or all of the time. An average of 86% of all students surveyed feel well connected. An average of 83% of all students surveyed feel that there are adults that care about them most or all of the time. Finally, 98% of students surveyed feel that they are treated with respect by school staff most or all of the time. | Increase of 5% in all aforementioned CHKS areas. |
| LCAP Parent Survey | Parents expressed concerns regarding school safety, the condition of the road at the front of the camous, the field, and the age of our facility. | The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year. |
| CA School Dashboard Chronic Absenteeism Rate | 2018-2019 Chronic Absenteeism Rate was 3.1% (Green) | Reduce Chronic Absenteeism Rate by 0.5% |

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------------------------|---|--------------------------------|
| CA School Dashboard Suspension Rate | 2018-2019 Suspension Rate was 0.4% (Blue) | Reduce Suspension Rate by 0.2% |

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

Jackson Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

School Climate & Community Building:

Jackson Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Comfort Corners and other areas will be established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library will be available to students in the Counseling Center. Character Counts traits will be a focus each month culminating in a schoolwide assembly to celebrate positive behavior. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided based on a tiered system as established by beginning of the year Student SEL Inventories. School assemblies will be provided to celebrate student achievement and character

development. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 125 |
| Source | Site Formula Funds |
| Budget Reference | 5700-5799: Transfers Of Direct Costs |
| Description | Folsom Lake College Character Assembly |
| Amount | 1375 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Touch of Understanding Assembly |
| Amount | 500 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Character Counts/JAG-Y GEM Monthly Celebrations |
| Amount | 500 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Goodie bags for monthly assemblies. |
| Amount | 1500 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Creative Risk Taking / Creative Expression Art Lessons |

Strategy/Activity 3

Staff Collaboration & Professional Development:

Jackson Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1836.00 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | PBIS Substitutes for the entire team. |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------------|--|--|
| Williams Act/Uniform Complaints | No Williams Act/Uniform Complaints were received during the 2018-19 school year. | 100% of Williams Act/Uniform Complaints will be resolved in a timely manner. |
| Facility Inspection Tool | The facilities were reported to be in fair repair as measured by the Facility Inspection Tool. | Facilities will be in "good repair" or higher as measured by the 2018-19 Facility Inspection Tool. |
| Jackson Principal Survey | Staff report high feelings of contentedness and support, but have concerns about the aging facilities and the field. | As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds. |

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Jackson Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and elements of Restorative Justice.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Secretary Training |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Custodial Training |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Health Aide Training |
| Amount | 250.00 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Health and Wellness Staff Training |

Strategy/Activity 2

Facilities & Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 5/2020

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 30,000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | None Specified |
| Description | New planters and seating area at the front of the school. New landscaping across the front of the school. |

Strategy/Activity 3

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Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Smarter Balanced Assessment for ELA | 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% | Smarter Blanced Assessment (ELA) 3rd Grade - 78% Met or Exceeded 4th Grade - 74% Met or Exceeded 5th Grade - 85% Met or Exceeded |
| Smarter Balanced Assessment for Math | 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% | Smarter Balance Assessment (Math) 3rd Grade - 76% Met or Exceeded 4th Grade - 68% Met or Exceeded 5th Grade - 70% Met or Exceeded |
| Lexile Proficiency Growth Report | 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% | Lexile Proficiency Growth Report 3rd Grade - 68% Proficient or Advanced 4th Grade - 76% Proficient or Advanced 5th Grade - 73% Proficient or Advanced |
| Interim Comprehensive Assessment for Math | 3rd -increase by 5% 4th - Increase by 5% 5th - Increase by 5% | January 2019 Scores 3rd - 63% at or above standard 4th - 50% at or above standard 5th - 58% at or above standard |
| DIBELS | Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade - Increase by 5% 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5% | Dibels Kindergarten NWF CLS - 82% Kindergarten PSF - 96% 1st Grade NWF CLS - 77% 1st Grade NWF WWR -81% 1st Grade DORF Fluency - 82% 2nd Grade DORF Fluency-84% 2nd Grade DORF Accuracy- 88% 3rd Grade DORF Fluency- 88% 3rd Grade DORF Accuracy- 91% 4th Grade DORF Fluency-73% 4th Grade DORF Accuracy- 80% 5th Grade DORF Fluency- 82% 5th Grade DORF Accuracy- 75% |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>Alignment of Instruction with Content Standards</p> <p>Jackson Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in the Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and students will improve their writing skills through this program. Teachers will implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p> | <p>Alignment of Instruction with Content Standards</p> <p>Jackson Elementary School used the district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students participated in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students participated in the Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and students improved their writing skills through this program. Teachers taught the Next Generation Science Standards (NGSS)STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p> | <p>ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures PTO 1250.00</p> | <p>ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures District Funded 1250.00</p> |
| | | <p>Math 1.2 Ten Marks for the 18-19 school year 5000-5999: Services And Other Operating Expenditures PTO 3383.00</p> | <p>Math 1.2Ten Marks for the 18-19 school year 5000-5999: Services And Other Operating Expenditures PTO 3375.00</p> |
| | | <p>Math 1.2 Reflex Math subscription for the 19-20 school year 5000-5999: Services And Other Operating Expenditures PTO 2696.00</p> | <p>Math 1.2 Reflex Math subscription for the 19-20 school year 5000-5999: Services And Other Operating Expenditures PTO 2965.50</p> |
| | | <p>Math/Science 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4,000.00</p> | <p>Math/Science 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000.00</p> |
| | | <p>Math/Science 1.9 Garden Coordinator 3000-3999: Employee Benefits Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 500.00</p> | <p>Math/Science 1.9 Garden Coordinator 3000-3999: Employee Benefits Parent-Teacher Association (PTA) 500.00</p> |
| | | <p>Daily Math Practice Journals (3rd grade) 4000-4999: Books And Supplies Site Formula Funds 400.00</p> | <p>Daily Math Practice Journals (3rd grade) 4000-4999: Books And Supplies Site Formula Funds 352.00</p> |
| | | <p>Core Literature Sets 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club</p> | <p>Core Literature Sets 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| | | (PTA/PFC/PTSO, PTO, etc.) 1500.00 | (PTA/PFC/PTSO, PTO, etc.) 1348.73 |
| <p>Improvement of instructional strategies and materials:</p> <p>Jackson Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Homework Club will be provided after school for fourth grade students. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional</p> | <p>Improvement of instructional strategies and materials:</p> <p>Jackson Elementary School used proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessments were used to identify students in need of academic intervention, and such supports were provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support was provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, were provided to increase student engagement and assist students in advancing their learning. Homework Club was provided after school for fourth grade students. The ELPAC assessment was given to English Learners annually to determine the mastery of English Language skills and what instructional</p> | <p>Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 5279.00</p> <p>ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded</p> <p>Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19449.32</p> <p>Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 1776.17</p> <p>TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded</p> | <p>Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 4460.00</p> <p>ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded</p> <p>Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 21005.00</p> <p>Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 2776.00</p> <p>TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p> | <p>support was needed. Technology, including Chromebooks and iPads, were used to further engage students and extend students' ability to access content and demonstrate understanding.</p> | | |
| <p>Extended Learning Time, Increased Educational Opportunity & Support Services:</p> <p>Jackson Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including iXL Math, Typing Agent, Reflex Math, and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our Video Production Lab, work with our 3-D printer and Robotics equipment, and learn to read music and play the recorder. Students have the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild. Students will have the opportunity to participate in our Instrumental Band program and our Drum Club. All students will have a dance experience culminating with a</p> | <p>Extended Learning Time, Increased Educational Opportunity & Support Services:</p> <p>Jackson Elementary School provided extended learning time and increased educational opportunities for students. Such opportunities included access to online programs including Ten Marks, Typing Agent, Reflex Math, and Reading Counts. Field trips, which coincided with areas of study and aligned to the California State Standards, were provided to further enhance students' learning. Students had the opportunity to participate in our Video Production Lab, work with our 3-D printer and Robotics equipment, and learned to read music and play the recorder. Students had the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild. Students had the opportunity to participate in our Instrumental Band program and our Drum Club. All students had a dance experience culminating with a schoolwide dance</p> | <p>School Science Fair 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 800.00</p> <p>Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00</p> <p>Spelling Bee Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 510.00</p> <p>Oral Interpretation 5000-5999: Services And Other Operating Expenditures Site Formula Funds 48.00</p> <p>Oral Interpretation Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 340.00</p> <p>Nature Bowl Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 170.00</p> <p>Library Collection 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500.00</p> | <p>School Science Fair 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 981.14</p> <p>Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00</p> <p>Spelling Bee Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 501.00</p> <p>Oral Interpretation 5000-5999: Services And Other Operating Expenditures Site Formula Funds 48.00</p> <p>Oral Interpretation Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 334.00</p> <p>Nature Bowl Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 167.00</p> <p>Library Collection 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| <p>schoolwide dance performance in the fall and in the spring all students will work with professional artists in a series of art lessons culminating with the production of their own piece of art which will be displayed in the spring art show. Extracurricular learning opportunities include: drum club, garden club, Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, Science Fair, recorder concerts, and band concerts. Electives are offered to all 4th and 5th grade students on a rotating wheel each trimester. Electives include yearbook, leadership, coding, robotics, world travel, visual art, 3-D printing, and Video Production. The K-3 classes visit the library weekly for storytime and to check out library books. The principal has storytime once a month in Kindergarten classes as well. The Reading program in the library celebrates "words read" on a monthly basis and the principal presents certificates in classrooms. Students participate in the Reading Counts program to improve their reading lexiles. In February, the school celebrates "I Love Reading Week" to promote literacy. Jackson School also participates in the Six Flags Read to Succeed Reading Challenge. In March, the school will partner with</p> | <p>performance in the fall and in the spring all students worked with professional artists in a series of art lessons culminating with the production of their own piece of art which was displayed in the spring art show. Extracurricular learning opportunities included: drum club, garden club, Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, Science Fair, recorder concerts, and band concerts. Electives were offered to all 4th and 5th grade students on a rotating wheel each trimester. Electives included yearbook, leadership, coding, robotics, world travel, visual art, 3-D printing, and Video Production. The K-3 classes visited the library weekly for storytime and to check out library books. The principal had storytime once a month in Kindergarten classes as well. The Reading program in the library celebrated "words read" on a monthly basis and the principal presents certificates in classrooms. Students participated in the Reading Counts program to improve their reading lexiles. In February, the school celebrated "I Love Reading Week" to promote literacy. Jackson School also participates in the Six Flags Read to Succeed Reading Challenge. In March, the school will partnered with</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| the local business "Face in a Book" who provides an author visit/assembly to our school each spring. | the local business "Face in a Book" who provided an author visit/assembly to our school. | | |
| <p>Staff development and professional collaboration:</p> <p>Jackson Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.</p> | <p>Staff development and professional collaboration:</p> <p>Jackson Elementary School ensured that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, were afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education provided increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.</p> | <p>El Dorado County Art Council Docent Program 5000-5999: Services And Other Operating Expenditures PTO 6000.00</p> <p>El Dorado County Art Council Docent Program (Art Council's portion) 5000-5999: Services And Other Operating Expenditures Local Categorical 7000.00</p> | <p>El Dorado County Art Council Docent Program 5000-5999: Services And Other Operating Expenditures PTO 6000.00</p> <p>El Dorado County Art Council Docent Program (Art Council's portion) 5000-5999: Services And Other Operating Expenditures Local Categorical 7000.00</p> |
| <p>Involvement of staff, parents, and community:</p> <p>Jackson Elementary School will involve staff, parents, students, and community members in school activities and</p> | <p>Involvement of staff, parents, and community:</p> <p>Jackson Elementary School involved staff, parents, students, and community members in school activities and</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| <p>planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus.</p> | <p>planning sessions. Parents, students, and staff had the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students had the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners were invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders were informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school worked closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus.</p> | | |

Analysis

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

There are a variety of programs in place to improve reading and math skills. We also have several curricular programs in place to support NGSS instruction in Science. Jackson also has a strong library program with schoolwide literacy activities throughout the year. We have an extensive library collection for students and take pride in acquiring the latest titles in book sequels/series. The library is at the center of our campus and is a popular place for students to check out books or check their race car on the Reading Raceway to see how many words they have accumulated. Children enjoy watching their cars travel down the track over the course of the year.

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

Students had a 6% increase in ELA and a 2% increase in math. Overall 5th grade students scored at the 70% mark for meeting or exceeding standards in Science on the CAST assessment. Our ELA scores continue to increase partly due to an emphasis on reading programs such as Reading Counts and the Reading Raceway.

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

There were some very slight differences in expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have shown growth in ELA, Math, and Science. We will continue to use the strategies outlined above to focus on improving student mastery of the California State Standards. Our hope is to provide SIPPS training to new primary teachers next year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|--|
| California Healthy Kids Survey | Increase of 5% in all areas on the California Healthy Kids Survey. Comparisons of percentages over two years revealed large increases. | <p>Comparisons of percentages over two years revealed large increases.</p> <p>The California Healthy Kids Survey was administered to 5th grade students during the 2019-20 school year. The survey indicated that 92% percent of students surveyed feel safe at school most or all of the time, an increase of 4% over the previous year. An average of 86% of all students surveyed feel well connected, an increase of 4% over the previous year. An average of 83% of all students surveyed feel that there are adults that care about them most or all of the time which stayed the same as the previous year.. Finally, 98% of students surveyed feel that they are treated with respect by school staff most or all of the time, an increase 15%!</p> <p>All students participated in Digital Literacy lessons. The Digital Literacy Program completion certificates are on file at the district office.</p> |
| LCAP Parent Survey | Parents expressed concerns about safety, bathrooms, and aging facilities including the field. | The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year. |
| CA School Dashboard Chronic Absenteeism Rate | Reduce Chronic Absenteeism Rate by 0.5% | Attendance increased to 97%. |
| CA School Dashboard Suspension Rate | Reduce Suspension Rate by 0.2% | Our suspension rate decreased from 1.6% to 0.4%. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>School Safety:</p> <p>Jackson Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p> | <p>School Safety:</p> <p>Jackson Elementary School worked to ensure that all students and staff were safe on campus. All employees and students regularly participated in emergency preparedness drills and the staff is proficient with the use of the Catapult Emergency Response System. Students were provided with lessons on digital citizenship and online safety. All students participated in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 received sexual health education as prescribed by law. All staff was trained in Child Abuse Mandated Reporter requirements, and processes are in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports were used to determine additional areas to improve safety and the School Site Safety Team worked with stakeholders to develop an annual Comprehensive Safety Plan.</p> | <p>Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 200.00</p> | <p>Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 167.00</p> |
| <p>School Climate & Community Building:</p> | <p>School Climate & Community Building:</p> | <p>Folsom Lake College Character Assembly 5700-5799: Transfers Of</p> | <p>Folsom Lake College Character Assembly 5700-5799: Transfers Of</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>Jackson Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Comfort Corners and other areas will be established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library will be available to students in the Counseling Center. Character Counts traits will be a focus each month culminating in a schoolwide assembly to celebrate positive behavior. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided based on a tiered system as established by beginning of the year Student SEL Inventories. School assemblies will be provided to celebrate student achievement and</p> | <p>Jackson Elementary School worked to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework was used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices were used to help calm and re-set students who were overwhelmed or over stimulated. Comfort Corners and other areas were established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library was available to students in the Counseling Center. Character Counts traits were a focus each month culminating in a schoolwide JAG-Y GEM assembly to celebrate positive behavior. A school counselor was available four days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction were provided based on a tiered system as established by beginning of the year Student SEL Inventories. School assemblies were provided to celebrate student</p> | <p>Direct Costs Site Formula Funds 125.00</p> <p>Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1375.00</p> <p>Character Counts Monthly Celebrations 4000-4999: Books And Supplies Site Formula Funds 500.00</p> <p>Comfort Corner Classroom Materials 4000-4999: Books And Supplies Site Formula Funds 2500.00</p> <p>Social Emotional Library for the Counseling Center 4000-4999: Books And Supplies Site Formula Funds 500.00</p> <p>Creative Risk Taking / Creative Expression Art Lessons 4000-4999: Books And Supplies Site Formula Funds 1500.00</p> | <p>Direct Costs Site Formula Funds 125.00</p> <p>Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1375.00</p> <p>Character Counts Monthly Celebrations 4000-4999: Books And Supplies Site Formula Funds 511.66</p> <p>Comfort Corner Classroom Materials 4000-4999: Books And Supplies Site Formula Funds 2158.00</p> <p>Social Emotional Library for the Counseling Center 4000-4999: Books And Supplies Site Formula Funds 147.00</p> <p>Creative Risk Taking / Creative Expression Art Lessons 4000-4999: Books And Supplies Site Formula Funds 1352.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>character development. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.</p> | <p>achievement and character development. The California Healthy Kids Survey was administered to students in 5th grade, and the results were analyzed in November of 2019 by the site leadership team to determine additional areas for growth.</p> | | |
| <p>Staff Collaboration & Professional Development:</p> <p>Jackson Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.</p> | <p>Staff Collaboration & Professional Development:</p> <p>Jackson Elementary School provided teachers and classified support staff with professional development to continually improve school climate. Topics included Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time was provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff participated in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.</p> | <p>PBIS Substitutes 1000-1999: Certificated Personnel Salaries District Funded 1836.00</p> | <p>PBIS Substitutes 1000-1999: Certificated Personnel Salaries District Funded 1836.00</p> |

Analysis

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

We have continued to use 1 to 1 Chromebooks in 3-5th grade and ipad stations in K-1. The 2nd grade team has shared Chromebook carts. We have continued to use United Streaming/Discovery Learning to enhance our lessons in Science, and Social Studies. Our computer based curriculum includes: Reflex Math, Ten Marks, Reading Counts, and Interim Block Assessments.

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

Students have shown growth in both ELA and Math and growth in all subgroups. We will continue the use of the programs mentioned in this plan with the exception of Ten Marks. During the 19-20 school year we will shift to using the computer based program iXL math.

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

The Discovery Learning (United Steaming) has increased in cost and we had to increase our allocation to \$1600.00.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

A new computer based math program will be used as Ten Marks is no longer available.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------------------|--|---|
| Williams Act/Uniform Complaints | 100% of Williams Act/Uniform Complaints will be resolved in a timely manner. | There were no Williams Act/Uniform Complaints. |
| Facility Inspection Tool | Facilities will be in "good repair" or higher as measured by the 2018-19 Facility Inspection Tool. | Facilities are listed in "good repair" on the Facility Inspection Tool. |
| Jackson Principal Survey | As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds. | <p>Metrics for 18-19: Principal Staff Survey revealed that staff felt the principal had a "Very High" (96%), and a "High" (4%) commitment to students, and a "Very High" (96%) and a "High" (4%) commitment to families. Staff Principal Survey data stated principal's support of staff a "Very High" (92%) and "High" (8%). Staff feels safe to go to the principal with concerns "Very High" (84%) and "High" (16%) and feels that concerns will be addressed "Very High" (84%) and "High" (16%).</p> <p>Staff had positive feedback on PBIS implementation.</p> |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| Staff Collaboration & Professional Development: Jackson Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall | Staff Collaboration & Professional Development: Jackson Elementary School provided non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall | Secretary Training 2000-2999: Classified Personnel Salaries District Funded | Secretary Training 2000-2999: Classified Personnel Salaries District Funded 2500.00 |
| | | Custodial Training 2000-2999: Classified Personnel Salaries District Funded | Custodial Training 2000-2999: Classified Personnel Salaries District Funded |
| | | Health Aide Training 2000-2999: Classified | Health Aide Training 2000-2999: Classified |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and elements of Restorative Justice.</p> | <p>school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel were included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and elements of Restorative Justice.</p> | <p>Personnel Salaries District Funded</p> | <p>Personnel Salaries District Funded</p> |
| <p>Facilities & Technology Infrastructure:</p> <p>Jackson Elementary School will work with the RUSD Maintenance and Operations Department, to determine areas for facility improvement. Necessary improvements will be communicated to RUSD Maintenance personnel through the use of the online work order system. We will engage in school beautification projects through our 4th and 5th grade leadership elective.</p> | <p>Facilities & Technology Infrastructure:</p> <p>Jackson Elementary School worked with the RUSD Maintenance and Operations Department, to determine areas for facility improvement. Necessary improvements were communicated to RUSD Maintenance personnel through the use of the online work order system. We engaged in school beautification projects through our 4th and 5th grade leadership elective.</p> | | |

Analysis

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

We include all support staff in staff activities and trainings. The Lead custodian and the principal complete safety walks on campus to determine safety concerns. We had arborists check the health of our trees on campus. In Fall of 2019 three trees will be removed.

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

Our school has a strong staff culture, our employees feel like a family.

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

There is only slight differences in the prices we projected and what we actually spent.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Prioritizing Eagles Scout projects based on site needs and preparing a list of facility projects for after the school bond passes.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 1119.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 101,303.50 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---|-----------|
| PTO | 7,598.50 |
| District Funded | 20,315.00 |
| Donations | 250.00 |
| LCFF - Supplemental | 23,781.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 41,305.00 |
| Site Formula Funds | 6,534.00 |
| Title II Part A: Improving Teacher Quality | 1,520.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---------------|
| 1000-1999: Certificated Personnel Salaries | 11,153.00 |
| 2000-2999: Classified Personnel Salaries | 25,005.00 |
| 3000-3999: Employee Benefits | 3,276.00 |
| 4000-4999: Books And Supplies | 5,600.00 |
| 5000-5999: Services And Other Operating Expenditures | 24,214.50 |
| 5700-5799: Transfers Of Direct Costs | 125.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,930.00 |
| None Specified | 30,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| 5000-5999: Services And Other Operating Expenditures | PTO | 7,598.50 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 7,115.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 13,200.00 |
| 5000-5999: Services And Other Operating Expenditures | Donations | 250.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 21,005.00 |
| 3000-3999: Employee Benefits | LCFF - Supplemental | 2,776.00 |
| 2000-2999: Classified Personnel Salaries | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 4,000.00 |
| 3000-3999: Employee Benefits | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 500.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 2,500.00 |
| 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 2,375.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 1,930.00 |
| None Specified | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 30,000.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 3,036.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 3,100.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 273.00 |
| 5700-5799: Transfers Of Direct Costs | Site Formula Funds | 125.00 |
| 1000-1999: Certificated Personnel Salaries | Title II Part A: Improving Teacher Quality | 1,002.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 518.00 |

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

| Name of Members | Role |
|---------------------|----------------------------|
| Michele Miller | Principal |
| Nicole Robbins | Classroom Teacher |
| Michele Driscoll | Other School Staff |
| Kathy Steffano | Classroom Teacher |
| Aimee Hepler | Parent or Community Member |
| CC Bensley | Parent or Community Member |
| David Hoff | Parent or Community Member |
| Kate Graves-Mercado | Parent or Community Member |

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11/17/16.

Attested:

Principal, Michele Williamson on

SSC Chairperson, David Hoff on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|--|
| School Name | Lake Forest Elementary School |
| Address | 2240 Sailsbury Dr. El Dorado Hills, CA 95762-6984 |
| County-District-School (CDS) Code | 09619786109441 |
| Principal | Bruce Peters |
| District Name | Rescue Union School District |
| SPSA Revision Date | 1/15/2020 |
| Schoolsite Council (SSC) Approval Date | 1/21/2020 |
| Local Board Approval Date | 1/22/2020 |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

School Vision

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

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

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

School Mission

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

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

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

School Profile

School Profile

Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The campus overlooks views of the surrounding hills and attractive neighborhoods, which have grown with the enrollment of the school over the past two decades. At one point in the late 90's our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School changed to a traditional calendar after being on a multi-track year round calendar for nine years. Currently, Lake Forest Elementary is a Transitional K-5 school serving approximately 448 students with 19 classrooms. Two Special Day Classrooms were added to our campus this year. One class serves students in K-3rd and the other for students in 4th/5th.

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. 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. Results from the 2019 testing cycle showed significant improvement in both ELA and Math. ELA scores rose to 77% proficient overall and Math rose to 69%.

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. In 2019-20, the school also implemented it's I SWIM team, which promotes positive character traits through community service and leadership by students in grades 4/5. The I SWIM team members participate in multiple school activities that support. Students can choose from library help, Beautification/Garden, Safety, Community Service and PBIS/School Leadership teams which conduct services for the school throughout the year.

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

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

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | % | % | % | | | |
| African American | 0.2% | 0.47% | 0.24% | 1 | 2 | 1 |
| Asian | 5.3% | 4.94% | 3.67% | 24 | 21 | 15 |
| Filipino | 1.1% | 0.71% | 0.49% | 5 | 3 | 2 |
| Hispanic/Latino | 13.8% | 15.53% | 15.4% | 63 | 66 | 63 |
| Pacific Islander | % | % | % | | | |
| White | 74.0% | 72.00% | 73.59% | 338 | 306 | 301 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 457 | 425 | 409 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Kindergarten | 76 | 65 | 80 |
| Grade 1 | 56 | 69 | 56 |
| Grade 2 | 68 | 57 | 71 |
| Grade3 | 67 | 67 | 67 |
| Grade 4 | 96 | 64 | 69 |
| Grade 5 | 94 | 103 | 66 |
| Total Enrollment | 457 | 425 | 409 |

Conclusions based on this data:

- Overall enrollment continues to decrease each school year. However, in 2019, we currently are at 450 students total. This includes 19 new students in the SDC program.
- Lake Forest traditionally only one subgroup (white) but over the past 3 years, our Hispanic/Latino population has risen to over 15%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 13 | 15 | 12 | 2.8% | 3.5% | 2.9% |
| Fluent English Proficient (FEP) | 15 | 11 | 12 | 3.3% | 2.6% | 2.9% |
| Reclassified Fluent English Proficient (RFEP) | 2 | | 5 | 15.4% | 0 | 33.3% |

Conclusions based on this data:

1. Based on current data, Lake Forest does not currently have a EL subgroup. Regardless, the students who are identified as EL are worked with on an individual bases to ensure learning needs are met.
2. 33% of our EL population has been reclassified within the past year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 66 | 67 | 69 | 65 | 66 | 68 | 65 | 66 | 68 | 98.5 | 98.5 | 98.6 |
| Grade 4 | 100 | 65 | 71 | 98 | 62 | 70 | 98 | 62 | 70 | 98 | 95.4 | 98.6 |
| Grade 5 | 97 | 100 | 69 | 96 | 98 | 67 | 96 | 98 | 67 | 99 | 98 | 97.1 |
| All Grades | 263 | 232 | 209 | 259 | 226 | 205 | 259 | 226 | 205 | 98.5 | 97.4 | 98.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2471. | 2464. | 2474. | 47.69 | 45.45 | 47.06 | 21.54 | 22.73 | 25.00 | 20.00 | 16.67 | 16.18 | 10.77 | 15.15 | 11.76 |
| Grade 4 | 2518. | 2508. | 2520. | 44.90 | 41.94 | 50.00 | 33.67 | 27.42 | 25.71 | 10.20 | 22.58 | 10.00 | 11.22 | 8.06 | 14.29 |
| Grade 5 | 2540. | 2547. | 2555. | 35.42 | 37.76 | 38.81 | 30.21 | 31.63 | 46.27 | 21.88 | 18.37 | 5.97 | 12.50 | 12.24 | 8.96 |
| All Grades | N/A | N/A | N/A | 42.08 | 41.15 | 45.37 | 29.34 | 27.88 | 32.20 | 16.99 | 19.03 | 10.73 | 11.58 | 11.95 | 11.71 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 46.15 | 45.45 | 47.06 | 38.46 | 36.36 | 45.59 | 15.38 | 18.18 | 7.35 | |
| Grade 4 | 38.78 | 30.65 | 40.00 | 52.04 | 61.29 | 50.00 | 9.18 | 8.06 | 10.00 | |
| Grade 5 | 36.46 | 45.92 | 50.75 | 50.00 | 41.84 | 41.79 | 13.54 | 12.24 | 7.46 | |
| All Grades | 39.77 | 41.59 | 45.85 | 47.88 | 45.58 | 45.85 | 12.36 | 12.83 | 8.29 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 41.54 | 36.92 | 29.41 | 43.08 | 40.00 | 60.29 | 15.38 | 23.08 | 10.29 |
| Grade 4 | 41.84 | 27.42 | 37.14 | 46.94 | 59.68 | 55.71 | 11.22 | 12.90 | 7.14 |
| Grade 5 | 45.83 | 43.88 | 35.82 | 37.50 | 44.90 | 56.72 | 16.67 | 11.22 | 7.46 |
| All Grades | 43.24 | 37.33 | 34.15 | 42.47 | 47.56 | 57.56 | 14.29 | 15.11 | 8.29 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 36.92 | 37.88 | 35.29 | 58.46 | 56.06 | 60.29 | 4.62 | 6.06 | 4.41 |
| Grade 4 | 30.61 | 30.65 | 35.71 | 58.16 | 62.90 | 57.14 | 11.22 | 6.45 | 7.14 |
| Grade 5 | 31.25 | 24.49 | 26.87 | 57.29 | 64.29 | 65.67 | 11.46 | 11.22 | 7.46 |
| All Grades | 32.43 | 30.09 | 32.68 | 57.92 | 61.50 | 60.98 | 9.65 | 8.41 | 6.34 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 35.38 | 36.92 | 39.71 | 60.00 | 47.69 | 47.06 | 4.62 | 15.38 | 13.24 |
| Grade 4 | 40.82 | 35.48 | 42.86 | 47.96 | 58.06 | 44.29 | 11.22 | 6.45 | 12.86 |
| Grade 5 | 38.54 | 46.94 | 31.34 | 48.96 | 41.84 | 62.69 | 12.50 | 11.22 | 5.97 |
| All Grades | 38.61 | 40.89 | 38.05 | 51.35 | 48.00 | 51.22 | 10.04 | 11.11 | 10.73 |

Conclusions based on this data:

1. Our 2019 scores in ELA show a large increase in achievement (7% Overall), and particularly in 5th grade (14% improvement over 2018). Over 45% achievement at the Above Standard level is an increase of 4% from the previous year. This indicates that the instructional level in Reading is high and allows for higher achieving students to reach their potential.
2. 3rd, 4th and 5th graders continued to struggle in Research/Inquiry (38% Avg. Above Standard) in 2019 which was down as a group compared to the previous two testing cycles.
3. Students in all areas who fell into the Below Standard band in each individual area decreased in grades 3rd through 5th last year when compared to the previous testing cycle.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 66 | 67 | 69 | 65 | 66 | 68 | 65 | 66 | 68 | 98.5 | 98.5 | 98.6 |
| Grade 4 | 100 | 65 | 71 | 98 | 62 | 70 | 98 | 62 | 70 | 98 | 95.4 | 98.6 |
| Grade 5 | 97 | 100 | 69 | 96 | 98 | 68 | 96 | 98 | 68 | 99 | 98 | 98.6 |
| All Grades | 263 | 232 | 209 | 259 | 226 | 206 | 259 | 226 | 206 | 98.5 | 97.4 | 98.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2474. | 2483. | 2486. | 30.77 | 42.42 | 45.59 | 50.77 | 33.33 | 32.35 | 13.85 | 19.70 | 19.12 | 4.62 | 4.55 | 2.94 |
| Grade 4 | 2517. | 2512. | 2530. | 37.76 | 27.42 | 40.00 | 28.57 | 40.32 | 32.86 | 25.51 | 25.81 | 21.43 | 8.16 | 6.45 | 5.71 |
| Grade 5 | 2538. | 2538. | 2539. | 27.08 | 34.69 | 33.82 | 23.96 | 19.39 | 22.06 | 37.50 | 31.63 | 30.88 | 11.46 | 14.29 | 13.24 |
| All Grades | N/A | N/A | N/A | 32.05 | 34.96 | 39.81 | 32.43 | 29.20 | 29.13 | 27.03 | 26.55 | 23.79 | 8.49 | 9.29 | 7.28 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 47.69 | 65.15 | 60.29 | 47.69 | 25.76 | 30.88 | 4.62 | 9.09 | 8.82 | |
| Grade 4 | 47.96 | 50.00 | 54.29 | 32.65 | 33.87 | 37.14 | 19.39 | 16.13 | 8.57 | |
| Grade 5 | 33.33 | 44.90 | 35.29 | 45.83 | 27.55 | 38.24 | 20.83 | 27.55 | 26.47 | |
| All Grades | 42.47 | 52.21 | 50.00 | 41.31 | 28.76 | 35.44 | 16.22 | 19.03 | 14.56 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 41.54 | 50.00 | 51.47 | 47.69 | 39.39 | 39.71 | 10.77 | 10.61 | 8.82 |
| Grade 4 | 41.84 | 32.26 | 45.71 | 42.86 | 53.23 | 45.71 | 15.31 | 14.52 | 8.57 |
| Grade 5 | 33.33 | 30.61 | 32.35 | 50.00 | 52.04 | 50.00 | 16.67 | 17.35 | 17.65 |
| All Grades | 38.61 | 36.73 | 43.20 | 46.72 | 48.67 | 45.15 | 14.67 | 14.60 | 11.65 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 43.08 | 56.06 | 60.29 | 49.23 | 33.33 | 29.41 | 7.69 | 10.61 | 10.29 |
| Grade 4 | 41.84 | 48.39 | 47.14 | 46.94 | 35.48 | 40.00 | 11.22 | 16.13 | 12.86 |
| Grade 5 | 30.21 | 24.49 | 26.47 | 52.08 | 55.10 | 50.00 | 17.71 | 20.41 | 23.53 |
| All Grades | 37.84 | 40.27 | 44.66 | 49.42 | 43.36 | 39.81 | 12.74 | 16.37 | 15.53 |

Conclusions based on this data:

- Overall, the number of students in grades 3rd through 5th achieving "Exceeded" or "Met" in math increased from the scores of the previous year by 5%. This can be attributed to additional after school lessons being given to 5th graders who were in the advanced math group. Our total number of students who qualified for Marina Village Advanced math track in 6th grade increased again 2019 to 13 students, which was our highest number ever. This further supports success in addressing advanced student needs in math.
- Math scores for 3rd (78% overall proficient) and 4th (72%) grades increased from the previous year. 5th grade improved slightly (1%) than the year before but did show the lowest achievement level as a group (56% overall). The areas of significant success in third grade came in the area of Communicating Reasoning and Concepts and Procedures (60% above standard in each). 4th grade showed a 13% increase in overall achievement for students in the Above Standard band. Concepts and Procedures were also the strongest area of success in 4th (54% Above Standard). 5th grade showed more modest growth in each area and did slightly increase the percentage of students in the cohort that improved in the Above Standard band (27% to 34% in 19-20).
- 5th grade improvement will be a focus again in 2019-2020. The number of students falling into the Below Standard area in all mathematical areas ranged from 13.24% to 26%. The cohort in 5th grade last year also declined from 68% proficient in 4th grade to 56% in 5th. This signals the need for increased intervention, especially for those in the At or Near Standard bands to support students who may decrease in success when moving from 4th to 5th.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | * | * | * | * | * | * | * | 4 |
| Grade 1 | * | * | * | * | * | * | * | * |
| Grade 2 | | * | | * | | * | | 4 |
| Grade 3 | * | | * | | * | | * | |
| Grade 4 | * | * | * | * | * | * | * | * |
| Grade 5 | * | | * | | * | | * | |
| All Grades | | | | | | | 11 | 12 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 1 | * | * | * | * | * | * | | * | * | * |
| All Grades | * | 41.67 | * | 58.33 | * | 0.00 | * | 0.00 | 11 | 12 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 1 | * | * | * | * | | * | | * | * | * |
| All Grades | * | 66.67 | * | 33.33 | | 0.00 | * | 0.00 | 11 | 12 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 1 | * | * | * | * | | * | * | * | * | * |
| All Grades | * | 33.33 | * | 50.00 | | 8.33 | * | 8.33 | 11 | 12 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| All Grades | * | 50.00 | * | 50.00 | * | 0.00 | 11 | 12 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | 58.33 | * | 41.67 | * | 0.00 | 11 | 12 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 1 | * | * | * | * | * | * | * | * |
| All Grades | * | 25.00 | * | 66.67 | * | 8.33 | 11 | 12 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 1 | * | * | * | * | * | * | * | * |
| All Grades | * | 58.33 | * | 33.33 | * | 8.33 | 11 | 12 |

Conclusions based on this data:

1. There are no significant subgroup data to report on from 2019.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 409 | 8.6 | 2.9 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 12 | 2.9 |
| Socioeconomically Disadvantaged | 35 | 8.6 |
| Students with Disabilities | 41 | 10.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.2 |
| Asian | 15 | 3.7 |
| Filipino | 2 | 0.5 |
| Hispanic | 63 | 15.4 |
| Two or More Races | 27 | 6.6 |
| White | 301 | 73.6 |





Conclusions based on this data:

1. Socioeconomically Disadvantaged population at Lake Forest reached 11.1% in 17-18. This represented 47 students, which was the highest amount (and population %) in the 28 year history of the school. In 18-19, this percentage dropped slightly to 8.6% but still accounted for 35 students.
2. Students with Disabilities was at 10% of the population in 2018-19. This puts a significant strain upon school resources to provide interventions to this group and the SEL groups based on traditional funding. In 2019-20, Lake Forest is currently providing 2 SDC classes (19-20) which enrolls an additional 19 students. This will increase the number of Students with Disabilities this year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Blue | Chronic Absenteeism  Blue | Suspension Rate  Blue |
| Mathematics  Blue | | |

Conclusions based on this data:

1. All measurable areas of school performance achieved the highest rating in 18-19. Academic performance is considered above average when compared to California schools, but our goal is to increase to the top level of success as we have in prior years.
2. Despite the high rating, absenteeism has increased over past years. This is mainly due to parent choices regarding vacations, and personal matters despite attendance letters and reminders being sent on a regular basis and Independent Study Contracts being established at every opportunity.
3. School Climate is an area of pride at Lake Forest. Our overall suspension rate was .2% in 2017-2018 and 0% in 2018-2019. Classroom referrals were also low. This can be attributed to both classroom and school policies, in addition to staff efforts to provide emotional and behavioral guidance throughout the year.

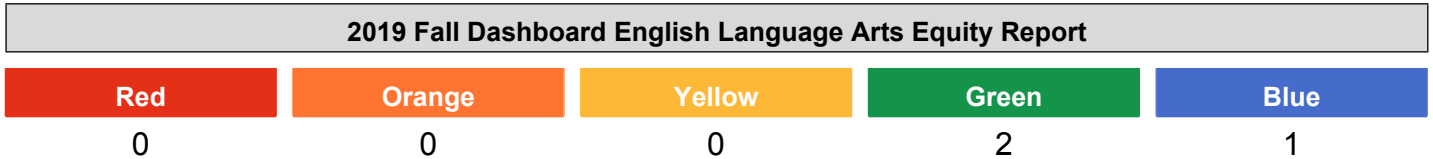
School and Student Performance Data

Academic Performance English Language Arts





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Blue 46.4 points above standard Increased ++5.9 points 198 | <p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | <p>Foster Youth</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  No Performance Color 5.3 points below standard Increased ++3.6 points 17 | <p>Students with Disabilities</p>  Green 4 points below standard Increased ++13.6 points 37 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| | | | |
|---|--|--|--|
| African American | American Indian | Asian | Filipino |
| | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 22.8 points above standard Maintained ++2.8 points 34 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | |  Blue 50.1 points above standard Increased ++9.8 points 147 |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| | | |
|---|---|---|
| Current English Learner | Reclassified English Learners | English Only |
| Less than 11 Students - Data Not Displayed for Privacy 3 | Less than 11 Students - Data Not Displayed for Privacy 6 | 45.5 points above standard Increased ++6 points 184 |

Conclusions based on this data:

- Academic growth increased in all statistically significant subgroups.
- We have seen a significant rise in the number of Students with Disabilities in recent years (37 students) and many of those students are working below standard. However, scores increased by over 13% with this subgroup from the previous year.

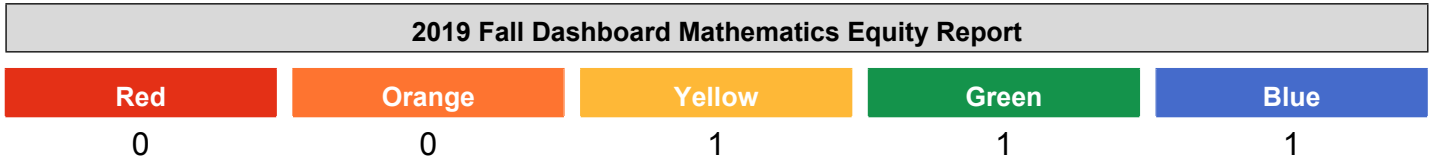
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Blue 35.7 points above standard Increased ++8.4 points 198 | <p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | <p>Foster Youth</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  No Performance Color 2.4 points above standard Increased ++8.4 points 17 | <p>Students with Disabilities</p>  Yellow 7.3 points below standard Declined -5.5 points 37 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
| | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 6.6 points above standard Declined -10 points 34 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | |  Blue 41 points above standard Increased ++13 points 147 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy 3 | Less than 11 Students - Data Not Displayed for Privacy 6 | 32.7 points above standard Increased ++5.9 points 184 |

Conclusions based on this data:

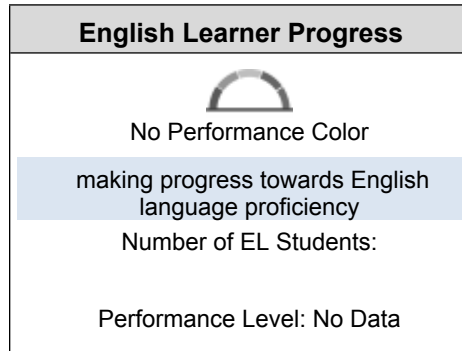
- Significant gains were made overall in math (13% overall), but Lake Forest is still striving for higher overall performance in 19-20. Hispanic students and students with disabilities decreased in math scores (10% and 5.5% respectively) in 18-19.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| | | | |
|-------------------------------------|---|------------------------------------|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|-------------------------------------|---|------------------------------------|---|

Conclusions based on this data:

1. The majority of Lake Forest EL students are making progress toward fluency and many were reclassified in 17-18. No data is available on this table for 2019.

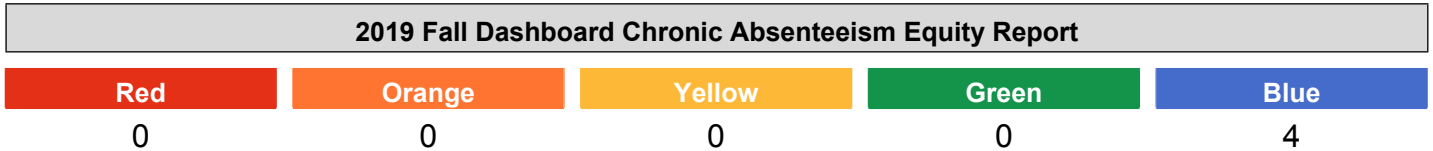
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Blue</p> <p>1.9</p> <p>Declined -2.4</p> <p>427</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>8.3</p> <p>Increased +2.1</p> <p>12</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p> | <p>Socioeconomically Disadvantaged</p>  <p>Blue</p> <p>0</p> <p>Declined -4</p> <p>39</p> | <p>Students with Disabilities</p>  <p>Blue</p> <p>0</p> <p>Declined -1.6</p> <p>51</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 0 Maintained 0 15 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 1.6 Declined -2.7 64 |  No Performance Color 0 Declined -7.1 31 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Blue 2.2 Declined -2.2 314 |

Conclusions based on this data:

- Absence rates decreased in every subgroup with a significant number of students (SED, Hispanic, Students with Disabilities and overall students). Overall the school decreased in chronic absenteeism by 2.4% from the previous year.

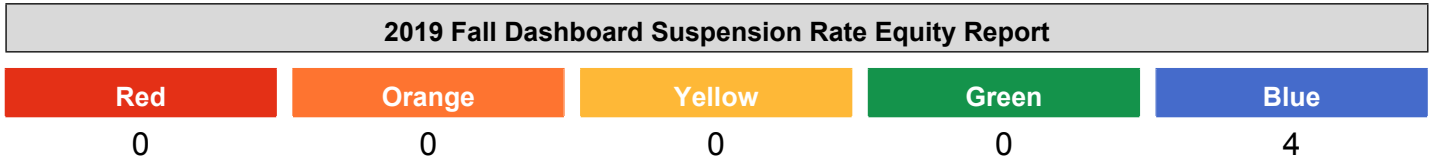
School and Student Performance Data

Conditions & Climate Suspension Rate













The performance levels are color-coded and range from lowest-to-highest performance in the following order:



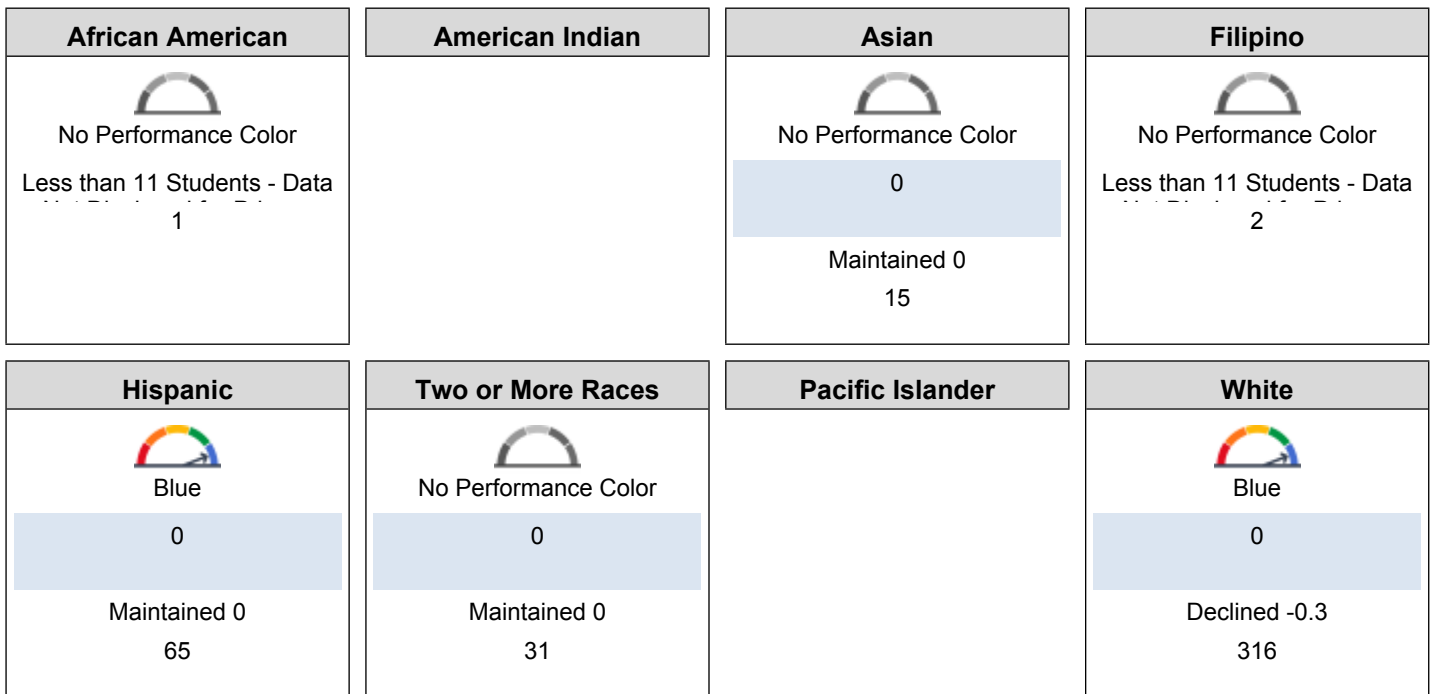
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | | | | | | | | | | | | | |
|---|--------------|---|---|------------------------|--|---------------------------------|---|---|--------------------|---|----------------------------|---|---|--------------------|
| <table border="1"> <thead> <tr> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Blue</td> </tr> <tr> <td>0</td> </tr> <tr> <td>Maintained -0.2 430</td> </tr> </tbody> </table> | All Students |  Blue | 0 | Maintained -0.2 430 | <table border="1"> <thead> <tr> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> No Performance Color</td> </tr> <tr> <td>0</td> </tr> <tr> <td>Maintained 0 12</td> </tr> </tbody> </table> | English Learners |  No Performance Color | 0 | Maintained 0 12 | <table border="1"> <thead> <tr> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td></td> </tr> <tr> <td></td> </tr> <tr> <td></td> </tr> </tbody> </table> | Foster Youth | | | |
| All Students | | | | | | | | | | | | | | |
|  Blue | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| Maintained -0.2 430 | | | | | | | | | | | | | | |
| English Learners | | | | | | | | | | | | | | |
|  No Performance Color | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| Maintained 0 12 | | | | | | | | | | | | | | |
| Foster Youth | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td></td> </tr> <tr> <td></td> </tr> <tr> <td></td> </tr> </tbody> </table> | Homeless | | | | <table border="1"> <thead> <tr> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td> Blue</td> </tr> <tr> <td>0</td> </tr> <tr> <td>Maintained 0 39</td> </tr> </tbody> </table> | Socioeconomically Disadvantaged |  Blue | 0 | Maintained 0 39 | <table border="1"> <thead> <tr> <th>Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td> Blue</td> </tr> <tr> <td>0</td> </tr> <tr> <td>Maintained 0 51</td> </tr> </tbody> </table> | Students with Disabilities |  Blue | 0 | Maintained 0 51 |
| Homeless | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | |
|  Blue | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| Maintained 0 39 | | | | | | | | | | | | | | |
| Students with Disabilities | | | | | | | | | | | | | | |
|  Blue | | | | | | | | | | | | | | |
| 0 | | | | | | | | | | | | | | |
| Maintained 0 51 | | | | | | | | | | | | | | |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.2 | 0 |

Conclusions based on this data:

1. Suspensions fell from .2% in 17-18 to 0% in 18-19 which represents one student for a one day suspension in the past 2 years. This supports current practices regarding staff communication, behavioral expectations and positive climate policies presented by both classrooms and the school as a whole.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------------------|--|--|
| SBAC Results | <p>Overall school 2019 SBAC results showed achievement of 3rd through 5th grade students at 69% proficient or better in math & 77% proficient or better in ELA.</p> <p>Students in 5th grade scored 56% proficient or above in math on the 2019 SBAC.</p> | <p>In 2020, we expect students in 3rd through 5th grades to achieve an overall score of 72% proficiency in math and an overall score of 79% in ELA.</p> <p>In May 2020, 5th grade students will score on the SBAC at a proficiency rate of 60% or higher.</p> |
| Lexile Scores (Reading Comprehension) | <p>Scores in December 2019 showed that current 3rd graders met the 2nd grade Lexile comprehension proficiency at a rate of 93%. The same group had already met the 3rd grade mark at a rate of 80%.</p> <p>Scores in May 2019 showed 3rd (now current 4th) graders met Lexile comprehension proficiency at a rate of 88% (on 3rd grade standards). This group in Nov 2019 has already met current 4th grade levels at a rate of 81%.</p> <p>Students finished their 4th grade year in May 2019 achieving a lexile proficiency percentage of 76% and in 5th grade are achieving as of</p> | <p>In 2020, we expect to maintain the high percentage of 2nd graders (entering 3rd) reaching year end Lexile benchmarks at a rate of 86% proficiency by the end of May 2020 (3rd grade standards).</p> <p>In 3rd grade, Lexile scores will reach 86% proficiency overall on the Lexile test as measured in December 2020 (as 4th graders).</p> <p>Overall, students in 5th grade this year will achieve an overall proficiency of 80% within the grade level as of May 2020.</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| | November 2019 at a proficiency rate of 75% based on 5th grade lexile expectations. | |
| DIBELS reading fluency (word per minute) | <p>At the end of May 2019, 94% of second graders met the standard for fluency when assessed using the DIBELS Oral Reading Fluency assessment.</p> <p>In grades 3-5, the average percent meeting respective grade level fluency benchmark scores was (3rd) 72%, (4th) 59% and (5th) 72%.</p> | <p>The 2nd grade score is one of the highest recorded fluency numbers at Lake Forest. Reaching 95% or better within the grade level for the incoming 2nd graders and the current 3rd graders would be expected.</p> <p>Current 4th graders would increase from last year's mark of 72% to 75% overall proficiency.</p> <p>Current 5th graders will improve their overall score of 59% reaching fluency benchmarks to 65% or better.</p> |
| ICA for Math | <p>On the Math ICA, grade levels scored at proficient or above levels at the following percentages:</p> <p>3rd grade: 69%</p> <p>4th grade: 69%</p> <p>5th grade: 56%</p> | <p>On the Math ICA in spring 2020, grade levels will score at proficient or above levels at the following percentages:</p> <p>3rd grade: 72%</p> <p>4th grade: 72%</p> <p>5th grade: 60%</p> |

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

Lake Forest Elementary will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program and within the ELA and Social Studies adopted curricula. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-5/29/20

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

Lake Forest Elementary will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day (and offered before or after school), will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

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

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-5/29/20

Person(s) Responsible

Administration
LIP Coordinator
Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 650 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Literacy Intervention Coordinator-Salary and Benefits |
| Amount | 8500 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Classroom Materials to support classroom learning needs in math and ELA. |
| Amount | 2000 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Reading Counts online program for use with school wide incentive program through the Lake Forest library. |
| Amount | 250 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | School wide reading program materials for school library. |
| Amount | 2000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders. |
| Amount | 2500 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | PE and sports equipment for instruction and recess. |

Strategy/Activity 3

Extended learning time and increased educational opportunity:

The Literacy Intervention program will continue in grades 3rd through 5th (390 instructional hours) and the with the help of the LIP coordinator, teachers and administration will review student data to recommend at risk readers for interventions. The teachers and LIP coordinator will share fluency and comprehension data at least 4 times a year and reevaluate student needs on an ongoing basis. LIP will be offered during school and scheduled at appropriate times based on conversations with staff to reduce possible issues with missed class time. Students will be grouped

appropriately based on learning needs and will those groups will be fluid depending on success of the participants. Before and after school interventions, administered in hour long increments, will be held twice a week in 10-12 week cycles and will coincide with classroom curriculum.

To enhance both general education and special education programs, a part-time (399 hours/year) para educator will assist with both small and large groups to improve instruction in classes 4 days a week for three hours. The aide will target reading and math development through leveled groups in primary grades or as a partner in the 1/2 blend class to provide direct grade level curriculum at key times during the week. Other increased educational opportunities will include participation in the El Dorado County Spelling Bee, Nature Bowl and the Festival of Oral Interpretation will continue as in the past. English Language Learners will receive additional instruction in English Language development by district ELL teacher. Students will have access to online academic supports such as Typing Pal and Reflex Math. To assist struggling learners and consistently monitor and adjust learning needs, we will conduct Student Study Teams on a frequent basis to evaluate identified pupils, create actions plans and support growth on the most immediate basis possible. The SST coordinator will work with staff and families to increase strategies related to individual students who may have difficulty with the regular academic program. Plans will be reviewed as determined by the team and referred to as resources are allocated and placements are made.

Students to be Served by this Strategy/Activity

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

Timeline

8/14/19-5/29/20

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 8600 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Literacy Intervention Aide. Three days a week (3 hours per day) for approximately 30 weeks. |
| Amount | 2300 |
| Source | District Funded |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Literacy Intervention Aide Benefits |
| Amount | 8200 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Classroom Intervention Aide. Four days a week/three hours per day. |
| Amount | 1900 |

| | |
|-------------------------|--|
| Source | District Funded |
| Budget Reference | 3000-3999: Employee Benefits |
| Description | Classroom Intervention Aide Benefits |
| Amount | 8600 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade. |
| Amount | 3000 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Reflex Math Online program or IXL in 2020 |
| Amount | 2200 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Student Study Team Coordinator, stipend and benefits. |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | The Lake Forest PTC will provide 2 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, and martial arts to name a few. PTC will oversee costs and revenues through the organization's leadership and parental support. |
| Amount | 600 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation. |
| Amount | 6000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Field Trip Support for all grade levels (\$1000 per grade) |

Strategy/Activity 4

Staff development and professional collaboration:

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

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

Students to be Served by this Strategy/Activity

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

Timeline

8/14/19-5/29/20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 8000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Substitutes for Trimester Assessments. Salary and benefits. |
| Amount | 1000 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes. |
| Amount | 1000 |
| Source | Site Formula Funds |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Travel and Conference funds |

Strategy/Activity 5

Involvement of staff, parents and community:

Lake Forest will continue to make every effort to build a strong partnership with our learning community. A description of grade level expectations and California State Standards will be presented to parents during Back-to-School-Night and referenced during yearly conferences. Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements. Our Parent Teacher Council

will also be informed at monthly meetings of on-going school issues and developments to help guide goals for support throughout the year. Furthermore, Lake Forest staff will work to assist our PTC with social events and activities designed to bring our families together, such as the Fall Festival, Dolphin Dash, Santa Breakfast, Kindergarten Playdate, campus improvement weekends and social gatherings scheduled during the school year.

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-5/29/20

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|--|
| California Healthy Kids Survey Results | The result of the 18-19 CHKS showed that of the 41 students who took the survey, 93% stated they feel safe at school all or most of the time, and 73% said that they were happy at school most or all of the time. | In 19-20, we expect that 95% of 5th graders who take the CHKS will state that they feel safe at school, and more than than 85% will mark that they are happy at school most of the time or more. |
| School Suspension Data | Lake Forest had suspension rate of 0% for the second straight year in 18-19. | California school are always looking for alternative ways to reduce suspensions. Despite the very low rate in 18-19, we will expect a rate of 0% in 2019-2020 and work to find other ways to counsel children an support their behavioral and emotional needs. |

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019-5/29/2020

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

School Climate and Community Building:

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019-5/29/2020

Person(s) Responsible

Administration
Teachers
School Librarian
PTC

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 3000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies. |
| Amount | 1000 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds. |
| Amount | 1250 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Teacher stipend for Student Leadership. There will be three stipends this year to support our I SWIM Team program. |
| Amount | 2000 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball). |
| Amount | 500 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplies for Character Counts and PBIS materials. |
| Amount | 3500 |

| | |
|-------------------------|---|
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Costs for vendors, materials and food for our annual Pioneer Day. |
| Amount | 3000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Annual costs to provide instruction for our Dance Extravaganza. Three instructors for 10 weeks, followed by a school show each spring. |
| Amount | 250 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly. |
| Amount | 2000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area. |

Strategy/Activity 3

Staff Collaboration and Professional Development:

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

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/14/2019-5/29/2020

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|-----------------|
| Amount | 1000 |
| Source | District Funded |

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Staff development funds for training, substitutes and materials related to the implementation of PBIS and supporting current SEL practices at Lake Forest.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------|--|--|
| Facility Inspection tool | The state of Lake Forest facilities were reported to be "Fair" in 2018-2019 on the School Accountability Report Card | In 2019-20 we will continue to report concerns to our Facilities Department and upgrade through Beautification projects to earn a higher rating. |

Planned Strategies/Activities

Strategy/Activity 1

Staff Development and Professional Development:

As stated in previous goals, Lake Forest will provide training in academic strategies, SEL practices and safety. Non-instructional staff including secretaries and custodians will be provided with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to SEL, Trauma-Informed Practices, PBIS, Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/14/2019-5/29/2020

Person(s) Responsible

Administration
Teachers
Non-Instructional Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities and Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019-5/29/2020

Person(s) Responsible

Administration
Teachers
Garden Coordinator
PTC Beautification Committee
RUSD Maintenance Department

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 500 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Support for Eagle Scout Projects at Lake Forest School. |
| Amount | 4250 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Stipend for year long Garden Coordinator position. |

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Educational Services

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|--|
| <p>SBAC</p> | <p>In 2019 we expect students in 3rd through 5th grades to achieve an overall score of 68% in math and 72% in ELA.</p> <p>Overall, students in 5th grade this year will achieve a proficiency of 77% within the grade level as of May 2019 on the SBAC ELA test.</p> | <p>Overall school 2019 SBAC results showed achievement of 3rd through 5th grade students at 69% proficient or better in math & 77% proficient or better in ELA</p> <p>In May of 2019, 5th grade students achieved 85% proficiency on the ELA portion of the SBAC test.</p> |
| <p>Lexile Scores (Reading Comprehension)</p> | <p>In December 2019, we expect to maintain the high percentage of 2nd (current 3rd) graders reaching year end Lexile benchmarks for 2nd grade at a rate of 85% proficiency within the whole grade level.</p> <p>In 3rd grade (current 4th) Lexile scores will reach 84% proficiency overall on the Lexile test.</p> <p>4th (current 5th) graders will achieve the year end Lexile benchmark at a rate of 79% overall.</p> | <p>Scores in December 2019 showed that current 3rd graders met the 2nd grade Lexile comprehension proficiency at a rate of 93%. The same group had already met the 3rd grade mark at a rate of 80%.</p> <p>Scores in May 2019 showed 3rd (now current 4th) graders met Lexile comprehension proficiency at a rate of 88%. This group in Nov 2019 has already met current 4th grade levels at a rate of 81%.</p> <p>Students finished their 4th grade year in May 2019 achieving a lexile proficiency percentage of 76% and in 5th grade are achieving as of November 2019 at a proficiency rate of 75% based on 5th grade lexile expectations.</p> |
| <p>DIBELS reading fluency (word per minute)</p> | <p>The 2nd grade score is one of the highest recorded fluency numbers at Lake Forest. Reaching 95% or better within the grade level for the incoming 2nd graders and the current 3rd graders would be reasonable in most years.</p> <p>Current 4th graders would increase from last year's mark of 72% to 75% overall proficiency on the DIBELS reading fluency.</p> | <p>In May 2019, 91% of 2nd grade students reached grade level fluency benchmarks on the DIBELS reading assessment. 3rd graders scored 90% on the May 2019 DIBELS test.</p> <p>In May 2019, 4th graders finished the school year achieving a score of 91% proficient on the DIBELS assessment.</p> |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|---|--|
| | Current 5th graders will improve their overall score of 59% reaching fluency benchmarks to 65% or better. | At the end of 2018-2019, outgoing 5th graders as a group achieved proficiency on the DIBELS assessment at a rate of 74%. |
| ICA for Math | Benchmarks for the ICA in math were established in early 2019. | On the Math ICA, grade levels scored at proficient or above levels at the following percentages: 3rd grade: 69% 4th grade: 69% 5th grade: 56% |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| Literacy Intervention Coordinator-Salary and Benefits | A teacher rep performed these duties all year. | \$650 1000-1999: Certificated Personnel Salaries Site Formula Funds | \$640 1000-1999: Certificated Personnel Salaries Site Formula Funds |
| Writing/ELA Program Materials-Step Up To Writing | No Step to Writing Materials were needed in 18-19. | \$1500 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) | \$0 |
| Classroom Materials to support classroom learning needs in math and ELA. | Classroom Support | \$8500 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$8500 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Reading Counts online program for use with school wide incentive program through the Lake Forest library. | Subscription to Reading Counts | \$2000 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental | \$1750 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental |
| School wide reading program materials for school library. | Supports Library Incentive program | \$250 4000-4999: Books And Supplies Donations | \$375 4000-4999: Books And Supplies Donations |
| Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders. | Materials purchased for science prep classroom and other school wide science activities | \$2500 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$1224 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| PE and sports equipment for instruction and recess. | PE and sports equipment for instruction and recess. | \$2500 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$640 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Literacy Intervention Aide. Three days a week (3 hours per day) for approximately 30 weeks. | Literacy Intervention Aide. Three days a week (3 hours per day) for 30 weeks. | \$8032 2000-2999: Classified Personnel Salaries District Funded | \$8012 2000-2999: Classified Personnel Salaries District Funded |
| Literacy Intervention Aide Benefits | Literacy Intervention Aide Benefits | \$2100 3000-3999: Employee Benefits District Funded | \$2150 3000-3999: Employee Benefits District Funded |
| Classroom Intervention Aide. Four days a week/three hours per day. | Classroom Intervention Aide. Four days a week/three hours per day. | \$7829 2000-2999: Classified Personnel Salaries District Funded | \$7826 2000-2999: Classified Personnel Salaries District Funded |
| Classroom Intervention Aide Benefits | Classroom Intervention Aide Benefits | \$1600 3000-3999: Employee Benefits District Funded | \$1580 3000-3999: Employee Benefits District Funded |
| Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade. | Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade was conducted over two 10 week spans. Math enrichment extended over 8 weeks. Salary and benefits | \$8400 1000-1999: Certificated Personnel Salaries Site Formula Funds | \$9200 1000-1999: Certificated Personnel Salaries Site Formula Funds |
| Reflex Math Online program | Reflex Math Online program subscription | \$3000 5000-5999: Services And Other Operating Expenditures Donations | \$3000 5000-5999: Services And Other Operating Expenditures Donations |
| Student Study Team Coordinator, stipend and benefits. | Student Study Team Coordinator, stipend and benefits. | \$2200 1000-1999: Certificated Personnel Salaries Site Formula Funds | \$2180 1000-1999: Certificated Personnel Salaries Site Formula Funds |
| Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation. | Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation. | \$600 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club | \$332 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| Field Trip Support for all grade levels (\$1000 per grade) | Field Trip Support for all grade levels (\$1000 per grade). Fees and transportation costs. | (PTA/PFC/PTSO, PTO, etc.) \$6000 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | (PTA/PFC/PTSO, PTO, etc.) \$6000 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Substitutes for Trimester Assessments. Salary and benefits. | Substitutes for Trimester Assessments. Salary and benefits. | \$8000 1000-1999: Certificated Personnel Salaries LCFF - Supplemental | \$7450 1000-1999: Certificated Personnel Salaries LCFF - Supplemental |
| Certificated Professional Development | Certificated Professional Development for teacher trainings and conferences | \$1750 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality | \$1750 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality |
| Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes. | Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes. | \$2800 1000-1999: Certificated Personnel Salaries Site Formula Funds | \$3366 1000-1999: Certificated Personnel Salaries Site Formula Funds |
| Travel and Conference funds | Travel and Conference funds. Additional funds were added to those received through Title II | \$1000 5000-5999: Services And Other Operating Expenditures Site Formula Funds | \$125 5000-5999: Services And Other Operating Expenditures Site Formula Funds |

Analysis

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

Lake Forest Elementary will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program and within the ELA and Social Studies adopted curricula. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Lake Forest Elementary will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day (and offered before or after school), will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

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

In classrooms, teachers continue to address reading by creating leveled reading groups in grades K-3, based on current assessment data. They will continue to use small group and differentiated instruction. The LIP Coordinator, teaching staff and Principal will collect and analyze student data (DIBELS fluency scores, Lexile, local assessments) in order to assist the staff in analyzing information and set instructional goals for students. The LIP Coordinator will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets. Throughout the year, teachers will make explicit reference to the standards as they plan and implement lessons being taught. Improvement in math and science will be a primary focus. Teachers will continue to use the Sequential Timed Math and Reflex online programs in grades 1-5 to assist students with basic facts and increase proficiency as measured by weekly assessments. We will continue to use Go Math technology components to complement California Standards instruction and stimulate learning in a challenging way. Standards-based assessments, provided with the core textbooks will continue to be used to measure the ongoing progress made by students in both math and science. The school will continue to look for the best possible materials and/or programs so that instruction in math (and all curricular areas) is keeping in step with current best practices statewide. Teachers will meet together to analyze math data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.

The Literacy Intervention program will continue in grades 3rd through 5th (368 instructional hours) and the with the help of the LIP coordinator, teachers and administration will review student data to recommend at risk readers for interventions. The teachers and LIP coordinator will share fluency and comprehension data at least 4 times a year and reevaluate student needs on an ongoing basis. LIP will be offered during school and scheduled at appropriate times based on conversations with staff to reduce possible issues with missed class time. Students will be grouped appropriately based on learning needs and will those groups will be fluid depending on success of the participants. Before and after school interventions, administered in hour long increments, will be held twice a week in 10-12 week cycles and will coincide with classroom curriculum.

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

Staff members will use grade level and cross grade level articulation on early release Wednesdays to analyze achievement data, grade level lessons and alter instruction based on the changing needs of the students. Meetings after school will be used to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. Teachers will utilize articulation time to revisit the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data. District and site administration, using information gathered from surveys and staff discussions will provide professional development in implementing California State Standards through professional development classes offered through the County Office of Education. Release time for teachers to complete trimester assessments and participate in staff development will also be offered through district funds. The school site will provide release time for teachers to observe in other classrooms on site or within the county and to participate in site based staff development, or release time for blended class teachers on field trips or other assignments that require a substitute.

Lake Forest will continue to make every effort to build a strong partnership with our learning community. A description of grade level expectations and California State Standards will be presented to parents during Back-to-School-Night and referenced during yearly conferences. Site Council, with staff and parent representatives, will review data on overall

student assessment results and participate in planning school wide improvements. Our Parent Teacher Council will also be informed at monthly meetings of on-going school issues and developments to help guide goals for support throughout the year. Furthermore, Lake Forest staff will work to assist our PTC with social events and activities designed to bring our families together, such as the Fall Festival, Dolphin Dash, Santa Breakfast, Kindergarten Playdate, campus improvement weekends and social gatherings scheduled during the school year.

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

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

Overall, academic scores on most all of the measures used in 2018-2019 illustrated that strategies were successful. As noted in previous sections of this plan, scores on SBAC assessments rose significantly in both ELA and Math in most every grade level tested. Fluency and Lexile scores also showed consistent growth throughout 2018-19 and into the current year.

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

The only significant discrepancies were in the areas of materials for writing, Certificated extra hours for intervention and substitutes for teachers. The writing program that was planned to be purchased was not needed in 18-19. Extra hours for teachers were used to extend our intervention program across grade levels, but particularly in math in upper grades. This included math enrichment to prepare our high achieving 5th graders to test for the advanced placement track at Marina Village. Additional subs were used last year to cover extra release time for teachers assisting with PBIS, conferences, and to cover our blend class so the teacher could attend grade level specific field trips like Coloma.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The blueprint for supporting educational services has largely remained the same due to long term success in ELA (the highest costs annually). Some variation in the amount spent on math support through intervention and additional funds dedicated to increased salaries may effect allocations in 19-20.

Metrics will be changed to follow cohorts of students rather than grade levels year to year. SBAC scores, lexile and fluency will remain the main ways to track progress.

These can be found in the goal 1 expected outcomes section.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Safe, clean, student-centered learning environments.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|--|
| California Healthy Kids Survey Results | In 18-19, we expect that 85% of 5th graders who take the CHKS will state that they feel safe at school, and more than than 84% will mark that they are happy at school most of the time or more. | The result of the 18-19 CHKS showed that of the 41 students who took the survey, 93% stated they feel safe at school all or most of the time, and 73% said that they were happy at school most or all of the time. |
| School Suspension Data | California school are always looking for alternative ways to reduce suspensions. Despite the very low rate in 17-18, we will expect a rate of 0% in 2018-2019 and work to find other ways to counsel children an support their behavioral and emotional needs. | Lake Forest had suspension rate of 0% for the second straight year. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| Assemblies | Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies. | \$4000 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$2895 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds. | Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds. | \$3000 4000-4999: Books And Supplies Site Formula Funds | \$3000 4000-4999: Books And Supplies Site Formula Funds |
| Teacher stipend for Student Leadership | Teacher stipend for Student Leadership stipend and benefits | \$600 1000-1999: Certificated Personnel Salaries Site Formula Funds | \$525 1000-1999: Certificated Personnel Salaries Site Formula Funds |
| Coaches stipends for school sports teams | Coaches stipends for school sports teams | \$2000 1000-1999: Certificated Personnel | \$2000 1000-1999: Certificated Personnel |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| (Volleyball, Cross Country and Basketball) | (Volleyball, Cross Country and Basketball) | Salaries Site Formula Funds | Salaries Site Formula Funds |
| Supplies for Character Counts and PBIS materials. | Supplies for Character Counts and PBIS materials. | \$500 4000-4999: Books And Supplies Foundation | \$540 4000-4999: Books And Supplies Donations |
| Costs for vendors, materials and food for our annual Pioneer Day. | Costs for vendors, materials and food for our annual Pioneer Day. | \$3500 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$2875 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Annual costs to provide instruction for our Dance Extravaganza. Three instructors for 10 weeks, followed by a school show each spring. | Annual costs to provide instruction for our Dance Extravaganza. Three instructors for 10 weeks, followed by a school show each spring. | \$4800 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$3800 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area. | Campus improvements to garden, facilities and outdoor furniture, etc. | \$3000 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$3531 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Staff development funds for training, substitutes and materials related to the implementation of PBIS and supporting current SEL practices at Lake Forest. | Staff development funds for training, substitutes and materials related to the implementation of PBIS and supporting current SEL practices at Lake Forest. | \$3000 5000-5999: Services And Other Operating Expenditures Site Formula Funds | \$1850 5000-5999: Services And Other Operating Expenditures Donations |

Analysis

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

The entire learning community at Lake Forest understands that the safety of our students is of the utmost importance. Staff and students regularly participates in drills designed to train everyone to react in the most efficient and appropriate ways to ensure our children are protected in the event of emergency. Lake Forest schedules these activities, which are in constant flux based on the recommendations of local law enforcement and fire department personnel, to fine tune our practices, improve communication and increase our reaction to changing in our normal schedule. Teachers work School Plan for Student Achievement (SPSA) Page 36 of 83 Lake Forest Elementary School with the Catapult Emergency Response System, and internally will discuss best practices with district personnel and the guidance of stakeholders such as SSC, PTC and other parents. Staff will be trained in mandated reporter procedures,

sexual harassment laws for students and adults, and will monitor visitor policies and volunteer requirements as established by RUSD.

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

Lake Forest School always strives to create the most student-centered environment possible to enrich the education that our children receive and connect them to school. This is done in a multitude of ways to support academic, social emotional and behavioral needs. In addition to constantly looking at our safety procedures, we also evaluate the physical environment and work with our learning community (PTC Beautification) and district to improve grounds and add beautification projects. Social Emotional Learning has been a major focus in recent years. Through the support of our district, Lake Forest received counseling services three days a week. Our school counselor has been instrumental in providing social instruction in classrooms, runs groups targeting social concerns on campus and in general is a fantastic resource for students who struggle emotionally during the year. Furthermore, PBIS (Positive Behavioral Interventions and Supports) is in the process of being developed throughout our district and will be implemented in the Spring of 2019. The aspects of PBIS are developed by stakeholders at our site which develop consistent rules, expectations and reward policies. Lessons will be developed for each grade on a variety of SEL subjects and available for teacher use. Students have many options for gaining greater connection to their school. We have student Leadership, Safety Patrol, library helpers, buddy classes, enrichment, arts and sports. Students will also receive character education through Character Counts lessons that focus on a monthly trait. Assemblies will also be provided that will focus on tolerance and caring for others. Our annual A Touch Of Understanding presentation for 4th graders has been a benefit to understanding people with disabilities for ten years. Our PTC provides additional assemblies which center of anti-bullying and kindness towards others as well. Lake Forest is also proud to annual host our Veterans Day Assembly honoring local military members. Other student events that build our community and connect our students to school is Pioneer Day, Dance Extravaganza and Talent Show. We also have the great privilege of participating in Project LEAD, which teaches students about making great choices and the legal system. It is provided by the El Dorado County District Attorney's office and is a 20 week program which concludes with a mock trial at the county courthouse which is run exclusively by our 5th grade students.

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

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

The strategies used in creating a positive climate for our students has been success, despite the lack of measures to show that success. Suspensions of students (and even referrals for that matter) are rare throughout the school year. Attempts to bring increased lessons connectedness and compassion are apparent in many activities provided to our Lakers. Our counselor provides lunch groups for all students and leads our

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

Assemblies and the Dance fees charged in 2018-19 were less expensive than budgeted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The success of our 2 book fairs may allow less funds to be dedicated by the school site budget or from donations. We are proud of our library, and will continue to support it, but with the generous contributions made at book fairs (which can earn \$3500-\$5000 per event) it may ease the funds coming from school budgets.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Technical Infrastructure and Support Systems

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------|--|---|
| Facility Inspection tool | In 2018-19 we will continue to report concerns to our Facilities Department and upgrade through Beautification projects to earn a higher rating. | In 2018-2019, Lake Forest facilities were graded as "fair". |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| Support for Eagle Scout Projects at Lake Forest School. | Support for Eagle Scout Projects at Lake Forest School. There were 2 such projects in 18-19. | \$1000 4000-4999: Books And Supplies Donations | \$375 4000-4999: Books And Supplies Donations |
| The Lake Forest PTC will dedicate \$500 to cover technology improvements not covered by our RUSD Tech Department. | The Lake Forest PTC dedicated \$500 to cover technology improvements not covered by our RUSD Tech Department in 18-19 but were not utilized due to the support provided by the district. | \$500 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | \$0 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Stipend for year long Garden Coordinator position. | Stipend for year long Garden Coordinator position. | \$4250 2000-2999: Classified Personnel Salaries Site Formula Funds | \$4250 2000-2999: Classified Personnel Salaries Site Formula Funds |

Analysis

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

The RUSD Facilities Department oversees much of the activities within this goal. Lake Forest, in conjunction with our PTC and local Scout Troops, continue to improve beautification through murals, garden improvements and lessons, outdoor study areas and more.

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

Despite the "fair" grade on our facilities, Lake Forest is a beautiful place for children to learn.

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

The eagle scouts who completed projects covered most of the costs through fundraising and school support was not as necessary this year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are always looking to improve our site through district planning and partnerships with our PTC and community groups.

Expenditures by Funding Source

| Funding Source | Amount |
|---|-----------|
| District Funded | 22,000.00 |
| Donations | 5,250.00 |
| LCFF - Supplemental | 10,000.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 31,600.00 |
| Site Formula Funds | 20,950.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---------------|
| 1000-1999: Certificated Personnel Salaries | 27,950.00 |
| 2000-2999: Classified Personnel Salaries | 16,800.00 |
| 3000-3999: Employee Benefits | 4,200.00 |
| 4000-4999: Books And Supplies | 21,250.00 |
| 5000-5999: Services And Other Operating Expenditures | 18,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 1,600.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| 2000-2999: Classified Personnel Salaries | District Funded | 16,800.00 |
| 3000-3999: Employee Benefits | District Funded | 4,200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 1,000.00 |
| 4000-4999: Books And Supplies | Donations | 2,250.00 |
| 5000-5999: Services And Other Operating Expenditures | Donations | 3,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 8,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 2,000.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 19,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 12,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 600.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 19,950.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 1,000.00 |

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

| Name of Members | Role |
|-----------------|----------------------------|
| Bruce Peters | Principal |
| Kurt Oneto | Parent or Community Member |
| Tami Madera | Parent or Community Member |
| Megan Bond | Parent or Community Member |
| Lonnie Dickson | Parent or Community Member |
| Carol Tinney | Classroom Teacher |
| Sue Belli | Other School Staff |
| Ana Mountain | Classroom Teacher |

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/15/2020.

Attested:



Principal, Bruce Peters on 1/15/20

SSC Chairperson, Tami Madera on 1/15/20

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|--|
| School Name | Lakeview Elementary School |
| Address | 3371 Brittany Way El Dorado Hills, CA 95762 |
| County-District-School (CDS) Code | 09619780108258 |
| Principal | Kathy Miracle |
| District Name | Rescue Union Elementary School District |
| SPSA Revision Date | October 2019-October 2020 |
| Schoolsite Council (SSC) Approval Date | January 16, 2020 |
| Local Board Approval Date | January 28, 2020 |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

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

School Profile

Home of the Eagles, Lakeview Elementary School is located in a gorgeous neighborhood, atop a hill overlooking breathtaking views of Folsom Lake. Our site offers a location which provides the benefits of living in the small community of El Dorado Hills, as well as the nearby convenience and bustle of the city of Folsom. As Rescue Union School District's newest campus, Lakeview opened its doors to students in August of 2005. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves approximately 560 TK-5th grade students. At Lakeview, students are "Soaring to Success."

Lakeview houses 23 general education classrooms with a class size average of 24:1 student teacher ratio in grades K-3 and 28:1 in grades 4-5. Our teachers ensure rigorous instructional delivery of California State Standards through our District adopted curriculum (Benchmark-ELA, GO Math, Step Up to Writing, Handwriting Without Tears for K-2, Scott Foresman Social Studies and Science), as well as using supplemental curriculum (Mystery Science, ST Math, Newsela, Reflex Math, and IXL) to ensure thorough and individualized learning. Reading instruction is a priority at Lakeview! Primary grades receive leveled phonics instruction through our school-adopted SIPPS program. The core educational program provided to Lakeview students is based on the California Standards and is differentiated for all students, whether gifted, in need of intervention or specialized learning. Three trained paraeducators assist teachers in supporting our students in ELA and math. All 4th and 5th grade students receive specialized instruction in PE, as well as the opportunity to learn musical instruments in our Band program. All students receive PE instruction through their classroom teachers (including First Tee Golf) and experience amazing "arts" sessions in dance (TK-5), music (TK-3) and pottery (TK-5). Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding, which will open doors of opportunity and prepare them for critical thinking and hard work in the wider world. We offer a Learning Center to support students with Individualized Educational Plans, as well as experienced paraeducators who work with classroom teachers to provide a strong intervention program, ensuring all students' learning needs are supported. Small group instruction is emphasized in classrooms to offer focused learning in flexible, leveled groups. Our amazing teachers participate in professional development and collaboration throughout the school year. Each class visits our library regularly, where our full-time librarian works to support literacy and advance learning. Each teacher is certified in GLAD (Guided Language Assessment and Development) and receives ongoing coaching from certified trainers.

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

Lakeview students receive numerous opportunities for extracurricular activities. Over 70 students serve on IMPACT Leadership, where all 4th and 5th grade students can learn leadership skills while serving on service teams, such as Culture, Community and Connection (3 Cs), Movie Makers, Friendship Group, Teacher's Aides, Librarian Aides, Environmental Club, Team Pride and Community Service. Cross Country (3rd-5th), volleyball (5th) and basketball (5th) teams run seasonally. After school enrichment opportunities are available throughout the year. Students can learn and practice skills such as, video editing, yoga, golf, physical fitness, musical performance, cooking, sewing and more.

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

to proactively guide them through healthy lifestyles and support them when needed. Further, we encourage a "growth mindset" and strive to ensure all children develop the skills, attitudes, and behaviors necessary to become principled, ethical citizens who are contributing members of society.

In recognition of ongoing academic excellence and achievement of positive community, Lakeview was awarded the California Distinguished School Award in spring of 2018. Staff work continuously to analyze SBAC, District and class data to guide instruction. The Research, Recall, Reflect and Respond method is currently being utilized to guide grade levels through further analysis.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Lakeview Elementary School Site Council, staff and PTO were the groups consulted for the planning of the 2019-2020 School Plan for Student Achievement. Planning began in the spring of 2019 and continued through the fall. Feedback, input and Information was obtained through meetings, staff collaboration, as well as analysis of data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | % | % | 0.19% | | | 1 |
| African American | 1.5% | 1.64% | 1.31% | 8 | 9 | 7 |
| Asian | 11.5% | 10.77% | 10.32% | 63 | 59 | 55 |
| Filipino | 0.9% | 1.28% | 1.5% | 5 | 7 | 8 |
| Hispanic/Latino | 7.7% | 8.39% | 9.38% | 42 | 46 | 50 |
| Pacific Islander | % | % | % | | | |
| White | 71.0% | 70.80% | 68.86% | 390 | 388 | 367 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 549 | 548 | 533 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Kindergarten | 88 | 91 | 91 |
| Grade 1 | 79 | 77 | 82 |
| Grade 2 | 76 | 82 | 83 |
| Grade 3 | 102 | 84 | 82 |
| Grade 4 | 104 | 107 | 88 |
| Grade 5 | 100 | 107 | 107 |
| Total Enrollment | 549 | 548 | 533 |

Conclusions based on this data:

1. Student Group and enrollment have remained similar over the last two years.
2. Our largest Student Group is White, with Asian being second and Hispanic being third. Lakeview continues to grow more culturally diverse.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 21 | 31 | 29 | 3.8% | 5.7% | 5.4% |
| Fluent English Proficient (FEP) | 39 | 32 | 35 | 7.1% | 5.8% | 6.6% |
| Reclassified Fluent English Proficient (RFEP) | 3 | 2 | 7 | 23.1% | 9.5% | 22.6% |

Conclusions based on this data:

1. Our EL student population has increased over the last three years. Specialized instructional support is being provided to EL students. A District part-time EL instructional aide was hired to support Lakeview EL students this year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 101 | 84 | 84 | 101 | 83 | 83 | 101 | 83 | 83 | 100 | 98.8 | 98.8 |
| Grade 4 | 106 | 107 | 87 | 105 | 106 | 86 | 105 | 106 | 86 | 99.1 | 99.1 | 98.9 |
| Grade 5 | 100 | 108 | 108 | 100 | 108 | 107 | 100 | 108 | 107 | 100 | 100 | 99.1 |
| All Grades | 307 | 299 | 279 | 306 | 297 | 276 | 306 | 297 | 276 | 99.7 | 99.3 | 98.9 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2485. | 2468. | 2455. | 49.50 | 42.17 | 36.14 | 26.73 | 28.92 | 27.71 | 17.82 | 20.48 | 20.48 | 5.94 | 8.43 | 15.66 |
| Grade 4 | 2531. | 2540. | 2509. | 52.38 | 56.60 | 38.37 | 27.62 | 29.25 | 26.74 | 13.33 | 11.32 | 23.26 | 6.67 | 2.83 | 11.63 |
| Grade 5 | 2566. | 2559. | 2586. | 48.00 | 37.96 | 54.21 | 37.00 | 40.74 | 35.51 | 8.00 | 12.96 | 6.54 | 7.00 | 8.33 | 3.74 |
| All Grades | N/A | N/A | N/A | 50.00 | 45.79 | 43.84 | 30.39 | 33.33 | 30.43 | 13.07 | 14.48 | 15.94 | 6.54 | 6.40 | 9.78 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 49.50 | 38.55 | 34.94 | 33.66 | 48.19 | 51.81 | 16.83 | 13.25 | 13.25 |
| Grade 4 | 48.57 | 50.94 | 43.02 | 43.81 | 45.28 | 44.19 | 7.62 | 3.77 | 12.79 |
| Grade 5 | 37.00 | 35.19 | 58.88 | 55.00 | 57.41 | 39.25 | 8.00 | 7.41 | 1.87 |
| All Grades | 45.10 | 41.75 | 46.74 | 44.12 | 50.51 | 44.57 | 10.78 | 7.74 | 8.70 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 54.46 | 36.14 | 25.30 | 42.57 | 49.40 | 59.04 | 2.97 | 14.46 | 15.66 |
| Grade 4 | 48.57 | 50.00 | 26.74 | 45.71 | 43.40 | 62.79 | 5.71 | 6.60 | 10.47 |
| Grade 5 | 67.00 | 61.11 | 57.94 | 27.00 | 30.56 | 39.25 | 6.00 | 8.33 | 2.80 |
| All Grades | 56.54 | 50.17 | 38.41 | 38.56 | 40.40 | 52.54 | 4.90 | 9.43 | 9.06 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 37.62 | 34.94 | 31.33 | 60.40 | 59.04 | 60.24 | 1.98 | 6.02 | 8.43 |
| Grade 4 | 36.19 | 38.68 | 31.40 | 59.05 | 58.49 | 62.79 | 4.76 | 2.83 | 5.81 |
| Grade 5 | 28.00 | 29.63 | 30.84 | 67.00 | 61.11 | 62.62 | 5.00 | 9.26 | 6.54 |
| All Grades | 33.99 | 34.34 | 31.16 | 62.09 | 59.60 | 61.96 | 3.92 | 6.06 | 6.88 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 41.58 | 42.17 | 37.35 | 52.48 | 42.17 | 44.58 | 5.94 | 15.66 | 18.07 |
| Grade 4 | 44.76 | 51.89 | 32.56 | 49.52 | 41.51 | 54.65 | 5.71 | 6.60 | 12.79 |
| Grade 5 | 55.00 | 44.44 | 53.27 | 40.00 | 44.44 | 43.93 | 5.00 | 11.11 | 2.80 |
| All Grades | 47.06 | 46.46 | 42.03 | 47.39 | 42.76 | 47.46 | 5.56 | 10.77 | 10.51 |

Conclusions based on this data:

1. Our students achieved an impressive 74.5% Met or Exceeded Standards in ELA on SBAC in 2018-2019. This does, however, represent a decrease of 4.5%. Looking deeper, 64% of 3rd grade students Met or Exceeded Standards in ELA (grade level decrease of 7%/no cohort data in 3rd grade); 66% of 4th grade students Met or Exceeded Standards in ELA (20% grade level decrease/5% cohort decrease); 90% of 5th grade students Met or Exceeded Standards in ELA (11% grade level increase/4% cohort decrease).
2. Our percentage of students Above Standard increased in Reading but decreased in Writing, Listening and Research/Inquiry. Students At or Near Standard increased in Writing, Listening and Research/Inquiry. Students Below Standard increased in Reading and Listening but decreased in Writing and Research/Inquiry.
3. The 4.5% decreased in ELA prompted strong analysis. Grade level cohorts have been analyzed, in addition to yearly SBAC ELA data. As previously stated, 3rd grade students meeting/exceeding ELA standards decreased 7% (no cohort data available); 4th grade students decreased 20% (cohort decreased 5%); 5th grade students increased 11% (cohort decreased 4%). Focus will be placed on ELA needs this year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 101 | 84 | 84 | 101 | 83 | 84 | 101 | 83 | 84 | 100 | 98.8 | 100 |
| Grade 4 | 106 | 107 | 87 | 105 | 106 | 86 | 105 | 106 | 86 | 99.1 | 99.1 | 98.9 |
| Grade 5 | 100 | 108 | 108 | 100 | 108 | 108 | 100 | 108 | 108 | 100 | 100 | 100 |
| All Grades | 307 | 299 | 279 | 306 | 297 | 278 | 306 | 297 | 278 | 99.7 | 99.3 | 99.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2497. | 2476. | 2480. | 50.50 | 34.94 | 39.29 | 34.65 | 38.55 | 38.10 | 11.88 | 20.48 | 15.48 | 2.97 | 6.02 | 7.14 |
| Grade 4 | 2532. | 2540. | 2529. | 41.90 | 44.34 | 40.70 | 34.29 | 37.74 | 36.05 | 19.05 | 15.09 | 19.77 | 4.76 | 2.83 | 3.49 |
| Grade 5 | 2571. | 2575. | 2592. | 45.00 | 50.93 | 54.63 | 29.00 | 26.85 | 28.70 | 24.00 | 18.52 | 15.74 | 2.00 | 3.70 | 0.93 |
| All Grades | N/A | N/A | N/A | 45.75 | 44.11 | 45.68 | 32.68 | 34.01 | 33.81 | 18.30 | 17.85 | 16.91 | 3.27 | 4.04 | 3.60 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 68.32 | 53.01 | 53.57 | 25.74 | 33.73 | 35.71 | 5.94 | 13.25 | 10.71 | |
| Grade 4 | 62.86 | 63.21 | 60.47 | 27.62 | 32.08 | 26.74 | 9.52 | 4.72 | 12.79 | |
| Grade 5 | 55.00 | 57.41 | 68.52 | 36.00 | 32.41 | 27.78 | 9.00 | 10.19 | 3.70 | |
| All Grades | 62.09 | 58.25 | 61.51 | 29.74 | 32.66 | 29.86 | 8.17 | 9.09 | 8.63 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 51.49 | 46.99 | 48.81 | 44.55 | 40.96 | 42.86 | 3.96 | 12.05 | 8.33 |
| Grade 4 | 40.95 | 47.17 | 45.35 | 51.43 | 48.11 | 44.19 | 7.62 | 4.72 | 10.47 |
| Grade 5 | 43.00 | 44.44 | 48.15 | 47.00 | 45.37 | 50.00 | 10.00 | 10.19 | 1.85 |
| All Grades | 45.10 | 46.13 | 47.48 | 47.71 | 45.12 | 46.04 | 7.19 | 8.75 | 6.47 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 58.42 | 44.58 | 44.05 | 39.60 | 48.19 | 47.62 | 1.98 | 7.23 | 8.33 |
| Grade 4 | 48.08 | 51.89 | 46.51 | 43.27 | 43.40 | 39.53 | 8.65 | 4.72 | 13.95 |
| Grade 5 | 45.00 | 45.37 | 50.93 | 48.00 | 49.07 | 46.30 | 7.00 | 5.56 | 2.78 |
| All Grades | 50.49 | 47.47 | 47.48 | 43.61 | 46.80 | 44.60 | 5.90 | 5.72 | 7.91 |

Conclusions based on this data:

1. Lakeview students managed to increase from 78% to 79.5% Met or Exceeded Standards in math! 77% of 3rd grade students Met or Exceeded Standards (3% grade level increase); 77% of 4th grade students Met or Exceeded Standards (5% grade level decrease/3% cohort increase); 83% of 5th grade students Met or Exceeded Standards (5% grade level increase/1% cohort increase).
2. Students Exceeding Standards increased In Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning; students At or Near Standard increased in Problem Solving & Modeling/Data Analysis but decreased in Concepts and Procedures and Communicating Reasoning; students Below Standard increased in Communicating Reasoning but decreased in Concepts & Procedures and Problem Solving & Modeling/Data Analysis. Our largest gains were in Problem Solving & Reasoning, and areas most in need of improvement are Concepts & Procedures and Communicating Reasoning. Teachers of grades 3-5 will continue to analyze data and use this information to guide instruction. Overall, we are very proud of our students' math scores!
3. Although we would like to continue the 3rd-5th grade instructional aides for math, which were funded by Donations during the 2017-2018 and 2018-2019 school years, the funding can no longer be sustained.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | * | * | * | * | * | * | * | 5 |
| Grade 1 | * | * | * | * | * | * | * | 7 |
| Grade 2 | * | * | * | * | * | * | * | 9 |
| Grade 3 | | * | | * | | * | | 5 |
| Grade 4 | * | * | * | * | * | * | * | * |
| Grade 5 | | * | | * | | * | | * |
| All Grades | | | | | | | 26 | 28 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | | * | * | * | | * | * | * |
| 1 | * | * | | * | * | * | | * | * | * |
| 4 | * | * | | * | | * | * | * | * | * |
| All Grades | 88.46 | 39.29 | | 53.57 | * | 7.14 | * | 0.00 | 26 | 28 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | | * | | * | * | * |
| 4 | * | * | | * | * | * | | * | * | * |
| All Grades | 92.31 | 53.57 | * | 39.29 | * | 7.14 | | 0.00 | 26 | 28 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | | * | | * | * | * | * | * |
| 1 | * | * | * | * | | * | * | * | * | * |
| 2 | * | * | * | * | | * | | * | * | * |
| 4 | * | * | | * | | * | * | * | * | * |
| All Grades | 69.23 | 25.00 | * | 35.71 | | 35.71 | * | 3.57 | 26 | 28 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| All Grades | 92.31 | 50.00 | * | 50.00 | | 0.00 | 26 | 28 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| All Grades | 76.92 | 57.14 | * | 42.86 | | 0.00 | 26 | 28 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| All Grades | 73.08 | 28.57 | * | 67.86 | * | 3.57 | 26 | 28 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| All Grades | 57.69 | 32.14 | * | 60.71 | * | 7.14 | 26 | 28 | |

Conclusions based on this data:

1. Our EL student numbers have increased to 28 students. EL instructional aide support, GLAD instructional strategies from all LV teachers and EL resources will be used to advance learning for EL students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 533 | 6.6 | 5.4 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 29 | 5.4 |
| Foster Youth | 1 | 0.2 |
| Socioeconomically Disadvantaged | 35 | 6.6 |
| Students with Disabilities | 54 | 10.1 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 1.3 |
| American Indian | 1 | 0.2 |
| Asian | 55 | 10.3 |
| Filipino | 8 | 1.5 |
| Hispanic | 50 | 9.4 |
| Two or More Races | 45 | 8.4 |
| White | 367 | 68.9 |





Conclusions based on this data:

1. Our English Learner population percentage has decreased slightly (.3%); our Socioeconomically Disadvantaged population percentage has also decreased slightly (.2%); our Students with Disabilities population has increased 1.5%. This increase appears to come from new students moving into Lakeview with previously existing IEPs. Our Foster Youth increased to one student.
2. Our highest percentage student groups for Race/Ethnicity are White (68.9%), Asian (10.3%) and Hispanic (9.4%).
3. IMPACT Leadership has added a 3C's (Culture, Community, Connection) service team to enhance cultural awareness and serve as a newcomers welcoming committee.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 508 368 535">Green</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 508 846 535">Yellow</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1255 508 1326 535">Blue</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 705 360 732">Blue</p> | | |

Conclusions based on this data:

1. Lakeview Elementary is fortunate to excel in ELA and Math Academic Performance. ELA SBAC data decreased 4.5% from last year. Math SBAC data increased 1.5%. See Goal 1 for more analysis. ELA has been a focus of our school-wide analysis and instructional plan.
2. Chronic Absenteeism is being addressed through school supports (SEL, SST, counseling support, timely attendance letters, attendance information in newsletter, sharing importance of attendance at PTO, SSC, staff professional development, etc). Our average attendance for the 2018-2019 school year was 96.75%.
3. Suspension rates are minimal. This form of consequence is only used when CA Ed. Code allows or requires this action.

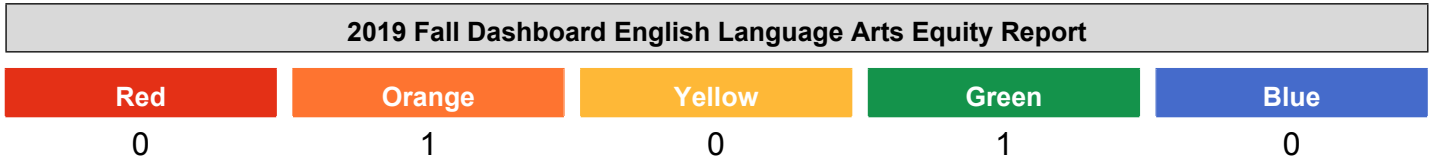
School and Student Performance Data

Academic Performance English Language Arts





The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Green</p> <p>52 points above standard</p> <p>Declined -3.8 points</p> <p>270</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>27.3 points above standard</p> <p>12</p> | <p>Foster Youth</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>17.3 points below standard</p> <p>Declined Significantly -40.6 points</p> <p>18</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>23.6 points below standard</p> <p>Declined Significantly -22.6 points</p> <p>35</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | |  No Performance Color 46.1 points above standard Declined Significantly -32.1 points 30 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 46.7 points above standard Increased ++3.6 points 18 |  No Performance Color 84.6 points above standard Maintained ++1.5 points 19 | |  Green 49.4 points above standard Declined -3.2 points 195 |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| Less than 11 Students - Data Not Displayed for Privacy 2 | Less than 11 Students - Data Not Displayed for Privacy 10 | 52.4 points above standard Declined -3.4 points 239 |

Conclusions based on this data:

- Over 74.5% of Lakeview students met or exceeded ELA standards on the SBAC. A decline of 4.5% occurred from the previous year.
- Socioeconomically Disadvantaged Students and Students with Disabilities declined in their achievement of ELA standards. Of the significant student ethnicity groups, Hispanic students increased, Asian students declined, and White students declined slightly. Our population is small enough for us to follow these students closely and provided as much support as possible. Many of these students are most in need of social emotional support and academic intervention.
- Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

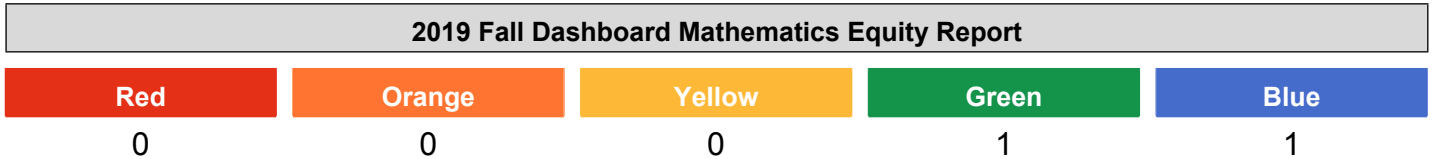
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Blue</p> <p>52.7 points above standard</p> <p>Increased ++4.6 points</p> <p>270</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>37.6 points above standard</p> <p>12</p> | <p>Foster Youth</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>8.7 points below standard</p> <p>Declined Significantly -17.5 points</p> <p>18</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>6.8 points above standard</p> <p>Maintained ++1.8 points</p> <p>35</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | |  No Performance Color 51.7 points above standard Declined Significantly -24.9 points 30 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 42.9 points above standard Maintained ++0.7 points 18 |  No Performance Color 77.5 points above standard Increased ++6.2 points 19 | |  Blue 51.6 points above standard Increased ++7.8 points 195 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| Less than 11 Students - Data Not Displayed for Privacy 2 | Less than 11 Students - Data Not Displayed for Privacy 10 | 53.4 points above standard Increased ++6 points 239 |

Conclusions based on this data:

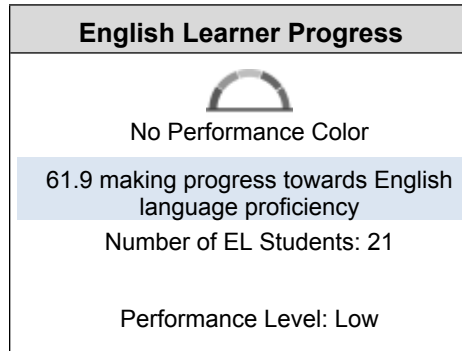
1. Over 79% of Lakeview students (3-5) met or exceeded standard in math!
2. Socioeconomically Disadvantaged student data declined, whereas White students and Students with Disabilities increased their level of progress in math; Hispanic students increased slightly, while Asian students declined. Lakeview staff are working closely with these students to support their needs. Social emotional supports and intervention are provided to those most in need.
3. Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 5 | 3 | 6 | 7 |

Conclusions based on this data:

1. Lakeview Elementary EL students are progressing well. An EL instructional aide has joined Lakeview staff this year!
2. The ELPAC data has been even more helpful for our students as our EL population has grown.
3. Students at all levels of EL Progress are being supported through an EL Coordinator, EL Instructional Aide, GLAD instructional strategies and EL curriculum. Those students indicating minimal growth are being monitored closely and supported through small group and 1:1 instruction. Research-based programs are being used for instructional delivery.

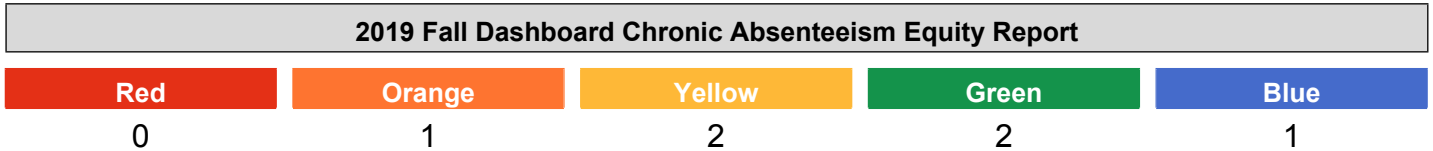
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Yellow</p> <p>4</p> <p>Increased +1.3</p> <p>556</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>6.9</p> <p>Increased +6.9</p> <p>29</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>6.8</p> <p>Increased +2.5</p> <p>44</p> | <p>Students with Disabilities</p>  <p>Yellow</p> <p>3.1</p> <p>Increased +3.1</p> <p>64</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 1.8 Increased +1.8 55 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 3.8 Declined -2 52 |  Blue 0 Declined -2.4 45 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Yellow 4.6 Increased +1.9 388 |

Conclusions based on this data:

1. Lakeview is proud of our 96.75% attendance rate. However, our student absenteeism increased slightly this year. Absenteeism for Hispanic students did decrease.
2. Our English Learner absenteeism increased 6.9%; our Students with Disabilities increased 3.1%, our Socioeconomically Disadvantaged increased 2.5%; all students indicated a 1.3% increase in chronic absenteeism. Attendance letters, SST meetings, phone calls, student meetings, Health Week, PBIS/SOAR, etc. are being used to improve in this area.
3. Absenteeism in our groups listed above, as well as our Asian and White students are being monitored closely and addressed.

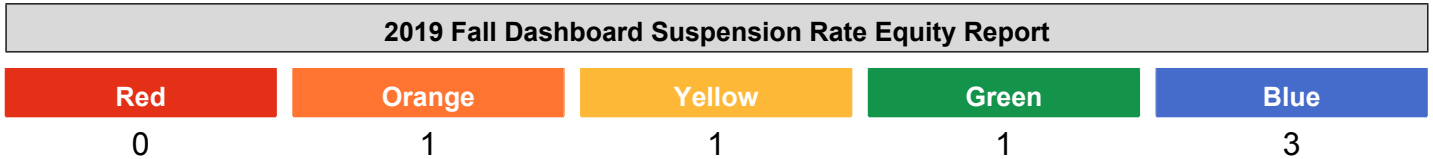
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:



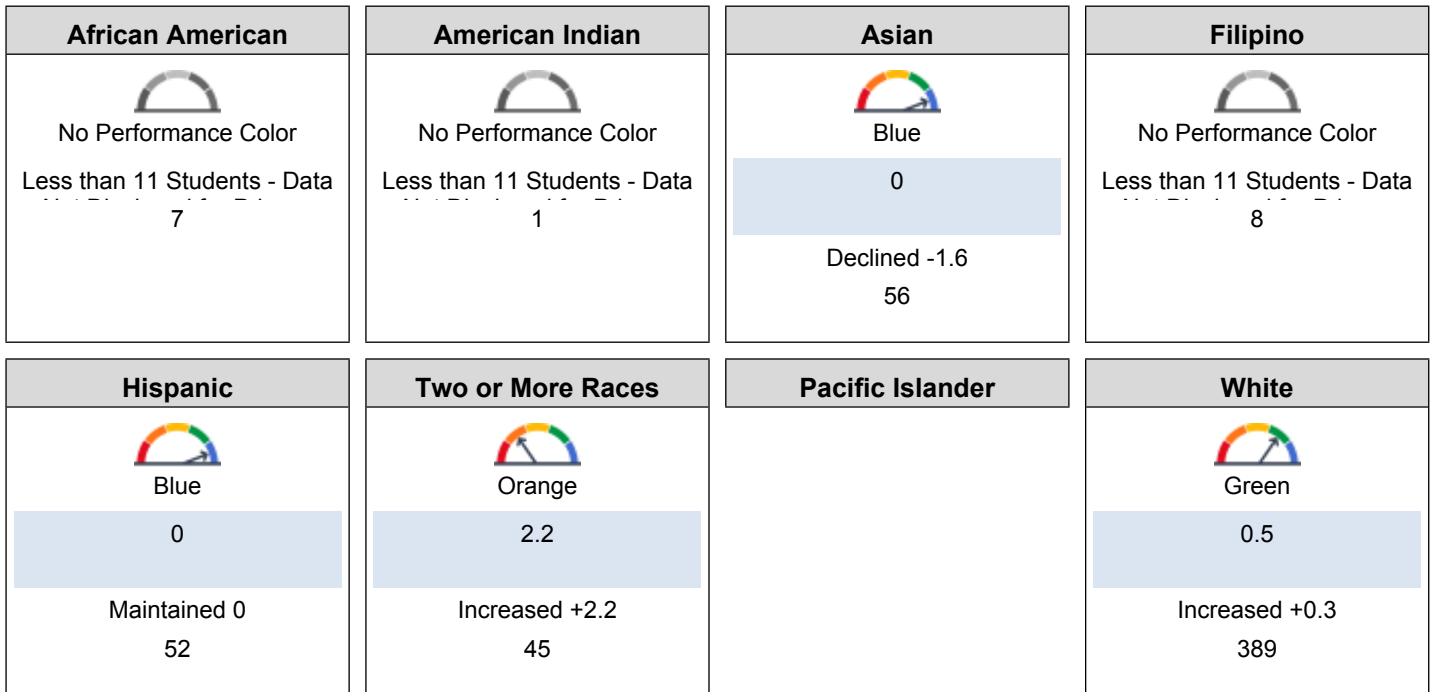
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Blue 0.5 Maintained +0.2 558 | <p>English Learners</p>  No Performance Color 0 Maintained 0 29 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  Blue 0 Maintained 0 44 | <p>Students with Disabilities</p>  Yellow 1.6 Maintained -0.2 64 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.4 | 0.5 |

Conclusions based on this data:

1. Our low suspension rates have been maintained. Students are only suspended when the incident requires that level of action.
2. Suspension rates indicated on this report represent a very small number of students. For example, the one Asian student who was suspended last year was not suspended this year, resulting in a 1.6% decline. Our White and Two or More Races student groups increased slightly.
3. Lakeview continues to proactively analyze character, social emotional learning and student behavior strategies to improve practice and build positive school climate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Lakeview Elementary will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------------------------|---|--|
| Smarter Balanced Assessment Results | <p>School-wide SBAC data revealed 74.5% of students in grades 3-5 Met or Exceeded Standards in ELA. This represents a 4.5% decrease from scores in 2018-2019. The 4.5% decreased in ELA prompted strong analysis.</p> <p>Looking deeper, 64% of 3rd grade students Met or Exceeded Standards in ELA (grade level decrease of 7%/no cohort data in 3rd grade). Reading was the area/claim in which the most number of students were Above Standard. Writing was the area/claim in which most students did not meet standards. Grade level "target" data indicated Central Ideas, Word Meanings and Compose Full Texts were "worse than performance on the test as a whole." Word Meanings, Text Structures or Features, Language Use and Compose Full Texts were the areas in which a high number of students nearly met standards. Compose Full Texts was the area in which most students did not meet standard. (Note: This analysis is an example of how staff drill down to skill concepts</p> | <p>School-wide SBAC results will increase to 77% Met or Exceeded Standard in ELA and 80% increase Met or Exceeded in Math. 3rd grade will aim to increase 5% in ELA and 3% in math. 4th grade will aim to increase 5% in ELA and 3% in math. 5th grade will aim to maintain 90% in ELA and 83% in math.</p> <p>Note: We did not meet our 2018-2019 expected outcomes/goal of 81% of students in grades 3-5 meeting or exceeding ELA standards, however we came close to our expected outcome/goal of 80% of students meeting or exceeding math standards, as will be indicated by SBAC data.</p> |

Metric/Indicator

Baseline

Expected Outcome

on SBAC, in order to guide their instruction. For the sake of brevity, this analysis will not be included in the SPSA for each grade level.

66% of 4th grade students Met or Exceeded Standards in ELA (20% grade level decrease/5% cohort decrease); 90% of 5th grade students Met or Exceeded Standards in ELA (11% grade level increase/4% cohort decrease).

79.5% of students in grades 3-5 Met or Exceeded Standards in math. This represents a 1.5% increase from math scores in 2018-2019.

Lakeview students managed to increase from 78% to 79.5% Met or Exceeded Standards! 77% of 3rd grade students Met or Exceeded Standards (3% grade level increase); 77% of 4th grade students Met or Exceeded Standards (5% grade level decrease/3% cohort increase); 83% of 5th grade students Met or Exceeded Standards (5% grade level increase/1% cohort increase).

District Benchmark Assessment Results

DIBELS data revealed 84% of Lakeview kindergartners met end of year benchmark for Phoneme Segmentation; this represents a 1% decrease. 75% met benchmark for Nonsense Word Fluency; this represents a 4% increase.

70% of first grade students met benchmark for Nonsense Word Fluency (Correct Letter Sounds) (Note:Data Watch for 19-20). 81% met benchmark for Nonsense Word Fluency (Whole Words Read) (maintained 81%). 88% of first grade students met the reading fluency benchmark (increased 11%), and 90% met the reading accuracy benchmark (increased 12%) , using the DIBELS Oral Reading Fluency assessment (DORF).

78% of second grade students met the fluency benchmark (1% decrease), and 77% met the accuracy benchmark on the DORF (9% decrease). 83% of second

85% of kindergartners will meet the end of year benchmark for Phoneme Segmentation. 76% will meet the benchmark for Nonsense Word Fluency.

75% of first grade students will meet benchmark for Nonsense Word Fluency (Correct Letter Sounds). 83% will meet benchmark for Nonsense Word Fluency (Whole Words Read). 88% of first grade students will meet the reading fluency benchmark, and 90% will meet the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF).

80% of second grade students will meet fluency benchmark, and 79% will meet accuracy benchmark. 80% will meet the GO Math End of Year Assessment goal.

Metric/Indicator**Baseline****Expected Outcome**

grade students met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment (5% decrease).

84% (2% decrease) of third grade students met fluency benchmark on the DORF. 85% (maintained) met the accuracy benchmark on the DORF. We will also be analyzing results from the Tri 2 SBAC Math Interim Comprehensive Assessment (CAT and PT), as well as the Tri 3 SBAC Interim Assessment Block (IAB) - Edit and Interim Assessment Block - Revise.

87% (16% increase) of fourth grade students met fluency benchmark, and 94% (maintained) met accuracy benchmark on the DORF. 55% (4% increase) of fourth grade students met the 80% or higher End of Year GO Math assessment benchmark. Analyze results for Tri 3 SBAC Interim Assessment Block - Reading Literature.

90% (3% decrease) of fifth grade students met fluency benchmark, and 95% (maintained) met accuracy benchmark on the DORF. 52% (decrease 7%) of fifth grade students met the 80% or higher End of Year GO Math assessment benchmark. Analyze results for Tri 3 SBAC Interim Assessment Block - Reading Literature.

Note: Data will be duplicated and recorded in alternate means for the 2020 reporting system. We plan to focus on improved means of gathering and using our data.

85% of third grade students will meet fluency benchmark, and 86% will meet accuracy benchmark. 75% will meet the GO Math End of Year Assessment goal. Determine baselines for SBAC Math ICA and IAB Edit and IAB Revise.

88% of fourth grade students will be fluency and 95% will meet accuracy benchmarks on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.

90% of fifth grade students will be fluency benchmark, and 95% will be accuracy benchmark on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.

Lexile Scores (Student Reading Inventory)

First Grade: 62% of all 1st grade students' Lexile is within the grade level band (190-450).

Second Grade: 69% of all 2nd grade students' Lexile is within the grade level band (450-620).

By the end of the 2019-2020 school year, cohorts will work to increase their Lexile scores:

First Grade: 64% of 1st grade students will achieve Lexile within the grade level band.

Second Grade: 70% of 2nd grade students will achieve Lexile within the grade level band.

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|--|--|
| | <p>Third Grade: 77% of all 3rd grade students' Lexile is within the grade level band (620-790).</p> <p>Fourth Grade: 73% of all 4th grade students' Lexile is within the grade level band (790-875).</p> <p>Fifth Grade: 75% of all 5th grade students' Lexile is within the grade level band (875-980).</p> | <p>Third Grade: 78% of 3rd grader students will achieve Lexile within the grade level band.</p> <p>Fourth Grade: 75% of 4th grade students will achieve Lexile within the grade level band.</p> <p>Fifth Grade: 75% of 5th grade students will achieve Lexile within the grade level band.</p> |

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instructional with Content Standards:

Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. In order to address our students' needs in ELA, primary students (K-3) will receive leveled and fluid phonics instruction in SIPPS. Students will participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Reflect Math, Reading Counts). Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEMScopes, Mystery Science, Amplify, or other NGSS aligned bridge programs. Teachers will receive funding for supplemental instructional resources from Teachers Pay Teachers. Lakeview 4th and 5th grade students will receive specialized PE instruction from a credentialed PE teacher; students will receive two rigorous, collaborative PE lessons weekly. These PE instructional minutes will be provided during the 4/5 teacher prep minutes negotiated in the RUFT Contract. Primary Physical Education minutes (200 every two weeks) will be provided by classroom teachers. Students will have the opportunity to participate in the PE Program, First Tee. In order to provided quality, leveled instruction, blended classrooms will receive some para-educator support. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, IXL ELA/Math) will be utilized strategically to enhance learning. IXL ELA/Math was piloted in 5th grade last year, and has been added to 3rd and 4th grades this year, with the purpose of concept reinforcement, reteaching, extension and challenge. Screen time will be limited, allowing teacher-delivered lessons, student interaction and collaboration to remain the priority.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019 - 5/29/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount

1,800.00

Source

Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

| | |
|-------------------------|---|
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Teaching Resources and Supplies for Science Lab Materials (4th/5th Grades) |
| Amount | 4,183.00 |
| Source | Donations |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Instructional Aide Salaries (Blend Support) |
| Amount | 17,500.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, IXL Learning 3rd-5th Grades) |
| Amount | 2,600.00 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | \$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources |
| Amount | 1,000.00 |
| Source | PTO |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | PE Supplies and Equipment |
| Amount | 100.00 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | First Tee Replacement Binder |

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

Lakeview Elementary will utilize instructional support staff and materials to enhance our standards-based curriculum and assist certificated staff in delivery of quality, differentiated instruction. Data analysis of ongoing student assessments will drive our instruction. Students will receive opportunities for academic intervention, as well as challenge learning, based on individual needs. Three intervention para-educators will work closely with teachers and the principal to improve phonics and reading skills of students in 1st - 5th grades. Supplemental programs, such as SIPPS, Read Live and REWARDS will be used to deliver intervention instruction. Frequent formative assessment, along with District and State assessment data will be analyzed and used to appropriately "level" students and target necessary curricular areas. Mathletes tutoring will be offered weekly to those 4th and 5th grade students in need of math homework and skill support; this program is offered by Oak Ridge High School students under the supervision of a Lakeview teacher. The needs of gifted students, students in need of intervention, students with disabilities and

English Learners will be monitored closely. Engaging, flexible, skill-based instruction will be offered. The RUSD EL Coordinator will work with Lakeview teachers and administration to ensure EL support. ELPAC results will be used to monitor EL students' acquisition of language. Lakeview's Nana Program will offer additional volunteer support for literacy groups and creative writing. Student Success Team meetings will be held to document and address concerns effecting student learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019 - 5/29/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 11,000.00 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Sub Costs for Assessment Release Days for Teachers |
| Amount | 1,000.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers |
| Amount | 10,059.00 |
| Source | Site Formula Funds |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Instructional Aide Salaries (1 Paraeducator) - Intervention Support |
| Amount | 19,380.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Instructional Aide Salaries (2 Paraeducators) - Intervention Support |
| Amount | 1,950.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Online Assessment/Learning Support for Reading Intervention (Read Live) |

Strategy/Activity 3

Extended Learning Time; Increased Educational Opportunity and Support Services:

Lakeview Elementary will provide extended learning time and increased educational opportunities for students. Field trips relating to the CA State Standards will take place at each grade level. Our librarian will offer weekly library visits to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as iFly, Coloma Outdoor Discovery Overnight, High Hill Ranch in Apple Hill, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and Power House Science Center - Challenger, etc. Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation and Nature Bowl. All 5th grade students will experience the El Dorado County District Attorney sponsored program, Project LEAD, where students will learn important legal lessons and act out a mock trial at the County Court House. Athletic opportunities in cross country (3rd-5th), volleyball (5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while provided important service to others. A District provided music teacher will instruct 4th and 5th grade students in instrumental music; 3rd grade students will learn recorders. TK - 3rd grade students will receive music ten weeks of contracted music instruction. TK - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction. Parent docents will deliver art lessons using the Arts Attack program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. Students will participate in a school-wide Health Week (in lieu of Red Ribbon Week) in which healthy activities and lifestyle will be promoted through staff, culminating in an end-of-week Fun Run. PTO will offer after school enrichment sessions for all students (ex. golf, cooking, fitness, yoga, art, musical performance, sewing, video production, etc.). Staff will continue to promote and foster our sister school relationship with Wenyi Street Primary School in Hangzhou, China.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19 - 5/29/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 6,000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Funding Assistance for Grade Level Field Trips |
| Amount | 800.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl, Project LEAD) |
| Amount | 2,000.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

| | |
|-------------------------|--|
| Description | Athletic Team Coaching Stipends |
| Amount | 1350.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | IMPACT Adviser Stipends |
| Amount | 500.00 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | IMPACT Student T-Shirts |
| Amount | 22,000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Funding for Contracted Instruction Services in Music, Dance, Pottery |
| Amount | 2,000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Library Books |
| Amount | 450.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Teacher Stipends for Overnight Field Trip (4th Grade) |
| Amount | 2,000.00 |
| Source | PTO |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Arts Attack Supplies for Parent Docents and Teachers |

Strategy/Activity 4

Staff Development & Professional Collaboration:

Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn and discuss current best practices. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Due to our analysis of assessment

data in ELA, SIPPS phonics instructional materials were purchased for all primary grade teachers; these teachers, as well as intervention aides were trained in SIPPS early this fall. Phonics and reading instruction continue to be a priority at Lakeview, fore we understand the critical importance of outstanding reading instruction. Teachers new to Lakeview will receive certification in Guided Language Assessment and Design.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19 - 5/29/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1,000.00 |
| Source | Site Formula Funds |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | EDCOE Professional Development Opportunities for Staff |
| Amount | 1,955.00 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | SIPPS Registration - 14 teachers; 3 aides |
| Amount | 13,646.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | SIPPS Instructional Materials |
| Amount | 4,760.00 |
| Source | Donations |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Sub Costs for SIPPS Training |
| Amount | 800.00 |
| Source | Donations |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

| | |
|-------------------------|--|
| Description | Release Roving Sub Costs for Teachers to Observe GLAD Demo Days - Hosted at Lakeview |
| Amount | 2,000.00 |
| Source | Donations |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Sub Costs for Half Day Release Day for Grade Level Teams to Collaborate with Principal (Data Analysis, Pacing, SBAC (3-5), Planning, Feedback) |
| Amount | 2,000.00 |
| Source | Donations |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Sub Costs for Half Day Release Day for Grade Level Teams to Build GLAD Units |

Strategy/Activity 5

Involvement of Staff, Parents & Community:

Lakeview Elementary will work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council, PTO and the English Language Advisory Committee (ELAC) will serve as forums to offer input and influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee will further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. PTO will provide community building opportunities through activities such as Fall Festival, Muffins with Moms, Movie Nights, Donuts with Dads, the Sweetheart Dance, Mom and Son Mini Prom, the Lakeview Gala and much more. Lakeview will continue to work with retired members of our community through our Nana Program, along with organizations such as, the El Dorado Hills Rotary, Hands for Hope, the El Dorado Hills Fire Department, the EDC DA's Office and Oak Ridge High School.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-5/29/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 750.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 0000: Unrestricted |
| Description | Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------|---|---|
| California Healthy Kids Survey | The California Healthy Kids 2019-20 Survey indicates results from 5th grade students. Most noteworthy were the following results: 100% feel our facilities are kept up; 98% feel academically motivated; 90% feel safe at school; 90% feel adults in school have high expectations for them. 45% felt they have meaningful participation in school; 48% feel they have been called names or the target of mean jokes; 55% feel they have had mean rumors spread about them. NOTE: These results came from a small sample group. Much of our parent population preferred their children not complete the survey this year. | In 2019-2020 our goals are the following: 100% will feel safe at school! 95% feel adults in school have high expectations for them. 60% felt they have meaningful participation in school; 20% feel they have been called names or the target of mean jokes; 20% feel they have had mean rumors spread about them. |
| LCAP Survey | LCAP Parent Survey Results indicate continued priority in maintaining a safe learning environment for students. | LCAP Parent Survey Results will reflect improvement in our safe school environment. 100% of parents will report feeling that their child is physically and emotionally safe at school. |
| Discipline Data/Aeries Reports | Lakeview's suspension rate for the 2018-2019 school year was 1%. | Lakeview's suspension rate will continue at a very low percentage in 2019-2020. Focus will be placed on behavioral supports and positive community building. |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|---|---|
| Attendance Data | Lakeview's average attendance rate for the 2018-2019 school year was 96.75%. This represents a slight decrease from 97.1% in 2017-2018. | Lakeview's current attendance rate of 96.75% will increase to 98% by the end of 2019-2020. Chronic absenteeism will continue to be addressed. |

Planned Strategies/Activities

Strategy/Activity 1

School Safety (Climate and Community Building, Staff Development and Professional Collaboration):

Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at following safety protocol for evacuation, duck and cover and lock-down drills. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our Comprehensive School Safety Plan. Students will have access to fresh water bottle filling stations. All school facilities and teaching tools will be safe and in working order (ex. kiln).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-05/29/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Amount | 10,000.00 |
| Source | PTO |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Installation of Drinking Fountain/Filling Stations (MP Room) |
| Amount | 6000.00 |
| Source | PTO |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Contractor Work to Bring Kiln up to Safety Standards |

Strategy/Activity 2

School Climate and Community Building:

Lakeview Elementary staff will diligently work to ensure the safe well-being of all students. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character building skills will be taught, modeled and practiced by all. Teachers will use Mind + Heart curriculum to focus on the teaching of core values and tools for SEL and mindfulness. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. School counselors will work to support the mental health needs of students three days each week through class presentations, individual counseling and group counseling. A staff team will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect). Student leadership teams will assist in promoting a positive learning environment. Staff will be trained in Trauma Informed Practices to become better equipped in successfully reaching students in need of intervention, de-escalation and/or motivation.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-05/29/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2,000.00 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | SOAR Student Incentives for PBIS |
| Amount | 1,300.00 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | A Touch of Understanding Training for 3rd Grade Students |
| Amount | 500.00 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Social Emotional Learning Tools for Students |
| Amount | 500.00 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Signage for Positive Behavioral Interventions & Supports |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------------|--|---|
| California School Staff Survey | Professional development was provided to certificated and classified staff. Support will be offered based on need and data presented from this survey. | Professional Development will be provided to staff. |
| Facility Inspection Tool | The facilities were reported to be in good repair as measured by the FIP. | Facilities will continue to be in good repair, as measured by the 2018-2019 FIP. |
| Williams Act/Uniform Complaints | No Williams Act/Uniform Complaints were received during the 2018-2019 school year. | No Williams Act/Uniform Complaints are expected in the 2019-2020 school year. Any complaints will be addressed immediately. |

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Lakeview Elementary and RUSD will provide classified staff with collaboration and professional development opportunities to improve our already high level of school support. Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Interventions and Supports. Classified staff will participate in the California School Staff Survey (CSSS) to aide in determining areas of additional needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019- 5/29/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 600.00 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Classified Staff Training for PBIS |

Strategy/Activity 2

Facilities & Technology Infrastructure:

Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Our site, along with RUSD will use the Facilities Inspection Tool (FIT) to determine areas of needed facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019- 5/29/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 850.00 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Distinguished School Mural Painting |
| Amount | 3,600.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |

| | |
|-------------------------|--|
| Description | Stage Risers for Student Performance Opportunities |
| Amount | 7,000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Replacement of Multipurpose Room Electronic Scoreboard & Installation |
| Amount | 18,000.00 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Installation of two new and upgrade of three existing drinking fountains. Water bottle filling stations installed. |

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Lakeview Elementary will provide quality educational services to maximize academic achievement for all individual students and student groups.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-------------------------------------|---|---|
| Smarter Balanced Assessment Restuls | During the 2018-2019 school year, 81% of students in grade 3-5 will meet or exceed standards in ELA, and 80% will meet or exceed standards in math, as indicated by SBAC data. 3rd grade will aim to increase 5% in ELA and 3% in math. 4th grade will aim to increase 5% in ELA and 3% in math. 5th grade will aim to maintain 90% in ELA and 83% in math. | <p>We did not meet our 2018-2019 expected outcomes/goal of 81% of students in grades 3-5 meeting or exceeding ELA standards, however we came close to our expected outcome/goal of 80% of students meeting or exceeding math standards, as will be indicated by SBAC data.</p> <p>School-wide SBAC data revealed 74.5% of students in grades 3-5 Met or Exceeded Standards in ELA. This represents a 4.5% decrease from scores in 2018-2019. The 4.5% decreased in ELA prompted strong analysis.</p> <p>Looking deeper, 64% of 3rd grade students Met or Exceeded Standards in ELA (grade level decrease of 7%/no cohort data in 3rd grade). Reading was the area/claim in which the most number of students were Above Standard. Writing was the area/claim in which most students did not meet standards. Grade level "target" data indicated Central Ideas, Word Meanings and Compose Full Texts were "worse than performance on the test as a whole." Word Meanings, Text Structures or Features, Language Use and Compose Full Texts were the areas in which a high number of students nearly met standards. Compose Full Texts was the area in which most students did not meet standard. (Note: This analysis is an example of how staff drill down to skill concepts on SBAC, in order to guide their instruction. For the sake of brevity, this analysis will not be included in the SPSA for each grade level.</p> <p>66% of 4th grade students Met or Exceeded Standards in ELA (20%</p> |

Metric/Indicator

Expected Outcomes

Actual Outcomes

grade level decrease/5% cohort decrease); 90% of 5th grade students Met or Exceeded Standards in ELA (11% grade level increase/4% cohort decrease).

79.5% of students in grades 3-5 Met or Exceeded Standards in math. This represents a 1.5% increase from math scores in 2018-2019.

Lakeview students managed to increase from 78% to 79.5% Met or Exceeded Standards! 77% of 3rd grade students Met or Exceeded Standards (3% grade level increase); 77% of 4th grade students Met or Exceeded Standards (5% grade level decrease/3% cohort increase); 83% of 5th grade students Met or Exceeded Standards (5% grade level increase/1% cohort increase).

District Benchmark Assessments

Grade level and cohort groups were considered in goal setting. End of year assessments will indicate:

85% of kindergartners will meet the end of year benchmark for Phoneme Segmentation. 73% will meet the benchmark for Nonsense Word Fluency.

80% of first grade students will meet benchmark for Phoneme Segmentation. 75% will meet benchmark for Nonsense Word Fluency. 79% will meet the reading fluency benchmark, and 79% will meet the reading accuracy benchmark.

79% of second grade students will meet fluency benchmark, and 86% will meet accuracy benchmark.

81% of third grade students will meet fluency benchmark, and 89% will meet accuracy benchmark.

DIBELS data revealed 84% of Lakeview kindergartners met end of year benchmark for Phoneme Segmentation; this represents a 1% decrease. 75% met benchmark for Nonsense Word Fluency; this represents a 4% increase.

70% of first grade students met benchmark for Nonsense Word Fluency (Correct Letter Sounds) (Note:Data Watch for 19-20). 81% met benchmark for Nonsense Word Fluency (Whole Words Read) (maintained 81%). 88% of first grade students met the reading fluency benchmark (increased 11%), and 90% met the reading accuracy benchmark (increased 12%) , using the DIBELS Oral Reading Fluency assessment (DORF).

78% of second grade students met the fluency benchmark (1% decrease), and 77% met the accuracy benchmark on the DORF (9% decrease). 83% of second grade students met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment (5% decrease).

Metric/Indicator**Expected Outcomes****Actual Outcomes**

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| <p>86% of fourth grade students will be fluency and accuracy benchmarks on the DORF.</p> <p>75% of fifth grade students will be fluency benchmark, and 95% will be accuracy benchmark on the DORF.</p> <p>Note: SBAC Math Interim Comprehensive Assessment (ICA) and IAB data, listed on the RUSD Benchmark Assessments "Rainbow Doc," will be added to the analysis for 2019-2020.</p> |
|---|

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| <p>84% (2% decrease) of third grade students met fluency benchmark on the DORF. 85% (maintained) met the accuracy benchmark on the DORF, and 72% of third grade students met the 80% or higher benchmark on the End of Year GO Math assessment benchmark.</p> <p>87% (16% increase) of fourth grade students met fluency benchmark, and 94% (maintained) met accuracy benchmark on the DORF. 55% (4% increase) of fourth grade students met the 80% or higher End of Year GO Math assessment benchmark.</p> <p>90% (3% decrease) of fifth grade students met fluency benchmark, and 95% (maintained) met accuracy benchmark on the DORF. 52% (decrease 7%) of fifth grade students met the 80% or higher End of Year GO Math assessment benchmark.</p> <p>Note: Data will be duplicated and recorded in alternate means for the 2020 reporting system.</p> |
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| Lexile |
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| <p>First Grade: 64% of 1st grade students will achieve Lexile within the grade level band.</p> <p>Second Grade: 65% of 2nd grade students will achieve Lexile within the grade level band.</p> <p>Third Grade: 75% of 3rd grader students will achieve Lexile within the grade level band.</p> <p>Fourth Grade: 81% of 4th grade students will achieve Lexile within the grade level band.</p> <p>Fifth Grade: 73% of 5th grade students will achieve Lexile within the grade level band.</p> |
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|---|
| <p>First Grade: 62% of all 1st grade students' Lexile is within the grade level band (190-450).</p> <p>Second Grade: 69% of all 2nd grade students' Lexile is within the grade level band (450-620).</p> <p>Third Grade: 77% of all 3rd grade students' Lexile is within the grade level band (620-790).</p> <p>Fourth Grade: 73% of all 4th grade students' Lexile is within the grade level band (790-875).</p> <p>Fifth Grade: 75% of all 5th grade students' Lexile is within the grade level band (875-980).</p> |
|---|

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| <p>Strategy 1: Alignment of Instruction with Content Standards:</p> <p>Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Reflect Math, Reading Counts). Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs. Teachers will receive funding for supplemental instructional resources from Teachers Pay Teachers. Lakeview 4th and 5th grade students will receive specialized science instruction from a credentialed teacher.</p> | <p>Lakeview's strategies for Alignment of Instruction with Content Standards was successfully carried out. The Science teacher did require additional funding for lab supplies. Instructional aide salaries were projected and encumbered prior to the start of the school year. There was no change to those salaries. Online contracts for supplemental learning programs did increase \$5,000, due to the desire of more teachers to use the programs.</p> | <p>4/5 Teaching Resources for Science Labs 4000-4999: Books And Supplies PTO 1,000.00</p> <p>Instructional Aide Salaries - Two 3-5 Math, Blended Classroom Support 2000-2999: Classified Personnel Salaries Donations 17,043.00</p> <p>Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement 5000-5999: Services And Other Operating Expenditures PTO 10,000.00</p> | <p>4/5 Teaching Resources for Science Labs 4000-4999: Books And Supplies PTO 2,000.00</p> <p>Instructional Aide Salaries - Two 3-5 Math, Blended Classroom Support 2000-2999: Classified Personnel Salaries Donations 17,043.00</p> <p>Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement 5000-5999: Services And Other Operating Expenditures PTO 15,000.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|---|
| <p>These science instructional minutes will be provided during the 4/5 teacher prep minutes negotiated in the RUFT Contract. Physical Education minutes (200 every two weeks) will be provided by classroom teachers. In order to provided quality, leveled instruction, blended classrooms will receive some para-educator support. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, IXL (5th) ELA/Math) will be utilized strategically to enhance learning. Screen time will be limited, allowing teacher-delivered lessons, student interaction and collaboration to remain the priority.</p> | | | |
| <p>Strategy 2: Improvement of Instructional Strategies and Materials</p> <p>Lakeview Elementary will utilize instructional support staff and materials to enhance our standards-based curriculum and assist certificated staff in delivery of quality, differentiated instruction. Data analysis of ongoing student assessments will drive our instruction. Students will receive opportunities for academic intervention, as well as challenge learning, based on individual needs. Three intervention para-</p> | <p>Our strategies for Improvement of Instructional Strategies and Materials remained close to our plans. Sub costs for kinder assessments were slightly less than planned. Intervention aide salaries were calculated and encumbered prior to the school year. Online learning support did increase slightly due to the number of licenses required as the year progressed.</p> | <p>Sub Costs for Assessment Release Days 1000-1999: Certificated Personnel Salaries District Funded 11,000.00</p> <p>Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,000.00</p> <p>Instructional Aide Salaries - Intervention Support 2000-2999: Classified Personnel Salaries Site Formula Funds 9,389.00</p> <p>Instructional Aide Salaries (2) Intervention Support 2000-2999:</p> | <p>Sub Costs for Assessment Release Days 1000-1999: Certificated Personnel Salaries District Funded 11,000.00</p> <p>Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 700.00</p> <p>Instructional Aide Salaries - Intervention Support 2000-2999: Classified Personnel Salaries Site Formula Funds 9,389.00</p> <p>Instructional Aide Salaries (2) Intervention Support 2000-2999:</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--|--|
| <p>educators will work closely with teachers and the principal to improve phonics and reading skills of students in 1st - 5th grades. Supplemental programs, such as SIPPS, Read Live and REWARDS will be used to deliver intervention instruction. Frequent formative assessment, along with District and State assessment data will be analyzed and used to appropriately "level" students and target necessary curricular areas. Mathletes tutoring will be offered weekly to those 4th and 5th grade students in need of math homework and skill support; this program is offered by Oak Ridge High School students under the supervision of a Lakeview teacher. The needs of gifted students, students in need of intervention, students with disabilities and English Learners will be monitored closely. Engaging, flexible, skill-based instruction will be offered. The RUSD EL Coordinator will work with Lakeview teachers and administration to ensure EL support. ELPAC results will be used to monitor EL students' acquisition of language. Lakeview's Nana Program will offer additional volunteer support for literacy groups and creative writing. Student Success Team meetings will be held to document and address concerns effecting student learning.</p> | | <p>Classified Personnel Salaries LCFF - Supplemental 19,380.00</p> <p>Online Learning Support for Intervention 5000-5999: Services And Other Operating Expenditures PTO 1,050.00</p> | <p>Classified Personnel Salaries LCFF - Supplemental 19,380.00</p> <p>Online Learning Support for Intervention 5000-5999: Services And Other Operating Expenditures PTO 1,200.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>Strategy 3: Extended Learning Time; Increased Educational Opportunity and Support Services</p> <p>Lakeview Elementary will provide extended learning time and increased educational opportunities for students. Field trips relating to the CA State Standards will take place at each grade level. Our librarian will offer weekly library visits to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as iFly, Coloma Outdoor Discovery Overnight, High Hill Ranch in Apple Hill, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and Power House Science Center - Challenger, etc. Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation and Nature Bowl. All 5th grade students will experience the El Dorado County District Attorney sponsored program, Project LEAD, where students will learn important legal lessons and act out a mock trial at the County Court House. Athletic opportunities in cross country (3rd-5th),</p> | <p>Our strategies for improvement in Extended Learning Time and Increased Educational Opportunity and Support Services went according to plan. Registration fees for EDCOE PD ran slightly higher. IMPACT t-shirts increased \$200, due to the number of t-shirts required (that's a good thing). :-)</p> | <p>Funding Assistance for Grade Level Field Trips 5000-5999: Services And Other Operating Expenditures PTO 6,000.00</p> <p>Registration Fees and Transportation for EDC Educational Events and Opportunities 5000-5999: Services And Other Operating Expenditures Site Formula Funds 800.00</p> <p>Athletic Team Coaching Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 2,000.00</p> <p>IMPACT Adviser Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 450.00</p> <p>IMPACT Student T-Shirts 4000-4999: Books And Supplies Donations 300.00</p> <p>Funding for Contracted Instruction Services in Music, Dance, Pottery and STEAM 5000-5999: Services And Other Operating Expenditures PTO 17,500.00</p> <p>Library Books 4000-4999: Books And Supplies PTO 2,000.00</p> <p>Teacher Stipends for 4th Grade Field Trips 1000-1999: Certificated Personnel Salaries Site Formula Funds 450.00</p> | <p>Funding Assistance for Grade Level Field Trips 5000-5999: Services And Other Operating Expenditures PTO 6,000.00</p> <p>Registration Fees and Transportation for EDC Educational Events and Opportunities 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1,000.00</p> <p>Athletic Team Coaching Stipends 1000-1999: Certificated Personnel Salaries Site Formula Funds 2,000.00</p> <p>IMPACT Adviser Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 450.00</p> <p>IMPACT Student T-Shirts 4000-4999: Books And Supplies Donations 500.00</p> <p>Funding for Contracted Instruction Services in Music, Dance, Pottery and STEAM 5000-5999: Services And Other Operating Expenditures PTO 17,500.00</p> <p>Library Books 4000-4999: Books And Supplies PTO 2,000.00</p> <p>Teacher Stipends for 4th Grade Field Trips 1000-1999: Certificated Personnel Salaries Site Formula Funds 450.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>volleyball (5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while provided important service to others. A District provided music teacher will instruct 4th and 5th grade students in instrumental music; 3rd grade students will learn recorders. TK - 3rd grade students will receive five weeks of contracted music instruction. TK - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction. Parent docents will deliver art lessons using the Arts Attack program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. Students will participate in a school-wide Health Week (in lieu of Red Ribbon Week) in which healthy activities and lifestyle will be promoted through staff, culminating in an end-of-week Fun Run. PTO will offer after school enrichment sessions for all students (ex. golf, cooking, fitness, yoga, art, musical performance, sewing, video production, etc.). Staff will continue to promote and foster our sister school relationship with Wenyi Street Primary School in Hangzou, China.</p> | | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>Strategy 4: Staff Development and Professional Collaboration</p> <p>Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn and discuss current best practices. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Due to our analysis of assessment data in ELA, SIPPS phonics instructional materials were purchased for all primary grade teachers; these teachers, as well as intervention aides were trained in SIPPS early this fall. Phonics and reading instruction continue to be a priority at Lakeview, for we understand the critical importance of outstanding reading instruction. Teachers new to Lakeview will receive certification in Guided Language Assessment and Design.</p> | <p>Staff Development and Professional Collaboration were successful. EDCOE PD, in this area, ended up being slightly less. Sub costs for GLAD coaching ran higher, due to the number of teachers participating.</p> | <p>EDCOE Professional Opportunities for Staff 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1,000.00</p> <p>GLAD Registration for One Teacher 5000-5999: Services And Other Operating Expenditures Donations 1,850.00</p> <p>Contracted Funds for GLAD Trainers 5000-5999: Services And Other Operating Expenditures Donations 3,000.00</p> <p>Sub Costs for GLAD Coaching and Planning Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 6,600.00</p> | <p>EDCOE Professional Opportunities for Staff 5000-5999: Services And Other Operating Expenditures Site Formula Funds 750.00</p> <p>GLAD Registration for One Teacher 5000-5999: Services And Other Operating Expenditures Donations 1,850.00</p> <p>Contracted Funds for GLAD Trainers 5000-5999: Services And Other Operating Expenditures Donations 3,000.00</p> <p>Sub Costs for GLAD Coaching and Planning Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 7,600.00</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>Strategy 5: Involvement of Staff, Parents & Community:</p> <p>Lakeview Elementary will work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council, PTO and the English Language Advisory Committee (ELAC) will serve as forums to offer input and influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee with further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. PTO will provide community building opportunities through activities such as Fall Festival, Muffins with Moms, Movie Nights, Donuts with Dads, the Sweetheart Dance, Mom and Son Mini Prom, the Lakeview Gala and much more. Lakeview will continue to work with retired members of our community through our Nana Program, along with organizations such as, the El Dorado Hills Rotary,</p> | <p>Our strategies for Involvement of Staff, Parents and Community were successful.</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|----------------------------|--------------------------|----------------------------------|
| Hands for Hope, the El Dorado Hills Fire Department, the EDC DA's Office and Oak Ridge High School. | | | |

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 Lakeview staff worked diligently to plan and carryout the strategies for this goal. The majority of the strategies were carried out, as planned. Minor adjustments were made, as needed.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 Lakeview staff successfully and effectively accomplished our plan and strategies, as described above. Our continued success and Actual Outcomes serve as proof to our overall effectiveness.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 Please see proposed and actual funding listed above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
 Any changes to these goals are explained above in Actual Actions/Services.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--------------------------------|---|---|
| California Healthy Kids Survey | <p>75% of students will feel that staff members give them a chance to solve problems all or most of the time.</p> <p>75% of the students will feel that students are well behaved all or most of the time.</p> <p>92% of students will indicate they feel safe at school.</p> | <p>Regarding Expected Outcomes:</p> <p>76% of students will feel that staff members give them a chance to solve problems all or most of the time.</p> <p>72% of the students felt that students are well behaved all or most of the time.</p> <p>90% of students indicated they feel safe at school all or most of the time.</p> <p>The California Healthy Kids 2019-20 Survey indicates results from 5th grade students. Most noteworthy were the following results: 100% feel our facilities are kept up; 98% feel academically motivated; 90% feel safe at school; 90% feel adults in school have high expectations for them. 45% felt they have meaningful participation in school; 48% feel they have been called names or the target of mean jokes; 55% feel they have had mean rumors spread about them. NOTE: These results came from a small sample group. Much of our parent population preferred their children not complete the survey this year.</p> |
| RUSD LCAP Survey Results | LCAP Parent Survey Results will reflect improvement in our safe school environment. | LCAP Parent Survey Results indicated 98% feel their child is physically safe in the classroom, 96% feel their child is safe at recess, 97% feel their child is safe in the cafeteria. 96% feel their child is emotionally safe in class, 93% feel their child is emotionally safe at recess, and 97% feel their child is emotionally safe in the cafeteria. This data will be compared to next year's feedback. |
| Discipline Data/Aeries Reports | Lakeview's suspension rate for the 2018-2019 school year will be 1%. | Lakeview's suspension rate |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|---|--|
| Attendance Data | Lakeview's average attendance rate for the 2018-2019 school year was 98%. | Lakeview's average attendance rate for the 2018-2019 school year was 96.75%. |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|-------------------------------|
| <p>Strategy 1: School Safety (Climate and Community Building, Staff Development and Professional Collaboration):</p> <p>Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at following safety protocol for evacuation, duck and cover and lock-down drills. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our</p> | <p>Lakeview staff continued to hold safety as their number one priority. All strategies were carried out, with the exception of the gate installation. Administration worked to analyze neighboring arrangements with surrounding rod iron fencing. These gates would allow access out, but only for a short distance. PTO and administration decided to hold off on this expense and reserve funding for the safety construction of the kiln requirements for next year (this year).</p> | <p>In response to law enforcement recommendations, two additional gates will be installed on playground and blacktop area to allow students of all ages to promptly exit the area in the event of an emergency. 5000-5999: Services And Other Operating Expenditures PTO 3,000.00</p> | <p>0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| Comprehensive School Safety Plan. | | | |
| <p>Strategy 2: School Climate and Community Building:</p> <p>Lakeview Elementary staff will diligently work to ensure the safe well-being of all students. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character building skills will be taught, modeled and practiced by all. Teachers will use Mind + Heart curriculum to focus on the teaching of core values and tools for SEL and mindfulness. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. School counselors will work to support the mental health needs of students three days each week through class presentations, individual counseling and group counseling. A staff team will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect). Student</p> | Plans in explained in Strategy 2 were successfully accomplished, as planned. | Mind + Heart Curriculum for Social Emotional Learning 4000-4999: Books And Supplies Donations 700.00 | Mind + Heart Curriculum for Social Emotional Learning 4000-4999: Books And Supplies Donations 700.00 |
| | | A Touch of Understanding for 3rd Grade Students 5000-5999: Services And Other Operating Expenditures Donations 1,300.00 | A Touch of Understanding for 3rd Grade Students 5000-5999: Services And Other Operating Expenditures Donations 1,300.00 |
| | | Teacher Supplies for Classroom-Based Comfort Corners/Zen Zones 4000-4999: Books And Supplies Donations 2,500.00 | Teacher Supplies for Classroom-Based Comfort Corners/Zen Zones 4000-4999: Books And Supplies Donations 2,500.00 |
| | | Signage for PBIS 4000-4999: Books And Supplies Donations 500.00 | Signage for PBIS 4000-4999: Books And Supplies Donations 500.00 |
| | | Social Emotional Learning Tools for Students 4000-4999: Books And Supplies Donations 500.00 | Social Emotional Learning Tools for Students 4000-4999: Books And Supplies Donations 500.00 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>leadership teams will assist in promoting a positive learning environment. Staff will be trained in Trauma Informed Practices to become better equipped in successfully reaching students in need of intervention, de-escalation and/or motivation.</p> | | | |

Analysis

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

Lakeview staff worked diligently to plan and carryout the strategies for this goal. The majority of the strategies were carried out, as planned. Minor adjustments were made, as needed.

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

Lakeview staff successfully and effectively accomplished our plan and strategies, as described above. Our continued success and Actual Outcomes serve as proof to our overall effectiveness.

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

Please see proposed and actual funding listed above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to these goals are explained above in Actual Actions/Services.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------------------|--|-----------------|
| CA School Staff Survey | Throughout 2018-2019, training opportunities will be offered to classified staff in Social Emotional Learning and specific job related training, as identified through need, departments and CSS survey. | |
| Facility Inspection Tool | Facilities will continue to be in good repair, as measured by the 2018-2019 FIP. | |
| Williams Act/Uniform Complaints | No Williams Act/Uniform Complaints are expected in the 2018-2019 school year. Any complaints will be addressed immediately. | |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>Strategy 1: Staff Collaboration & Professional Development:</p> <p>Lakeview Elementary and RUSD will provide classified staff with collaboration and professional development opportunities to improve our already high level of school support. Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for Social Emotional Learning, Trauma Informed Practices,</p> | <p>Actions for Strategy 1 in Staff Collaboration and Professional Development were successfully completed.</p> | <p>District Funded Secretary Training 2000-2999: Classified Personnel Salaries District Funded</p> <p>District Funded Custodial Training 2000-2999: Classified Personnel Salaries District Funded</p> | <p>District Funded Secretary Training 2000-2999: Classified Personnel Salaries District Funded</p> <p>District Funded Custodial Training 2000-2999: Classified Personnel Salaries District Funded</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| Positive Behavioral Interventions and Supports. Classified staff will participate in the California School Staff Survey (CSSS) to aide in determining areas of additional needs. | | | |
| <p>Strategy 2: Facilities & Technology Infrastructure:</p> <p>Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Our site, along with RUSD will use the Facilities Inspection Tool (FIT) to determine areas of needed facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility.</p> | Our Facilities and Technology Infrastructure were maintained successfully. PTO funded two small murals (we decided to add a second mural on the front of the school to balance out the DS mural). Stage risers, the scoreboard and the water filling stations were successfully purchased and installed. | <p>Distinguished School Mural Painting 5000-5999: Services And Other Operating Expenditures PTO 850.00</p> <p>Stage Risers for Student Performances 4000-4999: Books And Supplies PTO 3,600.00</p> <p>Electronic Scoreboard/Installation for Gym 5000-5999: Services And Other Operating Expenditures PTO 7,000.00</p> <p>Installation of two new water filling stations and one upgrade (of three existing drinking fountains). 5000-5999: Services And Other Operating Expenditures PTO 18,000.00</p> | <p>Distinguished School Mural Painting 5000-5999: Services And Other Operating Expenditures PTO 1,350.00</p> <p>Stage Risers for Student Performances 4000-4999: Books And Supplies PTO 3,905.00</p> <p>Electronic Scoreboard/Installation for Gym 5000-5999: Services And Other Operating Expenditures PTO 6,096.00</p> <p>Installation of two new water filling stations and one upgrade (of three existing drinking fountains). 5000-5999: Services And Other Operating Expenditures PTO 18,000.00</p> |

Analysis

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

Lakeview staff worked diligently to plan and carryout the strategies for this goal. The majority of the strategies were carried out, as planned. Minor adjustments were made, as needed.

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

Lakeview staff successfully and effectively accomplished our plan and strategies, as described above. Our continued success and Actual Outcomes serve as proof to our overall effectiveness.

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

Please see proposed and actual funding listed above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Any changes to these goals are explained above in Actual Actions/Services.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 184,933.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---|-----------|
| District Funded | 11,600.00 |
| Donations | 23,948.00 |
| LCFF - Supplemental | 19,380.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO) | 6,800.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 88,246.00 |
| PTO | 19,000.00 |
| Site Formula Funds | 15,959.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|---------------|
| 0000: Unrestricted | 750.00 |
| 1000-1999: Certificated Personnel Salaries | 25,360.00 |
| 2000-2999: Classified Personnel Salaries | 34,222.00 |
| 4000-4999: Books And Supplies | 30,246.00 |
| 5000-5999: Services And Other Operating Expenditures | 94,355.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|--|-----------|
| 1000-1999: Certificated Personnel Salaries | District Funded | 11,000.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 600.00 |
| 1000-1999: Certificated Personnel Salaries | Donations | 9,560.00 |
| 2000-2999: Classified Personnel Salaries | Donations | 4,183.00 |
| 4000-4999: Books And Supplies | Donations | 6,100.00 |
| 5000-5999: Services And Other Operating Expenditures | Donations | 4,105.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 19,380.00 |
| 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO) | 6,800.00 |
| 0000: Unrestricted | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 750.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 21,046.00 |
| 5000-5999: Services And Other Operating Expenditures | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 66,450.00 |
| 4000-4999: Books And Supplies | PTO | 3,000.00 |
| 5000-5999: Services And Other Operating Expenditures | PTO | 16,000.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 4,800.00 |
| 2000-2999: Classified Personnel Salaries | Site Formula Funds | 10,059.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 100.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 1,000.00 |

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

| Name of Members | Role |
|------------------|----------------------------|
| Kathy Miracle | Principal |
| Laurisa Stuart | Classroom Teacher |
| Jennifer Bazor | Classroom Teacher |
| Erin Sargent | Other School Staff |
| Katie Allred | Parent or Community Member |
| Michael Flaherty | Parent or Community Member |
| Rushi Shah | Parent or Community Member |
| Erin Koht | Parent or Community Member |

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1-16-20.

Attested:



Principal, Kathy Miracle on 1-16-20

SSC Chairperson, Katie Allred on 1-16-20

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|--|
| School Name | Rescue Elementary School |
| Address | 3880 Green Valley Road Rescue, CA 95672 |
| County-District-School (CDS) Code | 09619786005714 |
| Principal | Dustin Haley |
| District Name | Rescue Union Elementary School District |
| SPSA Revision Date | October 2019 |
| Schoolsite Council (SSC) Approval Date | |
| Local Board Approval Date | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our vision is to provide a safe environment in which all people learn and receive respect, value, and support. Every student will receive a quality education in partnership with families and the community to be successful meeting challenging and comprehensive standards.

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

School Profile

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

Twenty eight 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 2% Asian, 1% Pacific Islander, 1% African American, 13% Hispanic or Latino, and 83% 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 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 Math IXL. Mystery Science and Stem Scopes Science is used to supplement Science instruction. 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, music, yoga, STEM, games, 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.

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. Positive Behavior Intervention Support is currently being implemented at Rescue School. Instruction is provided to demonstrate Rescue Elementary's behavior expectations and an incentive program is available at the classroom and school-wide level to recognize students who make good choices. Character traits are featured each month and monthly assemblies are scheduled to celebrate the academic and social achievements of our students. 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.

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Rescue School Site Council was the primary group consulted for the planning and preparation of the Single Plan of Student Achievement. Rescue Elementary staff provided analysis towards the development and progress of school goals. This consultation is done throughout the school year in the Fall of 2019 during scheduled council meetings and collaboration efforts with grade level teachers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | 0.7% | 0.89% | 0.84% | 3 | 4 | 4 |
| African American | 0.9% | 1.34% | 0.84% | 4 | 6 | 4 |
| Asian | 1.8% | 1.57% | 1.05% | 8 | 7 | 5 |
| Filipino | 0.2% | 0.22% | 0.42% | 1 | 1 | 2 |
| Hispanic/Latino | 14.6% | 13.65% | 12.97% | 65 | 61 | 62 |
| Pacific Islander | 0.9% | 0.89% | 0.63% | 4 | 4 | 3 |
| White | 80.3% | 80.98% | 83.05% | 358 | 362 | 397 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 446 | 447 | 478 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Kindergarten | 80 | 96 | 113 |
| Grade 1 | 73 | 67 | 85 |
| Grade 2 | 69 | 71 | 67 |
| Grade3 | 66 | 73 | 73 |
| Grade 4 | 75 | 69 | 68 |
| Grade 5 | 83 | 71 | 72 |
| Total Enrollment | 446 | 447 | 478 |

Conclusions based on this data:

1. While student group percentages have remained largely the same, student enrollment has increased by approximately 14 students largely in Kindergarten.
2. The two largest subgroups are White and Hispanic/Latino.
3. There was a spike in enrollment in the Kindergarten grade level in 2018-19, which is by far the largest grade level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 16 | 16 | 14 | 3.6% | 3.6% | 2.9% |
| Fluent English Proficient (FEP) | 4 | 3 | 6 | 0.9% | 0.7% | 1.3% |
| Reclassified Fluent English Proficient (RFEP) | | 2 | 1 | 0.0% | 12.5% | 6.3% |

Conclusions based on this data:

1. There was a slight reduction in English Learner Enrollment for the 2018-19 school year. Students continue to make progress in their English fluency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 67 | 72 | 75 | 66 | 71 | 72 | 66 | 71 | 72 | 98.5 | 98.6 | 96 |
| Grade 4 | 76 | 70 | 67 | 72 | 69 | 67 | 72 | 69 | 67 | 94.7 | 98.6 | 100 |
| Grade 5 | 85 | 77 | 71 | 85 | 73 | 70 | 85 | 73 | 70 | 100 | 94.8 | 98.6 |
| All Grades | 228 | 219 | 213 | 223 | 213 | 209 | 223 | 213 | 209 | 97.8 | 97.3 | 98.1 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2498. | 2478. | 2487. | 57.58 | 43.66 | 54.17 | 27.27 | 28.17 | 25.00 | 13.64 | 21.13 | 15.28 | 1.52 | 7.04 | 5.56 |
| Grade 4 | 2522. | 2530. | 2513. | 48.61 | 47.83 | 46.27 | 25.00 | 34.78 | 22.39 | 16.67 | 4.35 | 17.91 | 9.72 | 13.04 | 13.43 |
| Grade 5 | 2549. | 2551. | 2545. | 38.82 | 38.36 | 37.14 | 40.00 | 35.62 | 40.00 | 10.59 | 15.07 | 10.00 | 10.59 | 10.96 | 12.86 |
| All Grades | N/A | N/A | N/A | 47.53 | 43.19 | 45.93 | 31.39 | 32.86 | 29.19 | 13.45 | 13.62 | 14.35 | 7.62 | 10.33 | 10.53 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 53.03 | 42.25 | 51.39 | 40.91 | 49.30 | 43.06 | 6.06 | 8.45 | 5.56 |
| Grade 4 | 38.89 | 59.42 | 40.30 | 52.78 | 28.99 | 46.27 | 8.33 | 11.59 | 13.43 |
| Grade 5 | 40.00 | 39.73 | 41.43 | 49.41 | 53.42 | 47.14 | 10.59 | 6.85 | 11.43 |
| All Grades | 43.50 | 46.95 | 44.50 | 47.98 | 44.13 | 45.45 | 8.52 | 8.92 | 10.05 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 40.91 | 45.07 | 34.72 | 54.55 | 46.48 | 54.17 | 4.55 | 8.45 | 11.11 |
| Grade 4 | 34.72 | 43.48 | 32.84 | 55.56 | 49.28 | 56.72 | 9.72 | 7.25 | 10.45 |
| Grade 5 | 47.06 | 43.84 | 42.86 | 44.71 | 42.47 | 50.00 | 8.24 | 13.70 | 7.14 |
| All Grades | 41.26 | 44.13 | 36.84 | 51.12 | 46.01 | 53.59 | 7.62 | 9.86 | 9.57 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 36.36 | 36.62 | 38.89 | 63.64 | 56.34 | 56.94 | 0.00 | 7.04 | 4.17 |
| Grade 4 | 36.11 | 31.88 | 35.82 | 52.78 | 63.77 | 56.72 | 11.11 | 4.35 | 7.46 |
| Grade 5 | 24.71 | 31.51 | 21.43 | 67.06 | 56.16 | 67.14 | 8.24 | 12.33 | 11.43 |
| All Grades | 31.84 | 33.33 | 32.06 | 61.43 | 58.69 | 60.29 | 6.73 | 7.98 | 7.66 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 56.06 | 50.70 | 43.06 | 43.94 | 42.25 | 50.00 | 0.00 | 7.04 | 6.94 |
| Grade 4 | 44.44 | 37.68 | 37.31 | 50.00 | 56.52 | 46.27 | 5.56 | 5.80 | 16.42 |
| Grade 5 | 50.59 | 45.21 | 38.57 | 41.18 | 41.10 | 47.14 | 8.24 | 13.70 | 14.29 |
| All Grades | 50.22 | 44.60 | 39.71 | 44.84 | 46.48 | 47.85 | 4.93 | 8.92 | 12.44 |

Conclusions based on this data:

1. Rescue exhibited 0.93% decline overall in its ELA scores.
2. The Listening and Writing Claim areas of the ELA SBAC assessment remained consistent.
3. The Reading and Research/Inquiry Claims are areas of focus for the 2019-20 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 67 | 72 | 74 | 66 | 71 | 72 | 66 | 71 | 72 | 98.5 | 98.6 | 97.3 |
| Grade 4 | 76 | 70 | 67 | 72 | 69 | 67 | 72 | 69 | 67 | 94.7 | 98.6 | 100 |
| Grade 5 | 85 | 77 | 71 | 85 | 73 | 70 | 85 | 73 | 70 | 100 | 94.8 | 98.6 |
| All Grades | 228 | 219 | 212 | 223 | 213 | 209 | 223 | 213 | 209 | 97.8 | 97.3 | 98.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2488. | 2499. | 2492. | 33.33 | 47.89 | 48.61 | 57.58 | 35.21 | 31.94 | 6.06 | 15.49 | 9.72 | 3.03 | 1.41 | 9.72 |
| Grade 4 | 2498. | 2511. | 2504. | 26.39 | 31.88 | 25.37 | 31.94 | 36.23 | 37.31 | 29.17 | 26.09 | 31.34 | 12.50 | 5.80 | 5.97 |
| Grade 5 | 2543. | 2555. | 2544. | 31.76 | 36.99 | 30.00 | 31.76 | 23.29 | 21.43 | 25.88 | 31.51 | 41.43 | 10.59 | 8.22 | 7.14 |
| All Grades | N/A | N/A | N/A | 30.49 | 38.97 | 34.93 | 39.46 | 31.46 | 30.14 | 21.08 | 24.41 | 27.27 | 8.97 | 5.16 | 7.66 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 63.64 | 70.42 | 68.06 | 31.82 | 26.76 | 20.83 | 4.55 | 2.82 | 11.11 | |
| Grade 4 | 44.44 | 43.48 | 37.31 | 31.94 | 43.48 | 41.79 | 23.61 | 13.04 | 20.90 | |
| Grade 5 | 47.06 | 47.95 | 32.86 | 28.24 | 35.62 | 47.14 | 24.71 | 16.44 | 20.00 | |
| All Grades | 51.12 | 53.99 | 46.41 | 30.49 | 35.21 | 36.36 | 18.39 | 10.80 | 17.22 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 37.88 | 43.66 | 50.00 | 59.09 | 52.11 | 40.28 | 3.03 | 4.23 | 9.72 |
| Grade 4 | 34.72 | 39.13 | 31.34 | 43.06 | 44.93 | 53.73 | 22.22 | 15.94 | 14.93 |
| Grade 5 | 41.18 | 36.99 | 30.00 | 45.88 | 50.68 | 57.14 | 12.94 | 12.33 | 12.86 |
| All Grades | 38.12 | 39.91 | 37.32 | 48.88 | 49.30 | 50.24 | 13.00 | 10.80 | 12.44 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 45.45 | 59.15 | 50.00 | 53.03 | 35.21 | 43.06 | 1.52 | 5.63 | 6.94 |
| Grade 4 | 30.56 | 39.13 | 38.81 | 51.39 | 52.17 | 52.24 | 18.06 | 8.70 | 8.96 |
| Grade 5 | 32.94 | 30.14 | 27.14 | 50.59 | 58.90 | 57.14 | 16.47 | 10.96 | 15.71 |
| All Grades | 35.87 | 42.72 | 38.76 | 51.57 | 48.83 | 50.72 | 12.56 | 8.45 | 10.53 |

Conclusions based on this data:

1. Rescue exhibited 5.36% decline overall in its Math scores.
2. The Communicating Reasoning Claim is a relative strength across each grade level.
3. The Application of Concepts and Procedures is an area of focus for the 2019-20 school. Instruction is needed to support student understanding in the area of number sense and place value.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | * | * | * | * | * | * | * | * |
| Grade 1 | * | * | * | * | * | * | * | 4 |
| Grade 2 | * | * | * | * | * | * | * | * |
| Grade 3 | * | * | * | * | * | * | * | * |
| Grade 4 | * | * | * | * | * | * | * | * |
| Grade 5 | * | * | * | * | * | * | * | * |
| All Grades | | | | | | | 15 | 15 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 1 | * | * | * | * | | * | * | * | * | * |
| 5 | * | * | * | * | | * | * | * | * | * |
| All Grades | * | 33.33 | * | 33.33 | | 33.33 | * | 0.00 | 15 | 15 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | * | * | * | * | | * | | * | * | * |
| 1 | * | * | | * | | * | * | * | * | * |
| 5 | * | * | * | * | | * | * | * | * | * |
| All Grades | * | 60.00 | * | 20.00 | | 20.00 | * | 0.00 | 15 | 15 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 1 | * | * | * | * | * | * | | * | * | * |
| 2 | | * | | * | * | * | * | * | * | * |
| 3 | | * | * | * | * | * | | * | * | * |
| 5 | * | * | * | * | | * | * | * | * | * |
| All Grades | * | 20.00 | * | 20.00 | * | 46.67 | * | 13.33 | 15 | 15 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 5 | * | * | * | * | * | * | * | * | |
| All Grades | * | 46.67 | * | 53.33 | * | 0.00 | 15 | 15 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| All Grades | 80.00 | 66.67 | * | 26.67 | * | 6.67 | 15 | 15 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| 5 | * | * | * | * | * | * | * | * | |
| All Grades | * | 20.00 | * | 66.67 | * | 13.33 | 15 | 15 | |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| All Grades | * | 13.33 | * | 80.00 | * | 6.67 | 15 | 15 | |

Conclusions based on this data:

1. During 2019, there were 15 students classified as English Learners at Rescue Elementary School.
2. The Reading and Writing Domains illustrate students performing at a moderate level. These areas continue to be areas of focus in the English language development of our students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 478 | 25.1 | 2.9 | 0.6 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 14 | 2.9 |
| Foster Youth | 3 | 0.6 |
| Homeless | 1 | 0.2 |
| Socioeconomically Disadvantaged | 120 | 25.1 |
| Students with Disabilities | 45 | 9.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 0.8 |
| American Indian | 4 | 0.8 |
| Asian | 5 | 1.0 |
| Filipino | 2 | 0.4 |
| Hispanic | 62 | 13.0 |
| Two or More Races | 1 | 0.2 |
| Pacific Islander | 3 | 0.6 |
| White | 397 | 83.1 |





Conclusions based on this data:

1. Students with Disabilities (9.4%) and Socioeconomically Disadvantaged Students (25.1%) collectively account for 34.5% of Rescue Elementary Enrollment.
2. Students categorized as White (83.1%) and Hispanic (13.0%) collectively account for 96.1% of Rescue Elementary Enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|--|
| <p>English Language Arts</p>  <p>Blue</p> | <p>Chronic Absenteeism</p>  <p>Orange</p> | <p>Suspension Rate</p>  <p>Green</p> |
| <p>Mathematics</p>  <p>Green</p> | | |

Conclusions based on this data:

1. Rescue Elementary continues to perform well in both English Language Arts and Mathematics on the Smarter Balance Assessment as illustrated by the requirements of the Dashboard.
2. The Chronic Absenteeism report at Rescue Elementary exhibited a 1.6% growth in 2018-19 placing Rescue Elementary in the orange category. There were a few cases specifically that are responsible for this growth and Rescue continues to utilize its resources to communicate with families and provide support and accountability through the use of the School Attendance Review Board to improve the attendance of all students including those who have exhibited poor attendance.
3. The suspension rate has improved from the orange to the green category. This is due to a decrease of suspensions from 1.5% to 0.6%. In actual numbers, there were 2 students suspended in 2018-2019. While this downward trend is encouraging, Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

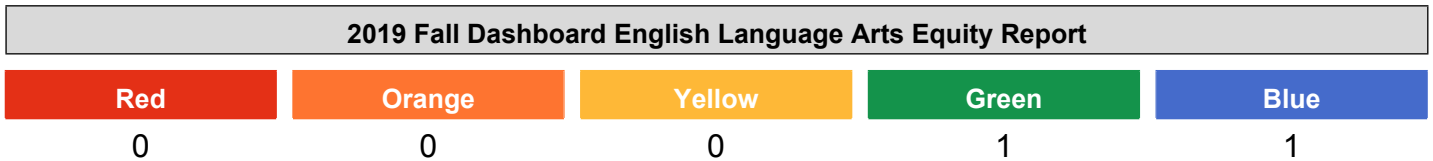
School and Student Performance Data

Academic Performance English Language Arts






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Blue 48.1 points above standard Maintained -2.6 points 200 | <p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | <p>Socioeconomically Disadvantaged</p>  Green 29.8 points above standard Increased ++4.9 points 55 | <p>Students with Disabilities</p>  No Performance Color 17.8 points below standard Maintained -1.4 points 15 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 36.7 points above standard Declined -12.6 points 32 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  Blue 53.1 points above standard Maintained -1.1 points 158 |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|-------------------------------|--|
| Less than 11 Students - Data Not Displayed for Privacy 7 | | 52.3 points above standard Maintained ++0.1 points 190 |

Conclusions based on this data:

- While there was a slight decline, over 76% of Rescue Elementary students performed at or above standard on the Smarter Balanced Assessment.
- Grades 3-5 continue to analyze their class data and utilize the Interim Assessment Blocks to assess student mastery on content standards and provide students with practice on the SBAC platform.
- Practice in written communication continues to be a point of emphasis as students are challenged to explain their thinking on written performance tasks.

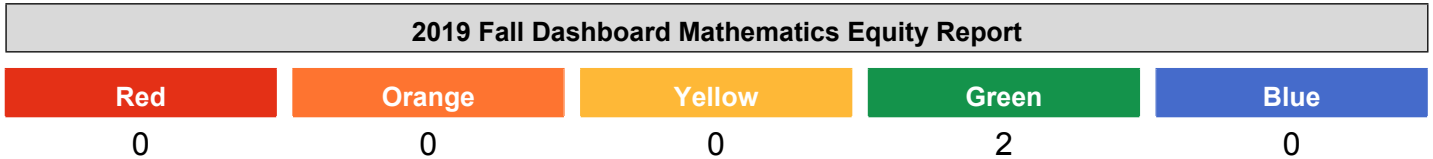
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  <p>Green</p> <p>32.7 points above standard</p> <p>Declined -7.1 points</p> <p>200</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> | <p>Foster Youth</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>14.8 points above standard</p> <p>Maintained ++0.8 points</p> <p>55</p> | <p>Students with Disabilities</p>  <p>No Performance Color</p> <p>25.2 points below standard</p> <p>Declined -8 points</p> <p>15</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 16.1 points above standard Declined -9.2 points 32 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  Green 37.8 points above standard Declined -5 points 158 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|-------------------------------|---|
| Less than 11 Students - Data Not Displayed for Privacy 7 | | 37.6 points above standard Declined -3.8 points 190 |

Conclusions based on this data:

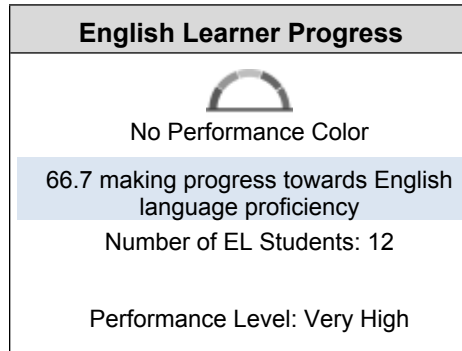
1. Rescue Elementary showed a 7.1% decline on the math portion of the Smarter Balanced Assessment.
2. Most notably, less 4th and 5th grade students achieved at standard or above standard on the math portion of the Smarter Balanced Assessment than they did in previous years. Common areas of focus for 2019-20 emphasize instruction in the areas of number sense and place value.
3. Grades 3-5 continue to analyze their class data and utilize the Interim Assessment Blocks to assess student mastery on content standards and provide students with practice on the SBAC platform. Daily number talks and conversations are continuing to be held to reinforce student understanding of place value and number sense.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 2 | 2 | 3 | 5 |

Conclusions based on this data:

1. Rescue Elementary students continue to make progress in their proficiency of the English language.
2. The ELPAC provides data that Rescue is using to continue providing instructional support for English Learners.
3. The RUSD English Language Coordinator is meeting with teachers to provide strategies and materials to support them in delivering integrated instruction to EL students within the classroom setting.

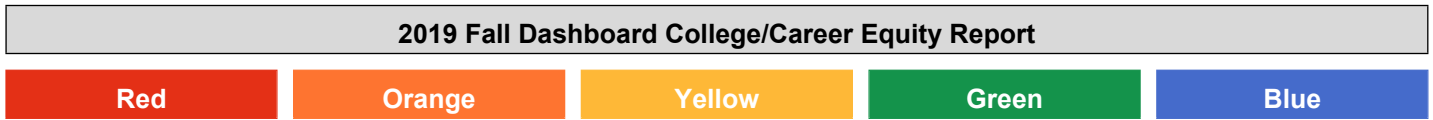
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

- 1.

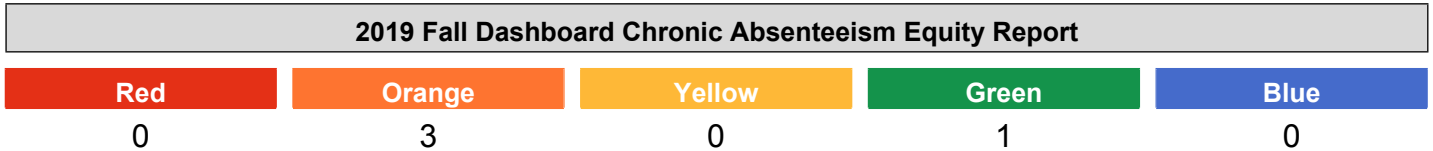
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Orange</p> <p>6.2</p> <p>Increased +1.6</p> <p>497</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>6.3</p> <p>Increased +6.3</p> <p>16</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>14</p> <p>Increased +5.6</p> <p>136</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>9.4</p> <p>Increased +7.8</p> <p>53</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 4.6 Declined -3.1 65 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  Orange 5.9 Increased +1.8 409 |

Conclusions based on this data:

1. Rescue Elementary currently has a 6.2% chronic absenteeism rate, which is a 1.6% increase from 2018-19.
2. The chronic absenteeism rate for Social Economically Disadvantaged subgroup increased 5.6% While the Special Education subgroup increased by 7.8%, which is largely contributing to the overall school percentage increase.
3. Rescue Elementary continues to provide support to families to ensure that all students have good attendance. All community resources are being utilized including family communication, community liaison support, and the use of the School Attendance Review Board to provide families with support and accountability.

School and Student Performance Data

Academic Engagement Graduation Rate

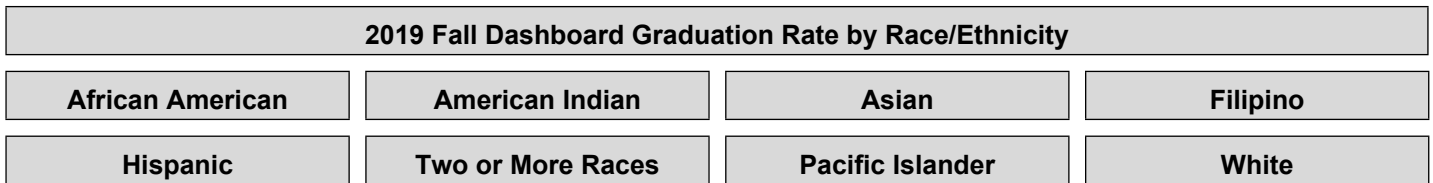
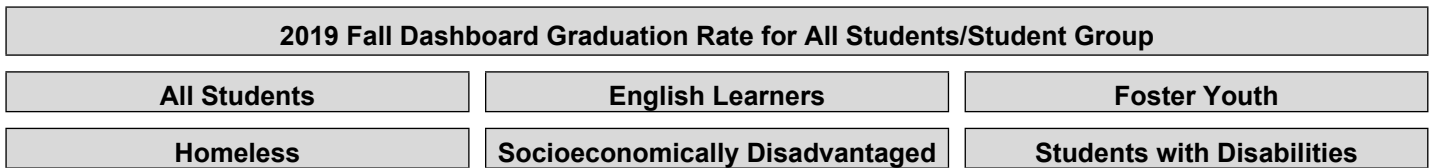
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

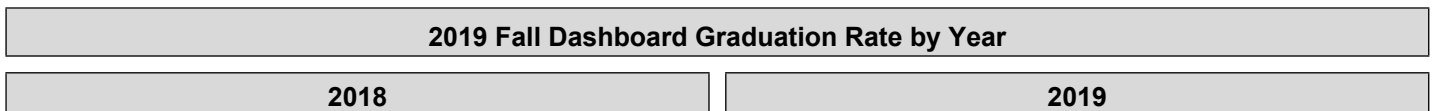
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

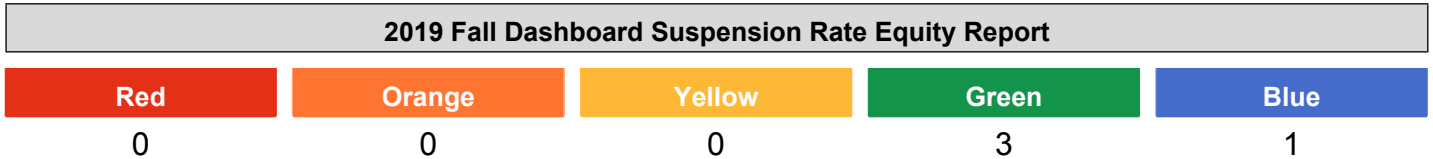
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Green</p> <p>0.6</p> <p>Declined -0.9</p> <p>510</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>16</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.7</p> <p>Declined -1.9</p> <p>140</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>1.9</p> <p>Declined -1.4</p> <p>53</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data 6 |  No Performance Color Less than 11 Students - Data 7 |  No Performance Color Less than 11 Students - Data 5 |  No Performance Color Less than 11 Students - Data 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue <div style="background-color: #add8e6; padding: 5px; text-align: center; font-weight: bold;">0</div> Maintained 0 67 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 3 |  Green <div style="background-color: #add8e6; padding: 5px; text-align: center; font-weight: bold;">0.7</div> Declined -0.8 419 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1.5 | 0.6 |

Conclusions based on this data:

- The suspension rate has improved from the orange into the green category. This is due to an decrease of suspensions from 1.4% to 0.6%. In actual numbers, there were 2 students suspended during the 2018-19 school year. Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Rescue Elementary School will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------------------|--|--|
| Smarter Balanced Assessment Results | School-wide SBAC data revealed that 75.12% of students in grades 3-5 met or exceeded the ELA standards and 65.33% of students in grades 3-5 met or exceeded the math standards. | During the 2019-20 school year, 78% of students in grades 3-5 will meet or exceed the ELA standards and 70% of students in grades 3-5 will meet or exceed the math standards. |
| District Benchmark Assessment Results | <p>DIBELS data revealed that 80% of Kindergarten students met the end of year benchmark for Phoneme Segmentation and 63% met the end of year benchmark for Nonsense Word Fluency.</p> <p>In first grade, 71% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 79% met the standard for Nonsense Word Fluency (Whole Words Read). 79% of first graders met the standard for fluency reading at least 47 correct words per minute with 76% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>On the DORF, 69% of second graders met the fluency benchmark and 67% met the accuracy benchmark. 80% of second graders met the standard on the End of the</p> | <p>By the end of the 2019-20 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 70% will meet the end of year benchmark for Nonsense Word Fluency.</p> <p>By the end of the 2019-20 school year, 75% of 1st grade students will meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% will meet the standard for Nonsense Word Fluency (Whole Words Read). 82% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 80% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>By the end of the 2019-20 school year, 75% of second graders will meet the fluency benchmark and 75% will meet the accuracy</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|--|
| | <p>Year Go Math assessment scoring at least 80% or better.</p> <p>In grades 3-5, the average percent meeting the DORF fluency benchmark score was 72%. The average percent meeting the DORF accuracy benchmark was 77%.</p> <p>On the Interim Comprehensive Assessment (ICA), 69% of 3rd grade students met or exceeded standards; 75% of 4th grade students met or exceeded standards; and 52% of 5th grade students met or exceeded standards.</p> | <p>benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>By the end of the 2019-20 school year, 75% of students in grades 3-5 will meet the fluency benchmark on the DORF and 80% will meet the DORF accuracy benchmark.</p> <p>By the end of the 2019-20 school year, 70% of all 3rd through 5th grade students will met or exceed standards on the Interim Comprehensive Assessment (ICA).</p> |
| <p>Student Reading Inventory (SRI) Lexile Scores</p> | <p>First Grade: 60% of all first grade students' Lexile is within the grade level band (190-450).</p> <p>Second Grade: 56% of all 2nd grade students' Lexile is within the grade level band (450-620)</p> <p>Third Grade: 70% of all 3rd grade students' Lexile is within the grade level band (620-790)</p> <p>Fourth Grade: 70% of all 4th grade students' Lexile is within the grade level band (790-875)</p> <p>Fifth Grade: 60% of all 5th grade students' Lexile is within the grade level band (875-980)</p> | <p>By the end of the 2019-20 school year:</p> <p>First Grade: 63% of all first grade students will achieve a Lexile score within the grade level band (190-450).</p> <p>Second Grade: 65% of all 2nd grade students will achieve a Lexile score within the grade level band (450-620).</p> <p>Third Grade: 75% of all 3rd grade students will achieve a Lexile score within the grade level band (620-790).</p> <p>Fourth Grade: 75% of all 4th grade students will achieve a Lexile score within the grade level band (790-875).</p> <p>Fifth Grade: 65% of all 5th grade students will achieve a Lexile score within the grade level band (875-980).</p> |

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

Rescue Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to

participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and students will improve Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of instructional strategies and materials:

Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring is provided for students that need support in ELA and math skills. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

1000-1999: Certificated Personnel Salaries

Description

Trimester Assessment Days (Sub Costs)

| | |
|-------------------------|--|
| Amount | 1,197.00 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Kindergarten Assessment Day |
| Amount | 9,975.24 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Kindergarten Intervention Paraeducator |
| Amount | 13,145.52 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Kindergarten Classroom Paraeducators |
| Amount | 7,596.48 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Transitional Kindergarten Classroom Paraeducator |
| Amount | 79,533.00 |
| Source | Title I |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Reading/Math Paraeducators |
| Amount | 1,723.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | 3rd and 4th Grade Math Tutoring |
| Amount | 2,681.00 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | 5th Grade Math Tutoring |
| Source | District Funded |
| Budget Reference | 4000-4999: Books And Supplies |

| | |
|-------------------------|-------------------------------|
| Description | ESGI License |
| Source | District Funded |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Jupiter Grades License |

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:

Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students’ learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, and student band performances, will also be offered. Enrichment Club is offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as “I Love Reading Week” to promote literacy for all.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|-------------------------------|
| Amount | 3000 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Reflex Math |
| Amount | 2250 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | IXL Math Licenses |
| Amount | 1580 |
| Source | Site Formula Funds |

| | |
|-------------------------|--|
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Enrichment Club |
| Amount | 729 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Spelling Bee |
| Amount | 328 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Oral Interpretation |
| Amount | 228 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Nature Bowl |
| Amount | 1,100 |
| Source | District Funded |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Reading Counts License |
| Amount | 3,000 |
| Source | Donations |
| Budget Reference | 0000: Unrestricted |
| Description | Library Collection Purchases |
| Amount | 6000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | None Specified |
| Description | Art Program/Teacher |
| Amount | 7000 |
| Source | Donations |
| Budget Reference | 0000: Unrestricted |
| Description | Chromebook Purchase for 1st Grade |

Strategy/Activity 4

Staff Development & Professional Collaboration:

Rescue Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. All grade levels will receive GLAD refresher coaching and planning.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1,912 |
| Source | Title I |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | GLAD Refresher Training |
| Amount | 2,835 |
| Source | Title I |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | GLAD Training Substitute Costs |
| Amount | 500 |
| Source | Site Formula Funds |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Instructional Assistant Meetings/Trainings |
| Amount | 1088 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | GLAD Refresher Training |

Strategy/Activity 5

Involvement of Staff, Parents & Community:

Rescue Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, California Healthy Kids Survey, LCAP Survey, Aeries Discipline and Attendance, and the CAASPP Dashboard was also used in developing this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------|--|---|
| California Healthy Kids Survey | The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2019-20 school year. The survey indicated that 78% of students surveyed feel safe at school most or all of the time. Eighty-three percent of all students surveyed feel well connected with Rescue Elementary. Seventy-nine percent of students reported a high level of caring and support by staff members towards students. Seventy-two percent of students reported that they receive social and emotional learning supports at school. | For the remainder 2019-20 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 85%. Students feeling connected to Rescue Elementary will be increased to an overall score of 85%. Students feeling cared for by staff will be increased to an overall score of 85%. Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 80%. |
| LCAP Survey | The 2018-19 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Rescue Elementary. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students so they | The 2019-20 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures. |

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| | know what to do in the event of an emergency. Rescue Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students. | |
| Aeries Discipline and Attendance Report | According to Aeries reports, Rescue Elementary's average suspension rate for the 2018-2019 school year was reduced from 1.5% to .06%. Average attendance rate for 2018-2019 was 95.70% and Chronic Absenteeism increased from 4.6% to 6.2%. | Rescue Elementary's average suspension rate will continue to be below 1% for the 2019-20 school year. Average attendance rate will increase to 97% for the 2019-20 school year and Chronic Absenteeism will be reduced from 6% to at least 4.5%. |

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

Rescue Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--------------------|
| Amount | 200 |
| Source | Site Formula Funds |
| Budget Reference | 0000: Unrestricted |
| Description | Red Ribbon Week |

Strategy/Activity 2

School Climate & Community Building:

Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1350 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | None Specified |
| Description | A Touch of Understanding Assembly |
| Amount | 1000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | None Specified |
| Description | B-Street Festival 34 Assembly |
| Amount | 1000 |
| Source | Donations |
| Budget Reference | 0000: Unrestricted |
| Description | Playground Equipment |
| Amount | 5000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | None Specified |

| | |
|-------------------------|--------------------|
| Description | PE Equipment |
| Source | None Specified |
| Budget Reference | None Specified |
| Description | Dental Puppet Show |

Strategy/Activity 3

Staff Collaboration & Professional Development:

Rescue Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. Teachers will attend Love and Logic trainings provided by the El Dorado County Office of Education. Meetings and trainings will be offered to yard supervisors to ensure school safety. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1575 |
| Source | Site Formula Funds |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Love and Logic I Training Registration |
| Amount | 4,536 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Love and Logic I Training Substitute Costs |
| Amount | 1,200 |
| Source | Site Formula Funds |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Love and Logic II Training Registration |

| | |
|-------------------------|--|
| Amount | 3,360 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Love and Logic II Subsitute Costs |
| Amount | 500 |
| Source | Site Formula Funds |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Yard Supervisor Meetings |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------------|--|---|
| California School Staff Survey | Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey. | During the 2019-20 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey |
| Facility Inspection Tool | The facilities were reported to be in fair repair as measured by the Facility Inspection Tool. | Facilities will be in "good repair" or higher as measured by the 2019-20 Facility Inspection Tool. |
| Williams Act/Uniform Complaints | No Williams Act/Uniform Complaints were received during the 2018-19 school year. | If received during the 2019-20 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected. |

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Rescue Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral

Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|------------------|--|
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Secretary Trainings |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Custodial Trainings |

Strategy/Activity 2

Facilities & Technology Infrastructure:

Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|--------|--|
| Amount | 5,000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |

| | |
|-------------------------|--|
| Budget Reference | None Specified |
| Description | School Blacktop Restriping |
| Amount | 2,000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | None Specified |
| Description | Portable Sound System |
| Amount | 60,000 |
| Source | District Funded |
| Budget Reference | None Specified |
| Description | Blacktop Resurfacing |
| Source | District Funded |
| Budget Reference | None Specified |
| Description | Classrom Ramp Replacement and Repair |

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Rescue Elementary School will provide quality educational services to maximize academic achievement for all individual students and student groups.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------------------------|---|--|
| Smarter Balanced Assessment Results | During the 2018-19 school year, 80% of students in grades 3-5 will meet or exceed the ELA standards and 75% of students in grades 3-5 will meet or exceed the math standards. | 2018-19 School-wide SBAC data revealed that 75.33% of students in grades 3-5 met or exceeded the ELA standards and 65.33% of students in grades 3-5 met or exceeded the math standards. |
| District Benchmark Assessment Results | <p>By the end of the 2018-19 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 82% will meet the end of year benchmark for Nonsense Word Fluency.</p> <p>By the end of the 2018-19 school year, 65% of 1st grade students will meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 71% will meet the standard for Nonsense Word Fluency (Whole Words Read). 65% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 90% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>By the end of the 2018-19 school year, 70% of second graders will meet the fluency benchmark and 85% will meet the accuracy benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>By the end of the 2018-19 school year, 80% of students in grades 3-5 will meet the fluency benchmark on the DORF and 78% will meet the DORF accuracy benchmark. 50% of all 3rd through 5th grade students will score 80% or better on the Go Math End of the Year assessment.</p> | <p>2018-19 DIBELS data revealed that 80% of Kindergarten students met the end of year benchmark for Phoneme Segmentation and 63% met the end of year benchmark for Nonsense Word Fluency.</p> <p>In first grade, 71% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 79% met the standard for Nonsense Word Fluency (Whole Words Read). 79% of first graders met the standard for fluency reading at least 47 correct words per minute with 76% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>On the DORF, 69% of second graders met the fluency benchmark and 67% met the accuracy benchmark. 80% of second graders met the standard on the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>In grades 3-5, the average percent meeting the DORF fluency benchmark score was 72%. The average percent meeting the DORF accuracy benchmark was 77%.</p> <p>On the Interim Comprehensive Assessment (ICA), 69% of 3rd grade students met or exceeded standards; 75% of 4th grade students met or exceeded standards; and 52% of 5th grade students met or exceeded standards.</p> |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|--|---|
| <p>Student Reading Inventory (SRI) Lexile Scores</p> | <p>By the end of the 2018-19 school year: First Grade: 58% of all first grade students will achieve a Lexile score within the grade level band (190-450). Second Grade: 70% of all 2nd grade students will achieve a Lexile score within the grade level band (450-620). Third Grade: 87% of all 3rd grade students will achieve a Lexile score within the grade level band (620-790). Fourth Grade: 73% of all 4th grade students will achieve a Lexile score within the grade level band (790-875). Fifth Grade: 65% of all 5th grade students will achieve a Lexile score within the grade level band (875-980).</p> | <p>At the end of the 2018-19 school year: First Grade: 63% of all first grade students achieved a Lexile score within the grade level band (190-450). Second Grade: 65% of all 2nd grade students achieved a Lexile score within the grade level band (450-620). Third Grade: 70% of all 3rd grade students achieved a Lexile score within the grade level band (620-790). Fourth Grade: 73% of all 4th grade students achieved a Lexile score within the grade level band (790-875). Fifth Grade: 65% of all 5th grade students achieved a Lexile score within the grade level band (875-980).</p> |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| <p>Alignment of Instruction with Content Standards: Rescue Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to</p> | <p>Alignment of Instruction with Content Standards: Rescue Elementary School utilized district adopted, standards-aligned language arts and math curriculum, and California Standards instruction was supplemented with a variety of resources as needed. Students participated in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students participated in Step Up to Writing Common Core</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.</p> | <p>Edition activities designed to address all stages of the writing process. Teachers implemented the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.</p> | | |
| <p>Improvement of instructional strategies and materials:</p> <p>Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will</p> | <p>Improvement of instructional strategies and materials:</p> <p>Rescue Elementary School utilized proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment was used to identify students in need of academic intervention, and such supports were provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support was provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school,</p> | <p>Tutoring 1000-1999: Certificated Personnel Salaries Site Formula Funds 4136.23</p> <p>Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 9507.00</p> <p>Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 1394.10</p> <p>Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 15980.40</p> <p>Transition Kindergarten Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7596.48</p> <p>Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 40780.02</p> | <p>Tutoring 1000-1999: Certificated Personnel Salaries Site Formula Funds 2337.01</p> <p>Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 7442.83</p> <p>Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 1394.10</p> <p>Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 15980.40</p> <p>Transition Kindergarten Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7596.48</p> <p>Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 40780.02</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>be provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring is provided for students that need support in ELA and math skills. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p> | <p>was provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring was provided for students that need support in ELA and math skills. The ELPAC assessment was given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, were used to further engage students and extend students' ability to access content and demonstrate understanding.</p> | <p>ESGI License 4000-4999: Books And Supplies District Funded</p> <p>Jupiter Grades License 4000-4999: Books And Supplies District Funded</p> | <p>ESGI License 4000-4999: Books And Supplies District Funded</p> <p>Jupiter Grades License 4000-4999: Books And Supplies District Funded</p> |
| <p>Extended Learning Time, Increased Educational Opportunity & Support Services:</p> <p>Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, Tenmarks, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing</p> | <p>Extended Learning Time, Increased Educational Opportunity & Support Services:</p> <p>Rescue Elementary School provided extended learning time and increased educational opportunities for students. Such opportunities included access to online programs including Raz Kids, Reflex Math, Typing Agent, Tenmarks, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, were provided to further enhance students' learning. Students were given the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing</p> | <p>Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000</p> <p>TenMarks Licenses 4000-4999: Books And Supplies Site Formula Funds 1500</p> <p>Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 1500</p> <p>Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 726</p> <p>Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 327</p> <p>Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 217</p> <p>Library Collection Purchases 0000:</p> | <p>Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000</p> <p>TenMarks Licenses 4000-4999: Books And Supplies Site Formula Funds 1500</p> <p>Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 1500</p> <p>Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 726</p> <p>Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 327</p> <p>Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 217</p> <p>Library Collection Purchases 0000:</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, and student band performances, will also be offered. Enrichment Club is offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as "I Love Reading Week" to promote literacy for all.</p> | <p>technology and tactile skills. Visual and performing arts productions were provided and students had the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, and student band performances, were offered. Enrichment Club was offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students had the opportunity to visit the school library weekly. There, they were able to check out books relating to their interests and appropriate reading level. Students participated in the Reading Counts program as well as "I Love Reading Week" to promote literacy for all.</p> | <p>Unrestricted Donations 3000</p> <p>Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000</p> | <p>Unrestricted Donations 3000</p> <p>Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000</p> |
| <p>Staff Development & Professional Collaboration:</p> <p>Rescue Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to</p> | <p>Staff Development & Professional Collaboration:</p> <p>Rescue Elementary School ensured that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, were afforded opportunities to receive up to date training</p> | <p>GLAD Training 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality 3700</p> <p>GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2672</p> | <p>GLAD Training 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality 3700</p> <p>GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2672</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. All grade levels will receive GLAD unit planning time.</p> | <p>on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education provided increased opportunities for professional development and communities of practice. "Early Release Wednesdays" enabled professional collaboration among grade levels and ensured that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. All grade levels received GLAD unit planning time.</p> | <p>GLAD Planning Day Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 3173</p> | <p>GLAD Planning Day Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 2835</p> |
| <p>Involvement of Staff, Parents & Community:</p> <p>Rescue Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District</p> | <p>Involvement of Staff, Parents & Community:</p> <p>Rescue Elementary School involved staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff had the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students had the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners were invited to participate in the District English Language</p> | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| <p>English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.</p> | <p>Advisory Committee (DELAC). Stakeholders were informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school supported the Parent Teacher Club (PTC) to bring about enhancements to school programs.</p> | | |

Analysis

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

Academic and Intervention programs and strategies were implemented well at Rescue Elementary. In each grade level, standards were taught and supports were provided to offer differentiation strategies to students that needed to be challenged and those that needed support. Staff received professional development and collaboration planning time to continue developing instructional practices for their classes and meet student needs. Communication was provided frequently amongst staff and members of the community regarding student achievement, academic timelines, and school activities and events.

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

The reading group intervention program was very effective in leveling students and providing differentiated instruction for our students in grades 3-5. The SBAC scores demonstrate that students continue to perform well in English Language Arts. However, math is an area that will require additional instruction and support for students and staff. Professional development and intervention support will be offered during the 2019-20 school year. Student Study Team meetings were held to provide accommodations for struggling students to assist them with grade level academic standards. The actual metrics data is indicative of the efforts given in these strategies. We will continue to provide additional support to meet the needs of all students.

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

The actual expenditure for tutoring was \$1,799.22 less than the proposed expenditure. This is due to only offering one tutoring session for students in grades 3 and 4. This was due to a poor attendance rate. The actual expenditure for assessment days was \$2,064.17 less than projected due to 5th grade teachers choosing to not utilize substitute teachers to conduct their assessments. The actual expenditure for GLAD planning was \$338 less than projected due to two teachers that did not participate in the planning day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In order to better utilize tutoring funds, Rescue staff will explore providing additional academic intervention support to students during their school day for students in grades 3 and 4. This way the intervention will capture students during the school day and thus improving attendance.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| California Healthy Kids Survey | <p>For the 2018-19 School year, the goal is for the following:</p> <p>Students feeling safe will be increased to an overall score of 90%.</p> <p>Students feeling connected to Rescue Elementary will be increased to an overall score of 75%.</p> <p>Students feeling cared for by staff will be increased to an overall score of 77%.</p> <p>Students feeling they are treated with respect by school staff will be increased to an overall score of 97%.</p> | <p>The California Healthy Kids Survey was administered to 5th grade students during the 2018-19 school year. The survey indicated that 83% of students surveyed feel safe at school most or all of the time. Seventy-six percent of all students surveyed feel well connected with Rescue Elementary. Seventy-three percent of students reported a high level of caring and support by staff members towards students and 17% reported a moderately level of caring and support. No students reported that they were not cared for by staff. Seventy-eight percent of students reported that they receive social and emotional learning supports at school.</p> |
| LCAP Survey | <p>The 2019 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.</p> | <p>The 2019 LCAP Parent Survey Results indicated that 89% families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.</p> |
| Aeries Discipline and Attendance Report | <p>Rescue Elementary's average suspension rate will be reduced below 1% for the 2018-19 school year. Average attendance rate will increase to 97% for the 2018-19 school year.</p> | <p>Rescue Elementary's average suspension rate was reduced .08% to .06% for the 2018-19 school year. Average attendance rate averaged 95.7% for the 2018-19 school year. Chronic Absenteeism rate increased from 4.6% to 6%.</p> |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>School Safety:</p> <p>Rescue Elementary School will work to ensure that all students and staff</p> | <p>School Safety:</p> <p>Rescue Elementary School worked to ensure that all students and staff</p> | <p>Red Ribbon Week 0000: Unrestricted Site Formula Funds 200</p> | <p>Red Ribbon Week 0000: Unrestricted Site Formula Funds 200</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p> | <p>are safe on campus. All employees and students participated in emergency preparedness drills and are proficient with the use of the Catapult Emergency Response system. Students received lessons on digital citizenship and online safety. All students participated in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 received sexual health education as prescribed by law. All staff were trained in Child Abuse Mandated Reporter requirements, and processes were established and maintained to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports were used to determine additional areas to improve safety and the School Site Safety Team worked with stakeholders to develop an annual Comprehensive Safety Plan.</p> | | |
| <p>School Climate & Community Building:</p> <p>Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral</p> | <p>School Climate & Community Building:</p> <p>Rescue Elementary School continued to work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral</p> | <p>The Street Beat Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1300</p> <p>A Touch of Understanding</p> | <p>The Street Beat Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1300</p> <p>A Touch of Understanding</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.</p> | <p>Interventions and Supports (PBIS) framework were used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team developed tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices continued to be studied and used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. A school counselor was available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction. School assemblies were provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey was administered to students in 5th grade, and the results were analyzed by the site leadership team to determine additional areas for growth.</p> | <p>Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1300</p> | <p>Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1300</p> |
| | | <p>B-Street Festival 32 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000</p> | <p>B-Street Festival 32 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000</p> |
| | | <p>Playground Equipment 0000: Unrestricted Donations 1000</p> | <p>Playground Equipment 0000: Unrestricted Donations 1000</p> |
| | | <p>Comfort Corner Classroom Materials None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500</p> | <p>Comfort Corner Classroom Materials None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500</p> |
| <p>Staff Collaboration & Professional Development: Rescue Elementary School will provide teachers and classified</p> | <p>Staff Collaboration & Professional Development: Rescue Elementary School provided teachers and classified support</p> | <p>Love and Logic Training 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality 875</p> | <p>Love and Logic Training 5800: Professional/Consulting Services And Operating Expenditures Title II Part A: Improving Teacher Quality 875</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| <p>support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. Teachers will attend Love and Logic training provided by the El Dorado County Office of Education. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.</p> | <p>staff with professional development to continually improve school climate. Topics included Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time was provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. Teachers attended Love and Logic training provided by the El Dorado County Office of Education. The staff participated in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.</p> | <p>Love and Logic Training Substitutes 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 3507</p> | <p>Love and Logic Training Substitutes 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 3507</p> |

Analysis

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

Rescue Elementary implemented many strategies/activities to support this goal. Social Emotional Learning was a site and district-wide focus during the 2018-19 school year. SEL materials were provided to each classroom and teachers received professional development training to support students. Equipment was purchased for PE and playground activities for students to enjoy safe and engaging activities. Several engaging assemblies were provided for students promoting inclusion, good health, quality relationships, and growth mindset.

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

While many resources were dedicated to supporting Social Emotional Learning, there is more work to do to support staff and students. We are working with our District to provide more professional learning opportunities for staff and are continuing to implement PBIS strategies within our school. This is an ongoing goal that we will continue to measure and provide resources for in order to meeting the needs of our school community.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As mentioned previously, this is an ongoing goal. In Goal 2, teachers will continue to receive professional development in Love and Logic and GLAD strategies. Assemblies have been reserved for the school year to continue to support SEL development and understanding for students. The District will also be providing Behaviorist support as well as staff to support teachers and students as needed. Our site is focusing on the improvement of school attendance and is making an active effort to communicate with families regarding the attendance of their students and the importance it provides to academic achievement.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------------------|---|--|
| California School Staff Survey | During the 2018-19 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey | Staff received professional development opportunities within our school district. Meetings were held not only providing opportunities to collaborate with peers, but also to provide instruction in proper customer service. |
| Facility Inspection Tool | Facilities will be in "good repair" or higher as measured by the 2018-19 Facility Inspection Tool. | There were three areas that received a "poor" rating including Interior, Structural, and External categories. Electrical and Restrooms/Fountains received a "fair" rating. |
| Williams Act/Uniform Complaints | If received during the 2018-19 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected. | No Williams Act/Uniform Complaints were received during the 2018-19 school year. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| Staff Collaboration & Professional Development: Rescue Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non- | Staff Collaboration & Professional Development: Rescue Elementary School provided non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non- | Secretary Training 2000-2999: Classified Personnel Salaries District Funded Custodial Training 2000-2999: Classified Personnel Salaries District Funded | Secretary Training 2000-2999: Classified Personnel Salaries District Funded Custodial Training 2000-2999: Classified Personnel Salaries District Funded |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|--|
| <p>instructional personnel will also be included in trainings pertaining to [Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset]. Noninstructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.</p> | <p>instructional personnel received trainings pertaining to [Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset]. Noninstructional support staff participated in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.</p> | | |
| <p>Facilities & Technology Infrastructure:</p> <p>Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC.</p> | <p>Facilities & Technology Infrastructure:</p> <p>Rescue Elementary School provided facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, used the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary were communicated to RUSD Maintenance personnel. Rescue completed school beautification projects with the support of their PTC.</p> | <p>School Bench Repair None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 8600</p> <p>School Landscaping None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000</p> <p>School Murals None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5400</p> | <p>School Bench Repair None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 8600</p> <p>School Landscaping None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000</p> <p>School Murals None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5400</p> |

Analysis

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

Training was provided to our secretarial and custodial staff throughout the school year. These trainings focused on professional development in job related duties and customer service. Campus beautification projects were performed to repair benches and provide quality landscaping to the front of our school. School Murals were painted to commemorate our 60th anniversary.

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

Training is very valuable and continues to be ongoing for our staff. School projects provide a fresh look to the school campus. The Rescue PTC continues to be committed to supporting the school in anyway needed.

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

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Professional Development will continue to be a strategy to support Goal 3 during the 2019-20 school year. Facility projects including the replacement of roofs, siding, ramps, and the upper blacktop will be scheduled during the 2019-20 school year cycle.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 85368.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 234,122.24 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---|-----------|
| District Funded | 61,100.00 |
| Donations | 11,000.00 |
| LCFF - Supplemental | 35,121.24 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 20,350.00 |
| Site Formula Funds | 21,183.00 |
| Title I | 84,280.00 |
| Title II Part A: Improving Teacher Quality | 1,088.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 0000: Unrestricted | 11,200.00 |
| 1000-1999: Certificated Personnel Salaries | 17,474.00 |
| 2000-2999: Classified Personnel Salaries | 112,973.24 |
| 4000-4999: Books And Supplies | 6,350.00 |
| 5000-5999: Services And Other Operating Expenditures | 3,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 2,775.00 |
| None Specified | 80,350.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| 4000-4999: Books And Supplies | District Funded | 1,100.00 |
| None Specified | District Funded | 60,000.00 |
| 0000: Unrestricted | Donations | 11,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 2,681.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 32,440.24 |
| None Specified | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 20,350.00 |
| 0000: Unrestricted | Site Formula Funds | 200.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 11,958.00 |
| 2000-2999: Classified Personnel Salaries | Site Formula Funds | 1,000.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 5,250.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Site Formula Funds | 2,775.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 2,835.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 79,533.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 1,912.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 1,088.00 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-----------------|----------------------------|
| Megan Brown | Classroom Teacher |
| Renee Mallot | Classroom Teacher |
| Mary Nugent | Classroom Teacher |
| Dustin Haley | Principal |
| Monica Hendrix | Parent or Community Member |
| Stefanie Lyster | Parent or Community Member |
| Marti Zizek | Parent or Community Member |
| Sheri Allen | Other School Staff |
| Scott Miller | Parent or Community Member |
| Kemper Martin | Parent or Community Member |

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/4/2017.

Attested:

Principal, Dustin Haley on

SSC Chairperson, Marti Zizek on

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|--|
| School Name | Marina Village Middle School |
| Address | 1901 Francisco Dr El Dorado Hills, CA 95762 |
| County-District-School (CDS) Code | 09619786103527 |
| Principal | Levi Cambridge |
| District Name | Rescue Union Elementary School District |
| SPSA Revision Date | 10/1/2019 |
| Schoolsite Council (SSC) Approval Date | 10/29/19 |
| Local Board Approval Date | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

RUSD VISION:

Rescue Union School District is known and respected for quality educational programs that prepare students for the ever-changing challenges of society. Rescue Union School District students succeed with the active support of families, staff and community members. Students are literate, self-reliant, respectful citizens who are prepared for the future.

MISSION STATEMENT:

Marina Village Middle School will provide a comprehensive and academically challenging education for all students. We will maintain a safe and positive environment that promotes respect and responsibility. Marina Village Middle School is committed to partnership, support, and involvement among school, families, and community.

School Profile

Marina Village Middle School is located in the foothills of the Sierra Nevada Mountains, approximately 20 miles east of Sacramento on Highway 50. Marina Village Middle School currently has 833 sixth, seventh, and eighth-grade students attending on a traditional schedule from mid-August until the end of May. Seventy percent of the students are Caucasian, twelve percent are Hispanic or Latino, and eight percent are Asian. Six percent identify as multi-ethnic while approximately four percent are African-American, Native American, Filipino-American, Pacific Islander. Five English Language Learner (ELL) students currently attend Marina Village Middle School, but that population fluctuates yearly. Marina Village Middle School students learn in a safe, positive environment. Marina Village Middle School recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate. Intellectual growth and academic achievement are critical in early adolescent development. The school day is structured into seven 50 minute periods of math, science, physical education, English, history, an elective, and a lunch period. Elective options include Band, World Music, Computer Science Coding, Engineering and Design, Spanish, Art, Yearbook, Leadership, Googlature, Speech & Debate, Robotics, Energy and the Environment, Psychology, and Flight & Space. For the sixth graders, English/history and math/science are each combined in a two-period core class. Passing time between classes is four minutes.

The facilities include a library/media center, a multi-purpose room, a gym, a band room, a computer lab, an administration building, a counseling office, a school psychologist office, a speech and language office, and 31 classrooms. Each classroom has at least one computer. All computers in classrooms, and the library/media center, are connected to the Internet. 31 wireless Chromebook computer carts with 32 computers are available for use in each classroom along with a Dell computer cart.

Marina Village Middle School participates in the School Based Coordinated Program (SBCP), which receives supplemental funding from the State Department of Education based on average daily attendance (ADA). The Marina Village Middle School Site Council (SSC) governs the use of these funds to enhance areas of education so that students will achieve adequate yearly progress in all subgroups in accordance with the single plan for student achievement. The SSC is composed of parents, school staff, and students. Council members are elected for a two-year term and meet monthly. All SSC meetings are open to the public.

Marina Village Middle School provides a positive learning environment where students are challenged in all academic areas. Positive behavior and achievement are recognized through our PBIS program along with honor roll, student recognition assemblies, compliment calls to parents/guardians, merit assemblies, OhanaPride tickets, Student of the week awards, Prize Patrol, motivational speakers, and grade level assemblies. Staff members nominate students for recognition based on positive character traits and academic success and improvement. Students nominate other students for setting a good example monthly. The honor roll, presidential awards, and the National Junior Honor Society recognize academic achievement. Students who consistently demonstrate a commitment to school success and involvement in school activities and programs can earn the Mustang Pride Award, which is a culminating honor that is presented during 8th-grade promotion activities.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The staff collaborated on the Single Plan during a staff meeting on October 16, 2019. The school site council reviewed and provided feedback on the plan on October 29, 2019. The site council team included teachers, parents, students, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | 0.4% | 0.39% | 0.25% | 3 | 3 | 2 |
| African American | 0.5% | 0.65% | 0.87% | 4 | 5 | 7 |
| Asian | 8.1% | 8.28% | 9.39% | 63 | 64 | 76 |
| Filipino | 1.4% | 1.42% | 1.61% | 11 | 11 | 13 |
| Hispanic/Latino | 12.3% | 11.51% | 11.5% | 96 | 89 | 93 |
| Pacific Islander | 0.1% | 0.13% | 0.25% | 1 | 1 | 2 |
| White | 71.2% | 72.19% | 71.08% | 557 | 558 | 575 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 782 | 773 | 809 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Grade 6 | 235 | 253 | 292 |
| Grade 7 | 267 | 245 | 269 |
| Grade 8 | 280 | 275 | 248 |
| Total Enrollment | 782 | 773 | 809 |

Conclusions based on this data:

1. It can be concluded from this data that Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the high 700's to low 800's.
2. It can also be concluded that we have students who fall in seven of the focus group populations with white students being the highest percentage.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 6 | 9 | 9 | 0.8% | 1.2% | 1.1% |
| Fluent English Proficient (FEP) | 40 | 37 | 56 | 5.1% | 4.8% | 6.9% |
| Reclassified Fluent English Proficient (RFEP) | 1 | 1 | 2 | 50.0% | 16.7% | 22.2% |

Conclusions based on this data:

1. Marina Village has a small percentage of EL students who continue to progress in their language acquisition.
2. The Fluent English Proficient numbers have increased as students have moved into Marina Village and matriculated up from the elementary schools.
3. There were a total of 9 English Learners in 18/19 with 2 students who were reclassified during the 18/19 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 238 | 253 | 289 | 234 | 250 | 288 | 234 | 249 | 288 | 98.3 | 98.8 | 99.7 |
| Grade 7 | 269 | 240 | 275 | 262 | 234 | 272 | 262 | 234 | 272 | 97.4 | 97.5 | 98.9 |
| Grade 8 | 282 | 276 | 249 | 278 | 273 | 241 | 278 | 273 | 241 | 98.6 | 98.9 | 96.8 |
| All Grades | 789 | 769 | 813 | 774 | 757 | 801 | 774 | 756 | 801 | 98.1 | 98.4 | 98.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2580. | 2577. | 2580. | 30.34 | 27.31 | 31.94 | 43.16 | 49.80 | 43.40 | 22.65 | 17.67 | 18.40 | 3.85 | 5.22 | 6.25 |
| Grade 7 | 2605. | 2617. | 2618. | 27.48 | 32.48 | 36.76 | 50.38 | 49.57 | 44.49 | 15.65 | 14.10 | 12.50 | 6.49 | 3.85 | 6.25 |
| Grade 8 | 2623. | 2614. | 2627. | 32.01 | 28.94 | 32.37 | 41.73 | 45.05 | 46.47 | 19.06 | 17.95 | 14.94 | 7.19 | 8.06 | 6.22 |
| All Grades | N/A | N/A | N/A | 29.97 | 29.50 | 33.71 | 45.09 | 48.02 | 44.69 | 18.99 | 16.67 | 15.36 | 5.94 | 5.82 | 6.24 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 40.34 | 41.37 | 39.58 | 52.79 | 49.00 | 49.31 | 6.87 | 9.64 | 11.11 |
| Grade 7 | 43.68 | 50.43 | 45.96 | 47.89 | 44.02 | 44.12 | 8.43 | 5.56 | 9.93 |
| Grade 8 | 48.92 | 42.86 | 51.04 | 40.65 | 46.52 | 38.59 | 10.43 | 10.62 | 10.37 |
| All Grades | 44.56 | 44.71 | 45.19 | 46.76 | 46.56 | 44.32 | 8.68 | 8.73 | 10.49 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 42.31 | 40.16 | 34.38 | 47.44 | 51.41 | 56.60 | 10.26 | 8.43 | 9.03 |
| Grade 7 | 48.66 | 53.42 | 54.41 | 45.59 | 39.32 | 41.18 | 5.75 | 7.26 | 4.41 |
| Grade 8 | 47.84 | 40.66 | 41.49 | 42.09 | 49.45 | 48.13 | 10.07 | 9.89 | 10.37 |
| All Grades | 46.44 | 44.44 | 43.32 | 44.89 | 46.96 | 48.81 | 8.67 | 8.60 | 7.87 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 26.07 | 26.51 | 29.17 | 68.80 | 67.87 | 65.97 | 5.13 | 5.62 | 4.86 |
| Grade 7 | 29.89 | 25.64 | 24.26 | 63.22 | 68.80 | 71.69 | 6.90 | 5.56 | 4.04 |
| Grade 8 | 30.22 | 28.94 | 26.14 | 64.75 | 64.47 | 68.88 | 5.04 | 6.59 | 4.98 |
| All Grades | 28.85 | 27.12 | 26.59 | 65.46 | 66.93 | 68.79 | 5.69 | 5.95 | 4.62 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 45.92 | 44.98 | 42.01 | 50.64 | 51.00 | 48.96 | 3.43 | 4.02 | 9.03 |
| Grade 7 | 39.85 | 48.72 | 45.22 | 53.26 | 47.44 | 49.63 | 6.90 | 3.85 | 5.15 |
| Grade 8 | 42.09 | 40.29 | 42.74 | 48.56 | 51.65 | 50.62 | 9.35 | 8.06 | 6.64 |
| All Grades | 42.49 | 44.44 | 43.32 | 50.78 | 50.13 | 49.69 | 6.74 | 5.42 | 6.99 |

Conclusions based on this data:

- Overall year over year performance**
 Marina Village has established one of the highest scores in ELA for all middle schools in El Dorado County with an overall percentage of 78.4% (+.88% from 17-18) of students exceeding or meeting standard.
 The 6th-grade students were the lowest performing group when compared against all grades in the area of ELA with 75.34% (-1.77% from 17-18) of students meeting or exceeding standards..
 The 7th-grade students had the highest performing group when compared against all grades in the area of ELA with 82.05% (-.8% from 17-18) of students meeting or exceeding standard.
 The 8th grade students showed a gain in ELA of 4.84% of students meeting or exceeding standards to reach 78.84% of students meeting or exceeding standards.
- Claims**
 Across all grade levels, students performed the strongest in the Reading claim. However, the Reading claim also had the highest number of students in the "Below Standard" level. Across all grade levels, students struggled in the listening claim with more students falling into the "At or Near Standard" performance level than the other two levels. All other claims had less than 8% of students performing in each of these claims (Writing, Listening, Research/Inquiry).
 6th grade students performed better in the Listening claim when compared against all grade levels.
 7th grade students performed better in the Writing and Research/Inquiry claims when compared against all grade levels.
 8th grade students performed better in the Reading claim when compared against all grade levels.
- Cohort Performance**
 When compared to the prior year (2017-2018), the same group of students saw no change with their overall performance from their 5th grade to their 6th grade year in ELA and held steady at 75% of students meeting or exceeding standard.
 When compared to the prior year (2017-2018), the same group of students improved their overall performance from their 6th grade to their 7th grade year in ELA by 4.14% to reach 81.25% of students meeting or exceeding standards.
 When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 7th grade to their 8th grade year in ELA by 3.21% to reach 78.84% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 238 | 253 | 289 | 232 | 251 | 288 | 231 | 250 | 288 | 97.5 | 99.2 | 99.7 |
| Grade 7 | 269 | 240 | 275 | 263 | 234 | 271 | 263 | 234 | 271 | 97.8 | 97.5 | 98.5 |
| Grade 8 | 282 | 276 | 249 | 278 | 273 | 242 | 278 | 273 | 242 | 98.6 | 98.9 | 97.2 |
| All Grades | 789 | 769 | 813 | 773 | 758 | 801 | 772 | 757 | 801 | 98 | 98.6 | 98.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2592. | 2588. | 2583. | 44.59 | 42.00 | 37.15 | 26.84 | 28.80 | 29.17 | 19.91 | 23.20 | 25.35 | 8.66 | 6.00 | 8.33 |
| Grade 7 | 2595. | 2617. | 2613. | 35.36 | 44.02 | 42.44 | 25.48 | 31.20 | 30.63 | 28.52 | 16.24 | 19.93 | 10.65 | 8.55 | 7.01 |
| Grade 8 | 2645. | 2631. | 2640. | 50.36 | 45.05 | 47.93 | 24.10 | 23.81 | 23.97 | 17.27 | 20.88 | 18.60 | 8.27 | 10.26 | 9.50 |
| All Grades | N/A | N/A | N/A | 43.52 | 43.73 | 42.20 | 25.39 | 27.74 | 28.09 | 21.89 | 20.21 | 21.47 | 9.20 | 8.32 | 8.24 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 6 | 54.55 | 54.80 | 48.26 | 32.47 | 32.40 | 38.54 | 12.99 | 12.80 | 13.19 | |
| Grade 7 | 45.21 | 57.69 | 55.35 | 35.25 | 29.49 | 33.95 | 19.54 | 12.82 | 10.70 | |
| Grade 8 | 61.51 | 57.51 | 59.09 | 28.42 | 28.57 | 28.93 | 10.07 | 13.92 | 11.98 | |
| All Grades | 53.90 | 56.67 | 53.93 | 31.95 | 30.12 | 34.08 | 14.16 | 13.21 | 11.99 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 36.36 | 40.80 | 32.29 | 54.55 | 48.80 | 53.82 | 9.09 | 10.40 | 13.89 |
| Grade 7 | 38.78 | 46.15 | 43.91 | 49.05 | 43.16 | 44.65 | 12.17 | 10.68 | 11.44 |
| Grade 8 | 45.68 | 42.49 | 52.07 | 41.73 | 44.69 | 36.36 | 12.59 | 12.82 | 11.57 |
| All Grades | 40.54 | 43.06 | 42.20 | 48.06 | 45.57 | 45.44 | 11.40 | 11.36 | 12.36 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 48.48 | 38.80 | 33.68 | 41.56 | 48.40 | 49.65 | 9.96 | 12.80 | 16.67 |
| Grade 7 | 40.46 | 43.59 | 38.75 | 50.38 | 47.44 | 50.18 | 9.16 | 8.97 | 11.07 |
| Grade 8 | 44.96 | 39.93 | 47.11 | 45.32 | 50.92 | 45.45 | 9.71 | 9.16 | 7.44 |
| All Grades | 44.49 | 40.69 | 39.45 | 45.91 | 49.01 | 48.56 | 9.60 | 10.30 | 11.99 |

Conclusions based on this data:

- 1. Overall year over year performance**
 Marina Village has established one of the highest scores in Math for all middle schools in El Dorado County with an overall percentage of 70.29% (-1.18% from 17-18) of students exceeding or meeting standard.
 The 6th-grade students were the lowest performing group when compared against all grades in the area of Math with 66.32% (-4.48% from 17-18) of students meeting or exceeding standards.
 The 7th-grade students had the highest performing group when compared against all grades in the area of Math with 73.07% (-2.15% from 17-18) of students meeting or exceeding standard.
 The 8th grade students showed a gain in Math of 3.04% of students meeting or exceeding standards to reach 71.9% of students meeting or exceeding standards.
- 2. Claims**
 Across all grade levels, students performed the strongest in the Concepts and Procedures claim. In all claim areas, approximately 12% of students performed in the "Below Standard" range.
 6th grade students were the lowest in all claim area when compared against all grade levels.
 7th grade students performed better in the Problem Solving and Communicating Reasoning claims when compared against all grade levels.
 8th grade students performed better in the Concepts and Procedures claim when compared against all grade levels.
- 3. Cohort Performance**
 When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 5th grade to their 6th grade year in Math by 11.81% to reach 66.32% of students meeting or exceeding standards.
 When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 6th grade to their 7th grade year in ELA by 2.15% to reach 73.07% of students meeting or exceeding standards.
 When compared to the prior year (2017-2018), the same group of students improved in their overall performance from their 7th grade to their 8th grade year in ELA by 3.04% to reach 71.9% of students meeting or exceeding standards.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|-------|---------------|-------|------------------|-------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | * | | * | | * | | * | |
| Grade 7 | * | * | * | * | * | * | * | 4 |
| Grade 8 | * | * | * | * | * | * | * | * |
| All Grades | | | | | | | * | 7 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | * | * | * | | * | | * | * | * |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | * | | * | | * | | * | * | * |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 7 | * | * | * | * | | * | | * | * | * |
| All Grades | * | * | * | * | * | * | | * | * | * |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | * | * | * | | * | * | * |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | * | | * | | * | * | * |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | * | * | * | * | * | * | * |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| All Grades | * | * | * | * | | * | * | * |

Conclusions based on this data:

1. Marina Village has less than 10 students in so change data for this groups was not provided by the State. Marina Village is aware of the 9 students that are English Learners and these students are being supported in their language acquisition through the utilization of the adopted integrated curriculum.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 809 | 7.2 | 1.1 | 0.1 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 9 | 1.1 |
| Foster Youth | 1 | 0.1 |
| Socioeconomically Disadvantaged | 58 | 7.2 |
| Students with Disabilities | 57 | 7.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 0.9 |
| American Indian | 2 | 0.2 |
| Asian | 76 | 9.4 |
| Filipino | 13 | 1.6 |
| Hispanic | 93 | 11.5 |
| Two or More Races | 41 | 5.1 |
| Pacific Islander | 2 | 0.2 |
| White | 575 | 71.1 |





Conclusions based on this data:

1. Marina Village has a relatively small population of English Learners, Socioeconomically Disadvantaged students, and students with disabilities.
2. It can also be concluded that we have students who fall in seven of the focus group populations.
3. Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the low 800's over the last two years.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--|
| English Language Arts  Blue | Chronic Absenteeism  Green | Suspension Rate  Green |
| Mathematics  Blue | | |

Conclusions based on this data:

1. Marina Village continues to rate at the highest levels of academic performance as reported on the dashboard. Marina Village has improved its suspension rate and is reported to have be in the green range. The suspension rate declined by 1.1% down to 1.9% of students suspended one or more times in a school year. The rate of suspension for each of these groups will be analyzed on the status change report.
2. Marina Village maintained their chronic absentee rate which stayed steady at 3.9%.
3. Based on the state's calculations of reported data, Marina village is performing in the desired ranges of blue and green in all areas.

School and Student Performance Data

Academic Performance English Language Arts






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Blue 59.1 points above standard Increased ++6.7 points 787 | <p>English Learners</p>  No Performance Color 8.1 points above standard Increased Significantly ++19.6 points 20 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  Green 10.6 points above standard Declined -13.9 points 58 | <p>Students with Disabilities</p>  Yellow 30.8 points below standard Increased Significantly ++26.3 points 58 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Blue 95.3 points above standard Increased ++14.4 points 75 |  No Performance Color 87.7 points above standard 13 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 47 points above standard Increased ++14.6 points 91 |  Blue 63.4 points above standard Increased ++5.2 points 39 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Blue 55.5 points above standard Increased ++3.8 points 559 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|----------------------------------|---|
| Less than 11 Students - Data Not Displayed for Privacy 5 | 25.6 points above standard 15 | 58 points above standard Increased ++5.6 points 723 |

Conclusions based on this data:

1. **Overall Performance**
 Based on the state's calculations of reported data, all students in each reported category with more than 11 students are performing in the desired ranges in English Language Arts with the exception of students with disabilities. Overall, there was an increase in performance by all students in all areas except for those students who are economically disadvantaged. Overall, the students grew by 6.7 points which brought our overall percentage score up by 1 percent. Marina Village continues to perform at a very high level in English Language Arts.
2. **Student Group Performance**
 While still below standard, students with disabilities showed a 26.3 point increase in English Language Arts performance.
 Students of Asian, Hispanic, White, and Two or More Races all showed increases in English Language Arts performance.
 While students in the economically disadvantaged range remain 10.6 points above standard, they showed a 13.9 point decline over the previous year.
3. **In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.**

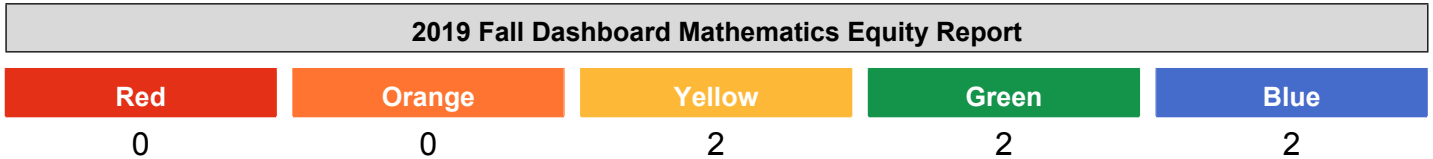
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Blue 44.1 points above standard Maintained -0.5 points 785 | <p>English Learners</p>  No Performance Color 5.4 points below standard Declined Significantly -24.8 points 20 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  Yellow 8.9 points below standard Declined -12.9 points 58 | <p>Students with Disabilities</p>  Yellow 48.5 points below standard Increased Significantly ++44.4 points 58 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Blue 94.4 points above standard Maintained -0.3 points 75 |  No Performance Color 71.2 points above standard 13 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 31 points above standard Increased ++4.4 points 89 |  Green 51.8 points above standard Declined -6.3 points 40 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Blue 38.5 points above standard Maintained -2.4 points 558 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|----------------------------------|---|
| Less than 11 Students - Data Not Displayed for Privacy 5 | 14.9 points above standard 15 | 41.3 points above standard Maintained -2.3 points 722 |

Conclusions based on this data:

1. **Overall Performance**
 Based on the state's calculations of reported data, all students in each reported category with more than 11 students are performing in the desired ranges in Mathematics with the exception of students with disabilities and socio-economically disadvantaged students. Overall, performance increases, declines, or maintaining of performance was mixed for all reporting categories. Overall, the students declined by .5 points but remain 44.1 points above average in mathematics. Marina Village continues to perform at a very high level in mathematics.

2. **Student Group Performance**
 Socio-economically disadvantaged students declined by 12.9 points in mathematics as did students of two or more races who declined by 6.3 points. Though a performance color is not assigned, English learners declined significantly dropping by 24.8 points. While still 48.5 points below standard, students with disabilities increased significantly growing by 44.4 points. While still below standard, students with disabilities showed a 26.3 point increase in English Language Arts performance. All other categories and student groups maintained their performance from the previous year.

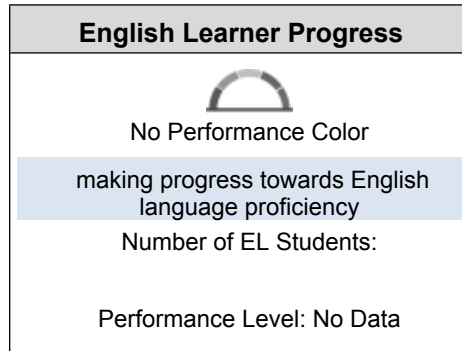
3. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| | | | |
|-------------------------------------|---|------------------------------------|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|-------------------------------------|---|------------------------------------|---|

Conclusions based on this data:

1. Marina Village has less than 10 students classified as English Language Learners so data for this group was not provided by the State. Marina Village is aware of the 9 students that are English Learners and these students are being supported in their language acquisition and their academic progress continues to be monitored and supported though data is not being reported.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 1 | 2 | 1 | 2 |

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| All Students | English Learners | Foster Youth |
|  Green |  No Performance Color |  No Performance Color |
| 3.9 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained +0.1 | 10 | 1 |
| 825 | | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  No Performance Color |  Green |  Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 8.1 | 11.9 |
| 0 | Declined -1.3 | Maintained -0.1 |
| | 62 | 67 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Blue 0 Maintained 0 78 |  No Performance Color 0 Maintained 0 13 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue 2.1 Declined -4.4 94 |  Yellow 4.9 Increased +4.9 41 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Yellow 4.6 Increased +0.5 588 |

Conclusions based on this data:

1. **Overall Performance**
 The data shows that Marina Village students maintained their attendance rate and had a slight increase of .1%. Marina Village middle school continues to have an excellent attendance rate.
2. **Student Group Performance**
 Attendance of the Hispanic population improved by 4.4% along with an improvement of socio-economically disadvantaged students by 1.3%. Students of two or more races had 4.9% more incidents of chronic absenteeism that the previous year. All other student group categories maintained their prior performance.
3. All other categories do not contain enough students to be reportable.

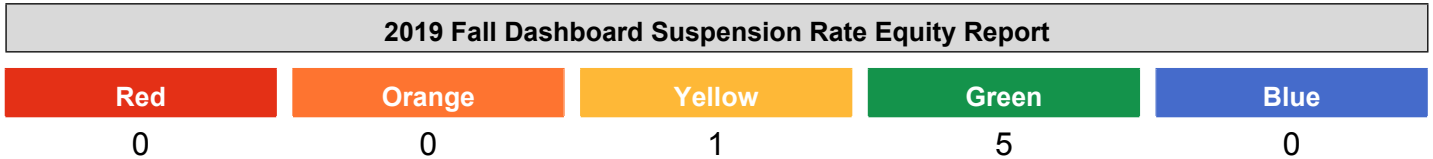
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  <p>Green</p> <p>1.9</p> <p>Declined -1.1</p> <p>829</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p> |
| <p>Homeless</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.6</p> <p>Declined -1.5</p> <p>63</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>6</p> <p>Declined -7.8</p> <p>67</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 7 |  No Performance Color Less than 11 Students - Data 2 |  Green 2.5 Declined -2.1 79 |  No Performance Color 0 Maintained 0 13 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 1.1 Increased +1.1 94 |  Green 2.4 Declined -9 42 |  No Performance Color Less than 11 Students - Data 2 |  Green 1.9 Declined -0.6 590 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 3 | 1.9 |

Conclusions based on this data:

1. **Overall Performance**
 Marina Village has improved its suspension rate and is reported to have been in the green range as the rate declined 1.1% (9 students) to an overall percentage rate of 1.9%. Six student groups had enough students in that group to be deemed as significant.
2. **Student Group Performance**
 All student groups showed a decline in suspensions and are in the desired performance range with the exception of Hispanic students. Hispanic students showed an increase of 1.1% (1 student) to a total suspension rate in this student group of 1.1% (1 student).
3. Marina Village continues to have a very low suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---|---|--|
| SBA Results | 70.3% of Marina Village students met or exceeded standard on the math portion of the SBA. This is a decrease of 1% from the previous year. (Goal Not Met) 78.4% of Marina Village students met or exceeded standard on the language portion of the SBA. This is an increase of 1% from the previous year. (Goal Met) | Our goal is to maintain or increase student performance by 2% in the math and 1% in the language portions of the SBA. |
| SRI (Student Reading Inventory) | 67% of Marina Village Students are reading at a proficient or advanced level, 28% are at a basic level, and 5% are reading below basic. We were down 6% in the proficient and advanced level from the previous year. | The goal is a 4% increase in our proficient or advanced reader. |
| Interim Comprehensive Assessment for Math | On the ICA, 64% of students met or exceeded standard in February of 2019. However, 280 students did not have scores reported. | The goal is to increase ICA participation rates to 90% to allow this measure to inform our practice. The goal is also to increase the ICA performance to increase to 5% of students meeting or exceeding standard. |

Planned Strategies/Activities

Strategy/Activity 1

1.) Alignment of Instruction and Content Standards

Marina Village Middle School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction by piloting TCI, HHI, McGraw Hill, STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Departmental & Grade Level Teacher Teams, and District office

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 8,657 |
| Source | District Funded |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | PLTW: Provide teachers with materials for Project Lead the Way Classes |
| Amount | 11,000 |
| Source | District Funded |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier program Vocabulary, which includes reading comprehension material's and an increase in reading Lexile scores exists as evidenced by the following data: 6th grade 61% advanced or proficient, 7th grade 74% advanced or proficient, and 8th grade 86% advanced or proficient. |

Strategy/Activity 2

2.) Improvement of Instructional Strategies and Materials

Marina Village Middle School will utilize proven instructional methods, including but not limited to, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB), Student Reading Inventory (SRI) for Lexile measurement, and Benchmark Assessments. When a need is realized, supports will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curriculums to monitor student progress.

Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. Part of these enrichment opportunities include access to materials that will enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks and iPads, and various computer programs that will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Marina Village Middle School will supplement that curriculum with tools and content that is in addition to the adopted materials. These include grade level articulation meetings, differentiation planning meetings during our collaboration time, and vertical teaming meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Library Technician, Department & Grade Level Teams.

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 15,000 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplies: Purchase of materials office and classroom supplies. Staples |
| Amount | 6,500 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Supplies: Classroom, office supplies, and art class start up. Amazon, etc. |
| Amount | 750 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Library: Provide purchase of additional books for the library. |
| Amount | 10,696 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | PE Equipment and supplies and PE Uniforms |
| Amount | 3,800 |

| | |
|-------------------------|--|
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | 3D Printers |
| Amount | 2,500 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Planners: Purchase student planners for all students. |

Strategy/Activity 3

3.) Extended Learning Time, Opportunities, and Support Services

Marina Village will extend learning time, educational opportunities and support services for students. Some of the support services include a co-teaching model between our 7th and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners along with collaboration opportunities to support teachers in modifying curriculum for EL students. In addition, teachers integrate language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning such as PBL (Project Based Learning), DBQ (Document Based Question), and DOK (Depth of Knowledge) questioning strategies.

Marina Village continues to expand our educational opportunities through our elective programs such as Project Lead the Way, Music, Art, World Language, Technology, and Yearbook classes. Students have access to a wide variety of entry-level and advanced level options in each of these areas and will be able to participate in performances and productions. Students will also broaden their multicultural perspective by participating in the Chinese sister-school exchange program. Supporting these programs by providing professional development and substitutes allow greater depth and richness to the instruction. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Club. Guest speakers and field trips for our Spanish and music classes are also among the tools Marina Village uses to expand our educational opportunities.

Students at Marina Village also have access to various athletics and clubs. Students may participate in after-school athletics which are comprised of our cross country team, volleyball, basketball, and track, and field teams. Students may also participate in our lunchtime intramural sports activities. Students also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Department & grade Level Teams, Athletic Department, and PTC.

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 19,700 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |

| | |
|-------------------------|---|
| Description | Intervention Funds for our Homework Club. Students can come after school and receive support on homework and instruction on concepts with which they are struggling. |
| Amount | 3,500 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Computer program subscriptions to enhance the curriculum: IXL, WeVideo, Etc. |
| Amount | 5,040 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator |
| Amount | 4,200 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Costs for officiating, equipment, and league membership for our athletic teams |
| Amount | 7,000 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | For the past 9 years, Ancient Artifacts presenter Lonnie Johnson has provided 4 historical presentations per school year. |

Strategy/Activity 4

4.) Staff Development and Professional Collaboration (Specific to Instruction)

Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. Additionally, site and Title II funds will provide staff opportunities to attend professional development trainings including in Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), Stanford Design Workshop (computer science), SASP (Sacramento Area Science Project), CUE conference, and others.

“Early Release Wednesdays” will enable professional collaboration among grade levels and academic departments to ensure that staff has the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students’ needs. Additional collaboration meetings will be held to specifically look at addressing instruction in the area of listening which is a weakness in SBAC performance both at Marina and across California.

Marina Village will also provide staff opportunities to collaborate with other educational professionals outside of our site. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of

content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunities to collaborate with other area middle schools during our collaboration Wednesdays.

Students to be Served by this Strategy/Activity

AI Staff

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1,600 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | This is will send teachers to professional development training in curricular and social emotional learning areas. |
| Amount | 6,214 |
| Source | LCFF |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | PLTW - Professional Training specific to Project Lead the Way |
| Amount | 500 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials for academic vocabulary training and instruction. |

Strategy/Activity 5

5.) Involvement of Staff, Parent, and Community

Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. On-site climate and leadership councils comprised of teachers and administration will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Progress reporting and report cards along with Jupiter grades will provide additional communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) [or our school site's English Language Advisory Committee (ELAC)]. Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2017-6/1/2018

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Description

Marina Village averages 90% delivered weekly phone and text messages to our 1,487 parents and guardians contacts. The Marina Village Instagram account has approximately 496 followers and 665 posts as of October 1, 2019. Positive messages are continually updated for students and serve as positive examples of social media use. Electronic marquee is used to provide community and parent messages.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------------------------|--|--|
| 19/20 California Healthy Kid Survey | 78% of students perceive Marina Village as Very Safe or Safe (unchanged from 18-19) 31% of students report experiencing bullying in the past 12 months (unchanged from 18-19) | Marina Village has the goal to improve the percentage of students feeling safe or very safe to over 85%. Marina Village has the goal to decrease the percentage of students experiencing bullying in the past 12 months to 20%. |
| Social Emotional Inventory | 2.1% of students showed a social emotional need to be addressed.(Down from 2.7% in 18-19) | Counseling services provided to those students and a .3% reduction in students rating as "in need" on the Social Emotional Inventory |

Planned Strategies/Activities

Strategy/Activity 1

1.) School Safety

Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students and parents will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that

visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Marina Village will update safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018. Radios will be provided to office and yard supervision staff so that the speed of communications in the case of an emergency will be increased. In addition, a Teacher in Charge stipend position is made available to support students and staff when the administration is off-site.

Students to be Served by this Strategy/Activity

All Students and Staff

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, Counselor, Teachers, Yard Supervisors, Site Council

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 800 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Additional Two Way Radios and Safety Binders |
| Amount | 300 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | These funds are allocated for a Teacher In Charge stipend position where the site and students can receive support when administration is off site. |
| Amount | 8,500 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Crossing Guards |
| Amount | 9,100 |
| Source | LCFF |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Two Additional Hours of Secretarial Support |

Strategy/Activity 2

2.) School Climate and Community Building

Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end of the trimester awards ceremony, mustang of the week drawings, student lunch activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-Informed Practices will be studied and used to help de-escalate trauma-induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate their emotions. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth. Staff will also be provided with tools to identify students who are at risk and in need of intervention. Incoming sixth graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation activities to assist with the transition to middle school.

Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students to providing information around bullying legislation and how students can respond when they see bullying or if they are bullied themselves. In addition, 7th and 8th-grade students will also participate in anti-bullying workshops that will be presented by outside agencies that are designed to promote empathy and understanding between students. Various awareness programs and weeks such as "Say Hello Week," "No Name Calling Week," and "Red Ribbon Week" will also be supported. Students will also be provided "Can We Talk" slips that allow them to access administration and counseling staff. In addition, we will implement our PBIS program to provide students explicit directions about behavior expectations and rewards for those behaviors.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, Counselor, Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 27,700 |
| Source | LCFF |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and climate activities: ASB Bookkeeper Student Council Advisor Athletic Director Volleyball, Basketball, Cross Country, and Track Coaches Climate Committee WEB Advisor Honor Society Advisor Garden Coordinator PC Pals Coordinator |
| Amount | 5,000 |
| Source | LCFF |

| | |
|-------------------------|--|
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | CORE3 program for 7th and 8th grade students Funding will be provided through a mix of PTC (\$2,000), ASB (\$2,000), and Site funds (\$1,000). |
| Amount | 2,000 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Funding for PBIS Rewards and 100 Merit Awards. Rewards and drawing to occur monthly and at the end of each trimester. Additional week long drawings to correspond with Red Ribbon Week and CAASPP testing. This includes funding a reward by providing rootbeer floats for the student body in conjunction with CAASPP testing. This also includes funding the cost of posters and video production for our PBIS behavior instruction. |
| Amount | 700 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Lunch time games and supplies |
| Amount | 400 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Reading Counts - Million Word Prizes |

Strategy/Activity 3

3.) Staff Collaboration & Professional Development

Marina Village will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aid in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, District Office, Counselor

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 500 |
| Source | LCFF |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Materials for collaboration and professional development. |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|-------------------------------|---|--|
| Landscaping to be completed | Landscaping will continue as part of the new building project | Facility improvements will be completed. |
| Fire alarm and intruder alarm | The fire and intruder alarms need to be upgraded | The fire and intruder alarm systems will be replaced |

Planned Strategies/Activities

Strategy/Activity 1

1.) Staff Collaboration & Professional Development

Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Asst. Principal, District Facilities, Counselor

Proposed Expenditures for this Strategy/Activity

Description

Funding for this activity is duplicated in the activities for goal 2.

Strategy/Activity 2

2.) Facilities & Technology Infrastructure

Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO/PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas. In addition, the fire and intruder detection systems will be replaced to bring the site up to code and to correct faulty equipment.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Asst. Principal, District Facilities

Proposed Expenditures for this Strategy/Activity

Source

District Funded

Budget Reference

6000-6999: Capital Outlay

Description

Completion of landscaping, fire detection, and intruder detection systems. There are no site budget costs associated with this goal.

Source

District Funded

Budget Reference

6000-6999: Capital Outlay

Description

Replace the fire and intruder alarm systems

Amount

2,500

Source

Donations

Budget Reference

4000-4999: Books And Supplies

Description

Garden club supplies and materials.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

- Educational Services
- Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.
- The District will provide quality educational services to maximize academic achievement for all individual students and student groups.
- Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| SBA Results | 72% of Marina Village students will met or exceeded standard on the math portion of the SBA. 78% of Marina Village students met or exceeded standard on the language portion of the SBA. | 70.3% of Marina Village students met or exceeded standard on the math portion of the SBA. This is a decrease of 1% from the previous year. (Goal Not Met) 78.4% of Marina Village students met or exceeded standard on the language portion of the SBA. This is an increase of 1% from the previous year. (Goal Met) |
| SRI (Student Reading Inventory) | 77% of Marina Village Students will be reading at a proficient or advanced level. | 67% of Marina Village Students are reading at a proficient or advanced level, 28% are at a basic level, and 5% are reading below basic. We were down 6% in the proficient and advanced level from the previous year. |
| Interim Comprehensive Assessment for Math | This test will be administered in February in 2019 to establish a baseline data. | On the ICA, 64% of students met or exceeded standard in February of 2019. However, 280 students did not have scores reported. |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| 1.) Alignment of Instruction and Content Standards Marina Village Middle School will utilize district adopted, standards-aligned language arts and math curriculum, and | 1.) Alignment of Instruction and Content Standards <ul style="list-style-type: none"> • Marina Village utilized the district adopted curriculums and students | District teacher training, and STEM lab improvements. Marina offers PLTW Space and Flight courses in both 6th grade elective wheels, PLTW Design | Supplies and Materials 4000-4999: Books And Supplies General Fund 5,088 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| <p>California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p> | <p>continued to participate in literature-based instructional activities.</p> <ul style="list-style-type: none"> • Students participated in the "Step Up to Writing" program to work on their writing skills. • Science teachers have been implementing the NGSS and began science curriculum pilots. • Extra copies of the Lightning Thief were purchased to complete the class sets. | <p>and Modeling in one 7th grade PLTW elective wheel and one full year PLTW 8th grade Robotics and Automation. An additional full year PLTW 8th grade computer science class is offered. As a result, approximately 300 Marina Village students are receiving STEM related instruction. 4000-4999: Books And Supplies General Fund 5,000</p> | |
| | | <p>Lightning Thief Texts 4000-4999: Books And Supplies Site Formula Funds 1,000</p> | <p>Lightning Thief Texts and Roll of Thunder Hear My Cry 4000-4999: Books And Supplies LCFF 1,062</p> |
| <p>2.) Improvement of Instructional Strategies and Materials Marina Village Middle School will utilize proven instructional methods, including but not limited to, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB), Student Reading Inventory (SRI) for Lexile measurement, and</p> | <p>2. Improvement of Instructional Strategies and Materials</p> <ul style="list-style-type: none"> • Marina Village utilized a variety of instructional methods and strategies to present the curriculum. The IAB and IAC benchmarks were used in addition to the SRI for inform instruction. Summative and formative assessments were also used to inform instruction. | <p>PLTW: Provide teachers with materials, and training to develop elective classes and Project Lead the Way Classes 4000-4999: Books And Supplies LCFF 3,500</p> | <p>PLTW: Provide teachers with materials, and training to develop elective classes and Project Lead the Way Classes 4000-4999: Books And Supplies LCFF 2,683</p> |
| | | <p>Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier program Vocabulary, which includes reading comprehension material's and an increase in reading Lexile scores exists as evidenced by the following data: 6th grade</p> | <p>Sadlier Vocabulary Wookbooks 6000-6999: Capital Outlay District Funded 10,249</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>Benchmark Assessments. When a need is realized, supports will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curriculums to monitor student progress.</p> | <ul style="list-style-type: none"> • Various enrichment opportunities were provided including athletics, music, garden club, OCC, Leadership, and others to help connect students to school. | <p>61% advanced or proficient, 7th grade 74% advanced or proficient, and 8th grade 86% advanced or proficient. 4000-4999: Books And Supplies LCFF 8,000</p> | |
| <p>Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. Part of these enrichment opportunities includes access to materials that will enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks and iPads, and various computer programs that will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p> | <p>Technology also remained a vital feature throughout the campus as students were one to one for Chromebooks in every classroom.</p> <ul style="list-style-type: none"> • 300 students were able to attend STEM classes through PLTW in grade 6th, 7th, and 8th. In addition, a computer science class was also provided. Supplies and materials were purchased to support these classes. | <p>Supplies: Purchase of materials for science labs, computer programs, music percussion equipment, paper, and classroom supplies. 4000-4999: Books And Supplies None Specified 7,500</p> | <p>Supplies: Purchase of materials for science labs, computer programs, music percussion equipment, paper, and classroom supplies. 4000-4999: Books And Supplies LCFF 22,642</p> |
| <p>Marina Village Middle School will supplement that curriculum with tools and content that is in addition to the adopted materials. These include grade level articulation meetings, differentiation planning meetings during our collaboration time, and vertical teaming</p> | <ul style="list-style-type: none"> • Sadlier Vocabulary Books were purchased and utilized throughout each grade level. • Classroom and office supplies were purchased. • Million-word prizes were purchased and students were | <p>Planners: Purchase student planners for all students. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 2,300</p> | <p>Planners: Purchase student planners for all students. 6000-6999: Capital Outlay Parent Teacher Association/Parent Faculty Club (PTA/PFC) 2,487.39</p> |
| | | <p>Million Word Prizes 4000-4999: Books And Supplies Donations 400</p> | <p>Million Word Prizes 4000-4999: Books And Supplies Donations 404</p> |
| | | <p>PE Uniforms Shirts 4000-4999: Books And Supplies Donations 2,000</p> | <p>PE Uniforms Shirts 6000-6999: Capital Outlay Donations 4,602</p> |
| | | <p>Dodgeballs, Ball Cart, Playground Balls, Hula Hoops, Basketball Nets, Ultimate Frisbees, Shuttles, Softballs, Hockey Sticks, Gym Mat 4000-4999: Books And Supplies Donations 6,000</p> | <p>Dodgeballs, Ball Cart, Playground Balls, Hula Hoops, Basketball Nets, Ultimate Frisbees, Shuttles, Softballs, Hockey Sticks, Gym Mat 6000-6999: Capital Outlay Donations 4,119</p> |
| | | <p>Library: Provide purchase of additional books for the library. 4000-4999: Books And Supplies LCFF 730</p> | <p>Library: Provide purchase of additional books for the library. 4000-4999: Books And Supplies LCFF 828</p> |
| | | <p>Drums for World Music 4000-4999: Books And</p> | <p>Drums for World Music 6000-6999: Capital Outlay Donations 4,464</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|--|
| <p>meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.</p> | <p>recognized for their achievements.</p> <ul style="list-style-type: none"> • PE Uniforms were purchased through donations and students used them throughout the year. • PE supplies and lunchtime game supplies were purchased and used for classroom instruction and recess recreation. • Additional library books were purchased for student use. • Additional World Music drums were purchased for the drumming class. • 3D printers were purchase and students have begun to utilize them as part of their Project Lead the Way curriculum. • Grade level articulation meetings within and outside the district were held and observations were completed to provide meaningful feedback to support teacher development. | <p>Supplies Donations 4,000</p> <p>3D Printers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 3,000</p> | <p>3D Printers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 3,258.26</p> |
| <p>3.) Extended Learning Time, Opportunities, and Support Services</p> | <p>3. Extended Learning Time, Opportunities, and Support Services</p> | <p>For the past 8 years, Ancient Artifacts</p> | <p>Ancient Artifacts Presenter for 6th Grade</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|--|---|
| <p>Marina Village will extend learning time, educational opportunities and support services for students. Some of the support services include a co-teaching model between our 7th and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners along with collaboration opportunities to support teachers in modifying curriculum for EL students. In addition, teachers integrate language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning such as PBL (Project Based Learning), DBQ (Document Based Question), and DOK (Depth of Knowledge) questioning strategies. Marina Village continues to expand our educational opportunities through our elective programs such as Project Lead the Way, Music, World Language, Film, and technology classes. Students have access to a wide variety of entry-level and advanced level options in each of these areas and will be able to participate in performances and productions. Students will also broaden their multicultural perspective by participating in the Chinese sister-school</p> | <ul style="list-style-type: none"> The co-teaching model in the 7th and 8th grade classes were provided to students and a variety of instructional strategies were utilized by staff in their curriculum delivery as stated in the goal. Students participated in the Chinese sister-school exchange with students visiting China during their spring break. Marina Village students also had access to a variety of clubs, sports teams, and school activities. The Ancient Artifact presentations were provided throughout the school year. Teachers provided intervention support through our ZAP Tutorial Officiating and equipment for our sports league membership were paid and Marina Village participated in 4 league sports throughout the year. | <p>presenter Lonnie Johnson has provided 4 historical presentations per school year. 5000-5999: Services And Other Operating Expenditures Donations 7,000</p> <p>Provide hourly stipend for teachers participating in after school ZAP tutorial. 1000-1999: Certificated Personnel Salaries LCFF 12,500</p> <p>Costs for officiating, equipment and league membership 5000-5999: Services And Other Operating Expenditures Donations 4,000</p> <p>ZAP Services 1000-1999: Certificated Personnel Salaries LCFF 15,689</p> <p>Stipends for Athletic Coaches 1000-1999: Certificated Personnel Salaries LCFF 17,450</p> <p>Pay for the hourly extra duty rate for music teacher. (Jazz) 1000-1999: Certificated Personnel Salaries District Funded 7,000</p> | <p>5000-5999: Services And Other Operating Expenditures Donations 6,178</p> <p>ZAP/HIP Tutorial 1000-1999: Certificated Personnel Salaries LCFF 6,117</p> <p>Officiating, equipment and league membership 5000-5999: Services And Other Operating Expenditures Donations 4,190</p> <p>ZAP Services - see previous duplicated entry 1000-1999: Certificated Personnel Salaries LCFF 0</p> <p>Stipends for Athletic Coaches 1000-1999: Certificated Personnel Salaries LCFF 17,450</p> <p>Pay for the hourly extra duty rate for music teacher. (Jazz) 1000-1999: Certificated Personnel Salaries District Funded 5,963</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|--|---|
| <p>exchange program. Supporting these programs by providing professional development and substitutes allow greater depth and richness to the instruction. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Club. Guest speakers and field trips for our Spanish and music classes are also among the tools Marina Village uses to expand our educational opportunities.</p> <p>Students at Marina Village also have access to various athletics and clubs. Students may participate in after-school athletics which are comprised of our cross country team, volleyball, basketball, and track, and field teams. Students may also participate in our lunchtime intramural sports activities. Students also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school.</p> | <ul style="list-style-type: none"> • The second ZAP notification was a duplicated item in last year's plan. • Athletic Coaches received stipends for their coaching services. • Our music teacher taught the early morning jazz band and he provided performances and field trips. | | |
| <p>4.) Staff Development and Professional Collaboration (Specific to Instruction) Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are</p> | <p>4.) Staff Development and Professional Collaboration (Specific to Instruction)</p> <ul style="list-style-type: none"> • Teachers participated in Positive Prevention Plus Training, the Stanford Design Workshop, the Cue Conference, | <p>This will send teachers to Positive Prevention Plus training, Stanford Design Workshop, and the Cue Conference. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1,500</p> | <p>Teacher Professional Development Trainings 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 2,547</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--------------------------|----------------------------------|
| <p>afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. Additionally, site and Title II funds will provide staff opportunities to attend professional development trainings including in Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), Stanford Design Workshop (computer science), SASP (Sacramento Area Science Project), CUE conference, and others.</p> <p>“Early Release Wednesdays” will enable professional collaboration among grade levels and academic departments to ensure that staff has the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students’ needs. Additional collaboration meetings will be held to specifically look at addressing instruction in the area of listening which is a weakness in SBAC performance both at Marina and across California.</p> <p>Marina Village will also provide staff opportunities</p> | <p>and the California Distinguished School Award presentation.</p> <ul style="list-style-type: none"> • Early release Wednesdays were implemented to enable professional development and collaboration for staff. Part of that collaboration was an analysis of CAASPP results and our SEL inventory. • Staff was also provided release time to allow them to collaborate with other teachers off-site and outside the district. | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|--|--|
| <p>to collaborate with other educational professionals outside of our site. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunities to collaborate with other area middle schools during our collaboration Wednesdays.</p> | | | |
| <p>5.) Involvement of Staff, Parent, and Community Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. On-site climate and leadership councils comprised of teachers and administration will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Progress reporting and report cards along with Jupiter grades will provide additional</p> | <p>5.) Involvement of Staff, Parent, and Community</p> <ul style="list-style-type: none"> • Marina provided leadership councils and site council meetings were parents participated in the decision making processes. • Parent teacher conferences, SST meetings, and other parent/teacher meetings were held. • Marina Village provided phone, email, and text messaging to our parent community. Instagram was also utilized to promote events. | <p>Marina Village averages 98% delivered weekly phone and text messages to our 1,514 parents and guardians contacts. The Marina Village Instagram account has approximately 558 followers and 380 posts as of October 16, 2017. Positive messages are continually updated for students and serve as positive examples of social media use. Electronic marque is used to provide community and parent messages. None Specified None Specified 0</p> | <p>Marina Village averages 98% delivered weekly phone and text messages to our 1,514 parents and guardians contacts. The Marina Village Instagram account has approximately 558 followers and 380 posts as of October 16, 2017. Positive messages are continually updated for students and serve as positive examples of social media use. Electronic marque is used to provide community and parent messages. None Specified None Specified 0</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|-------------------------|-----------------------|-------------------------------|
| <p>communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) [or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.</p> | | | |

Analysis

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

As described, each proposed expenditure and service was provided.

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

As described above, these strategies and activities allowed for Marina Village to continue to provide an excellent education for students. 78.4% of Marina Village students met or exceeded standards on the language portion of the SBA. This is an increase of 1% from the previous year. This met the goal. 70.3% of Marina Village students met or exceeded standards on the math portion of the SBA. This is a decrease of 1% from the previous year. In this case, the goal was not met. Students, teachers, and parents were able to have the programs, materials, and information to allow students to access the curriculum and received help when they struggled with content mastery.

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

No material differences between proposed expenditures and the estimated actual expenditures exist except in the areas of the Sadlier Vocabulary Books, PE Shirts, Playground Equipment, and Site Supplies. These differences are due to inaccurate estimates from a previous year and a larger amount of funds were spent in these areas.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals. Some strategies that were redundant in their descriptions in the 2018-2019 plan will be combined in the plan going forward. Changes can be found in the current goals and strategy sections of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

- Safe, clean, student-centered learning environments.
- Our school will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.
- The District will provide safe, clean, student-centered learning environments that are responsive to the social-emotional needs of all children and families.
- Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-------------------------------------|--|--|
| 17/18 California Healthy Kid Survey | Marina Village has the goal of improving the percentage of students feeling safe or very safe to over 85%. Marina Village has the goal of the percentage of students experiencing bullying in the past 12 months to 20%. | 78% of students perceive Marina Village as Very Safe or Safe (unchanged) 31% of students report experiencing bullying in the past 12 months (unchanged) |
| Social Emotional Inventory | Counseling services provided to those students and a .3% reduction in students rating as "in need" on the Social Emotional Inventory | 2.1% of students showed a social emotional need to be addressed at the start of 2019. (Goal Met) |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| 1.) School Safety Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students | 1.) School Safety <ul style="list-style-type: none"> • Marina Village practiced our safety drills and with our Catapult Emergency Response system. • Students participated in Red Ribbon Week activities and were provided classes on the dangers of drug | Two Way Radios and Safety Binders 6000-6999: Capital Outlay LCFF 2,100 | Two Way Radios and Safety Binders 6000-6999: Capital Outlay LCFF 1,986 |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| <p>and parents will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that School Plan for Student Achievement (SPSA) Page 35 of 85 Marina Village Middle School visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p> <p>Marina Village will update safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018. Radios will be provided to office and yard supervision staff so that the speed of communications in the case of an emergency will be increased.</p> | <p>and alcohol abuse by our school counselor.</p> <ul style="list-style-type: none"> • All staff were appropriately trained in Child Abuse Mandated Reporter requirements as prescribed by law. • All visitors and volunteers were appropriately fingerprinted and background checked in accordance with district safety policies. • Our school site council and districts developed a comprehensive safety plan. • Marina Village updated safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018. Radios were provided to office and yard supervision staff so that the speed of communications in the case of an emergency will be increased. | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <p>2.) School Climate and Community Building Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end of the trimester awards ceremony, mustang of the week drawings, student lunch activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-Informed Practices will be studied and used to help de-escalate trauma-induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate</p> | <p>2.) School Climate and Community Building</p> <ul style="list-style-type: none"> • Marina Village began the PBIS work as part of our MTSS program. A committee has been formed and meets regularly to work on improving the program at the site. • Rewards were provided to students as part of the PBIS program. • Our counseling department provided instruction in classrooms and in the counseling center to help meet mental health needs and improve student behavior. The counseling department also met with individuals to provide support. • The California Healthy Kids Survey was administered to 7th grade students and those results are part of our school plan metrics. • Marina also presented bullying presentations to all classes. Our counseling | <p>The Breaking Down the Walls program was presented to 7th grade. 5800: Professional/Consulting Services And Operating Expenditures LCFF 3,000</p> <p>CORE3 program for 8th grade students 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,000</p> <p>Funding for 100 Merit Awards - Ice cream Sundays and Hot Dog Lunches 0000: Unrestricted ASB 2,200</p> | <p>The Breaking Down the Walls program was presented to 7th grade. 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,000</p> <p>CORE3 program for 8th grade students (\$1,000 from leadership) 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,000</p> <p>Funding for 100 Merit Awards - Ice cream Sundays and Hot Dog Lunches 0000: Unrestricted ASB 1,031</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| <p>their emotions. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth. Staff will also be provided tools to identify students who are at risk and in need of intervention. Incoming sixth graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation activities to assist with the transition to middle school. In addition, Marina Village will provide access to the National Alliance on Mental Illness (NAMI) to provide onsite, after school classes for families living with mental illness.</p> <p>Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students to providing information around bullying legislation and how students can respond when they see bullying or if they are bullied themselves. In addition, 7th and 8th-grade students will also participate in anti-bullying workshops that will be presented by outside agencies that are designed to promote empathy and understanding between students. Various awareness programs and weeks such as "Say Hello Week," "No Name Calling Week," and "Red Ribbon Week" will also be supported. Students will</p> | <p>department presented bullying presentations to all grade levels. 7th grade also participated in the Breaking Down the Walls presentations. 8th grade participated in the CORE3 presentation. Breaking down the Walls and CORE3 are anti-bullying presentations.</p> <ul style="list-style-type: none"> • Our emphasis weeks were also presented to bring awareness to various social issues. Those presentations were "Say Hello Week," "No Name Calling Week," and "Red Ribbon Week." The "Can We Talk" slips were also implemented. | | |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|---|--|
| also be provided “Can We Talk” slips that allow them to access administration and counseling staff. | | | |
| <p>3.) Staff Collaboration & Professional Development Marina Village will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aid in determining topics for future collaboration.</p> | <p>3.) Staff Collaboration & Professional Development</p> <ul style="list-style-type: none"> The staff was provided early release Wednesdays throughout the year where they received training on SEL, PBIS, and Mindfulness strategies. Time was also provided for grade level and subject matter collaboration. | <p>Materials for collaboration and professional development. 4000-4999: Books And Supplies LCFF 1,000</p> | <p>Materials for collaboration and professional development. 4000-4999: Books And Supplies LCFF 66</p> |

Analysis

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

As described, each proposed expenditure and service was provided.

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

As described above, these strategies and activities allowed for Marina Village to continue to provide an excellent education for students. Unfortunately, the metrics used for evaluating this goal did not show any change in the student's feelings of safety or perceived incidents of bullying on campus. We did see a reduced number of students being identified as having a social emotional need to be addressed. This may be, in part, due to the training and development that our staff has received in preventing and managing students with these need.

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

No material differences between proposed expenditures and the estimated actual expenditures exist other than to say that a number of strategies were less expensive than anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized in a way that reflects their connections to the goals. Changes can be found in the current goals and strategy sections of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

- Technical Infrastructure and Support Systems
- Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.
- The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.
- Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|-------------------------------|--|---|
| Building completion and usage | Facility improvements will be completed. Non-instructional staff will receive training. | Facility improvements were completed. Non-instructional staff did receive training. The landscaping part of the project needed to be postponed until the following year due to a late start on the project. |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|---|
| Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), | <ul style="list-style-type: none"> • The new building, parking lot, and furniture purchase were completed but the landscaping was postponed until the upcoming year. • Training for the utilization of the new furniture was provided through the company through which the furniture was purchased. | District Funded 6000-6999: Capital Outlay General Fund | District Funded 6000-6999: Capital Outlay General Fund |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|--|---|--|
| <p>Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support. Staff that is teaching in the new building with the new furniture will be provided training on how to utilize effectively the new types of furniture.</p> | | | |
| <p>Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO/PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas.</p> | <ul style="list-style-type: none"> • The RUSD Maintenance and Operations Dept. used the Facilities Inspection Tool (FIT) to determine areas for facility improvement. • Beautification projects were implemented and completed through the boy scouts and Garden Club which received donations from our parent club. | <p>Garden Club Materials 4000-4999: Books And Supplies Donations 500</p> <p>Completion of new building, parking lot resurfacing, furniture purchase, and landscaping. There are no site budget costs associated with this goal. 6000-6999: Capital Outlay District Funded</p> | <p>Garden Club Materials (PTC) 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0</p> <p>Completion of new building, parking lot resurfacing, furniture purchase, and landscaping. There are no site budget costs associated with this goal. 6000-6999: Capital Outlay District Funded</p> |

Analysis

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

As described, each proposed expenditure and service was provided. The construction projects of the new building, parking lot, and the corresponding furniture purchase was completed. This also included additional steps and ramps to meet new ADA requirements. The garden club received supplies through the PTC and continued to work to beautify the campus. Students were able to participate at lunch and the garden was featured in a community showcase.

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

The strategies were effective as facilities became fully operational. In addition, the goal of the garden club is to help students connect to the school and to the activity of caring for the site. Both goals were accomplished.

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

No significant material difference between the proposed expenditures and the actual expenditures. The budget for the facilities project cut into the landscaping project so landscaping needed to be postponed until the following year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized in a way that reflects their connections to the goals. Going forward, the goal will focus on the landscaping project that was not completed. In addition, some donations were provided to the garden club that corresponded with the community showcase and those funds will be used to continue to enhance the project. Changes can be found in the current goals and strategy sections of the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 1,500 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 164,157.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---|------------|
| District Funded | 28,157.00 |
| Donations | 25,496.00 |
| LCFF | 102,604.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 6,300.00 |
| Title II Part A: Improving Teacher Quality | 1,600.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---------------|
| 1000-1999: Certificated Personnel Salaries | 52,740.00 |
| 2000-2999: Classified Personnel Salaries | 17,600.00 |
| 4000-4999: Books And Supplies | 57,646.00 |
| 5000-5999: Services And Other Operating Expenditures | 31,171.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 5,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| 2000-2999: Classified Personnel Salaries | District Funded | 8,500.00 |
| 4000-4999: Books And Supplies | District Funded | 11,000.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 8,657.00 |
| 4000-4999: Books And Supplies | Donations | 14,296.00 |
| 5000-5999: Services And Other Operating Expenditures | Donations | 11,200.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 52,740.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 9,100.00 |
| 4000-4999: Books And Supplies | LCFF | 26,050.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 9,714.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 5,000.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 6,300.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 1,600.00 |

School Site Council Membership

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

- 2 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 2 Secondary Students

| Name of Members | Role |
|---------------------------|----------------------------|
| Levi Cambridge | Principal |
| Samantha Schlesinger | Principal |
| Jamie Olson | Classroom Teacher |
| Glenda De La Cruz | Classroom Teacher |
| Victoria Debenham | Classroom Teacher |
| Claudia Carbonell-Bensley | Parent or Community Member |
| Julie Samrick | Parent or Community Member |
| Archie Wheeler | Secondary Student |
| Catalina Kollings | Secondary Student |
| Karen Freed | Other School Staff |

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Safety Committee as part of the School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/29/19.

Attested:



Principal, Levi Cambridge on 10/29/19



SSC Chairperson, Claudia Carbonell-Bensley on 10/29/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

| | |
|---|--|
| School Name | Pleasant Grove Middle School |
| Address | 2540 Green Valley Road Rescue, CA 95672 |
| County-District-School (CDS) Code | 09619780101519 |
| Principal | Vera Rue Morris |
| District Name | Rescue Union Elementary School District |
| SPSA Revision Date | August 21, 2019 |
| Schoolsite Council (SSC) Approval Date | |
| Local Board Approval Date | |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

School Profile

Since opening on August 18, 2003, Pleasant Grove has established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 487 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. In order to support this, Pleasant Grove couples our certified school-wide AVID program and practices with Positive Behavior Incentives and Supports (PBIS). To support students on a path of career and college readiness, 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 school-wide AVID strategies, 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 and provide intensive support with tutorials and strong student/teacher relationships, while also supporting peer collaboration, and a rigorous education. Our PBIS program, helps to foster and develop student's social emotional skills and successes. For example, students are recognized and rewarded for their positive choices, taught or re-taught social skills as needed, and provided with various types of behavior supports. The school-wide AVID and PBIS programs work together to develop the whole child both academically and socially.

In order to support the transition into middle school sixth grade from elementary, we core our students together. Core scheduling allows sixth graders to have the same teacher for history and language arts, the same teacher for math and science, and an additional teacher for PE. This reduces the amount of transitions and teachers from six different teachers down to three to four depending on each sixth graders' schedule.

The school day is broken up into seven 50 minute periods of Math, Science, English, History, Physical Education, an elective and a lunch period. Elective options include: Band, Choir, Computer Science, Spanish, Leadership, Speech/Drama, Health and Fitness, Project Lead the Way (PLTW) Design and Modeling, PLTW Medical Detectives, Game Design, Art Exploration, Math or Reading Intervention, Study Hall and Advancement via Individual Determination (AVID). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and socialize in a safe environment, to be challenged, and to be properly instructed and evaluated by highly qualified, 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.

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. The class size in our SDC program is small to allow for individual attention; however, students can be 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 full-time psychologist, a district EL Coordinator, and a county speech/language specialist (2 days/week). A Learning Support Team is in place to support students who may be struggling academically or socially. Tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting.

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

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

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

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Pleasant Grove consulted with all stakeholders in the development of this site plan. At the end of the prior year, surveys were administered to all students and staff, which were created by the school's Site Council. The surveys gather data on school climate, inclusion practices, academic rigor, areas of strength and areas needing improvement. The data of the surveys is reviewed by staff via professional discussions at staff and collaboration meetings to elicit feedback about any conclusions and possible responses to the data. The school Site Council meets six times a year to review data collected in their survey and compares it to both the results of the Healthy Kids Survey data and the comments and ideas offered by staff. Additional data is collected through our participation on our District English Learner Advisory Committee (DELAC), Site English Learner Advisory Committee (ELAC), and monthly meetings with our Parent Teacher Organization (PTO), all of which are reviewed by school staff at collaboration meetings.

SBAC assessment data, Lexile measurements, bi-trimester grade analysis data, and SRI metrics are also reviewed by school staff throughout the year, considered in conjunction with the indirect data gathered in the above data and used in the development of this plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| American Indian | % | 0.36% | 0.2% | | 2 | 1 |
| African American | 1.2% | 0.36% | 0.39% | 7 | 2 | 2 |
| Asian | 0.2% | 1.26% | 1.56% | 1 | 7 | 8 |
| Filipino | 0.9% | 1.08% | 0.98% | 5 | 6 | 5 |
| Hispanic/Latino | 18.8% | 17.33% | 22.07% | 108 | 96 | 113 |
| Pacific Islander | % | % | 0.2% | | | 1 |
| White | 73.5% | 75.81% | 73.05% | 422 | 420 | 374 |
| Multiple/No Response | % | % | % | | | |
| Total Enrollment | | | | 574 | 554 | 512 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 16-17 | 17-18 | 18-19 |
| Grade 6 | 158 | 188 | 166 |
| Grade 7 | 210 | 161 | 185 |
| Grade 8 | 206 | 205 | 161 |
| Total Enrollment | 574 | 554 | 512 |

Conclusions based on this data:

- Declining enrollment has been steady and has impacted programs offered. When enrollment decreases, staffing decreases resulting in fewer sections being offered and fewer electives.
- The two largest subgroups are White and Hispanic/Latino.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| English Learners | 19 | 21 | 38 | 3.3% | 3.8% | 7.4% |
| Fluent English Proficient (FEP) | 14 | 9 | 14 | 2.4% | 1.6% | 2.7% |
| Reclassified Fluent English Proficient (RFEP) | 4 | 4 | 4 | 18.2% | 21.1% | 19.0% |

Conclusions based on this data:

1. The number of English Learners has increased by 3.6%. The school will need to show specific actions to supporting our EL students especially with the increase in the population. For example, increase Bilingual Instructional Aid support in classes.
2. Efforts to prepare students to successfully access the ELPAC was a contributing factor in the increased number of students reaching Reclassification status. 83% of students performed in the "Upper Performance Levels" on the ELPAC.
3. 9 total students were reclassified. Continue efforts to support our English Learners and teacher training will be imperative as our English Learner population will double in the 2018-19 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 153 | 185 | 167 | 151 | 183 | 158 | 151 | 183 | 158 | 98.7 | 98.9 | 94.6 |
| Grade 7 | 202 | 154 | 183 | 201 | 153 | 182 | 201 | 153 | 182 | 99.5 | 99.4 | 99.5 |
| Grade 8 | 192 | 200 | 162 | 189 | 196 | 160 | 189 | 196 | 160 | 98.4 | 98 | 98.8 |
| All Grades | 547 | 539 | 512 | 541 | 532 | 500 | 541 | 532 | 500 | 98.9 | 98.7 | 97.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2555. | 2562. | 2545. | 25.17 | 22.95 | 23.42 | 42.38 | 47.54 | 37.34 | 16.56 | 18.03 | 24.68 | 15.89 | 11.48 | 14.56 |
| Grade 7 | 2593. | 2608. | 2593. | 27.36 | 33.99 | 23.63 | 44.28 | 44.44 | 53.85 | 16.92 | 13.07 | 11.54 | 11.44 | 8.50 | 10.99 |
| Grade 8 | 2561. | 2602. | 2595. | 14.29 | 23.47 | 22.50 | 33.86 | 43.88 | 48.75 | 29.10 | 25.51 | 15.63 | 22.75 | 7.14 | 13.13 |
| All Grades | N/A | N/A | N/A | 22.18 | 26.32 | 23.20 | 40.11 | 45.30 | 47.00 | 21.07 | 19.36 | 17.00 | 16.64 | 9.02 | 12.80 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 31.13 | 33.33 | 30.38 | 49.01 | 49.73 | 47.47 | 19.87 | 16.94 | 22.15 |
| Grade 7 | 43.78 | 47.71 | 32.42 | 42.29 | 40.52 | 52.20 | 13.93 | 11.76 | 15.38 |
| Grade 8 | 26.98 | 35.20 | 36.25 | 40.74 | 50.00 | 48.75 | 32.28 | 14.80 | 15.00 |
| All Grades | 34.38 | 38.16 | 33.00 | 43.62 | 47.18 | 49.60 | 22.00 | 14.66 | 17.40 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 35.10 | 28.96 | 27.85 | 46.36 | 55.74 | 55.06 | 18.54 | 15.30 | 17.09 |
| Grade 7 | 47.26 | 56.21 | 48.35 | 39.30 | 33.99 | 44.51 | 13.43 | 9.80 | 7.14 |
| Grade 8 | 19.58 | 33.16 | 34.38 | 56.08 | 55.10 | 51.88 | 24.34 | 11.73 | 13.75 |
| All Grades | 34.20 | 38.35 | 37.40 | 47.13 | 49.25 | 50.20 | 18.67 | 12.41 | 12.40 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 28.48 | 24.59 | 22.15 | 62.25 | 68.31 | 65.19 | 9.27 | 7.10 | 12.66 |
| Grade 7 | 22.89 | 18.30 | 17.03 | 68.16 | 72.55 | 73.63 | 8.96 | 9.15 | 9.34 |
| Grade 8 | 15.34 | 26.02 | 17.50 | 67.20 | 64.80 | 70.63 | 17.46 | 9.18 | 11.88 |
| All Grades | 21.81 | 23.31 | 18.80 | 66.17 | 68.23 | 70.00 | 12.01 | 8.46 | 11.20 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 40.40 | 40.98 | 27.85 | 43.05 | 48.63 | 51.90 | 16.56 | 10.38 | 20.25 |
| Grade 7 | 44.28 | 56.21 | 40.66 | 44.78 | 35.95 | 48.35 | 10.95 | 7.84 | 10.99 |
| Grade 8 | 21.69 | 43.88 | 30.00 | 53.44 | 45.41 | 55.63 | 24.87 | 10.71 | 14.38 |
| All Grades | 35.30 | 46.43 | 33.20 | 47.32 | 43.80 | 51.80 | 17.38 | 9.77 | 15.00 |

Conclusions based on this data:

- Overall, on the 2019-2020 school year CAASPP assessment, 70.2% of students were meeting or exceeding standards in ELA. This is a 1.3% decrease from the previous testing year. It will be important for our ELA teachers to continue to specifically identify areas of weakness and utilize the adopted curriculum and supplemental curriculums to align practices and support students.
- Reading continues to be an area of improvement, especially in the area of "Demonstrating understanding of literary and non-fiction texts" with 33% of students at or above standard and 49.6% of students near standard. A focus on student reading fluency and comprehension is always a priority and is supported by our school-wide Reading Counts program.
- Listening and demonstrating effective communication skills is an area where significant growth can occur with targeted lessons as 70% of students were at or near standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 153 | 186 | 166 | 151 | 185 | 156 | 151 | 185 | 156 | 98.7 | 99.5 | 94 |
| Grade 7 | 202 | 154 | 183 | 201 | 153 | 182 | 201 | 153 | 182 | 99.5 | 99.4 | 99.5 |
| Grade 8 | 192 | 200 | 162 | 188 | 196 | 159 | 188 | 196 | 160 | 97.9 | 98 | 98.1 |
| All Grades | 547 | 540 | 511 | 540 | 534 | 497 | 540 | 534 | 498 | 98.7 | 98.9 | 97.3 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2532. | 2554. | 2540. | 19.87 | 24.86 | 25.64 | 31.13 | 32.43 | 24.36 | 25.83 | 28.65 | 29.49 | 23.18 | 14.05 | 20.51 |
| Grade 7 | 2560. | 2562. | 2567. | 24.88 | 26.14 | 28.57 | 26.37 | 22.22 | 24.18 | 28.86 | 31.37 | 29.67 | 19.90 | 20.26 | 17.58 |
| Grade 8 | 2550. | 2583. | 2579. | 21.28 | 33.16 | 24.53 | 15.43 | 18.37 | 25.16 | 28.72 | 25.51 | 25.16 | 34.57 | 22.96 | 25.16 |
| All Grades | N/A | N/A | N/A | 22.22 | 28.28 | 26.36 | 23.89 | 24.34 | 24.55 | 27.96 | 28.28 | 28.17 | 25.93 | 19.10 | 20.93 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 6 | 28.48 | 34.59 | 33.33 | 40.40 | 39.46 | 37.18 | 31.13 | 25.95 | 29.49 | |
| Grade 7 | 32.84 | 35.95 | 35.16 | 37.31 | 34.64 | 39.56 | 29.85 | 29.41 | 25.27 | |
| Grade 8 | 26.06 | 38.27 | 35.85 | 32.45 | 31.63 | 37.11 | 41.49 | 30.10 | 27.04 | |
| All Grades | 29.26 | 36.33 | 34.81 | 36.48 | 35.21 | 38.03 | 34.26 | 28.46 | 27.16 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 26.49 | 32.97 | 23.72 | 48.34 | 48.65 | 47.44 | 25.17 | 18.38 | 28.85 |
| Grade 7 | 30.35 | 28.10 | 30.22 | 49.25 | 48.37 | 48.90 | 20.40 | 23.53 | 20.88 |
| Grade 8 | 25.00 | 32.65 | 25.79 | 36.17 | 47.96 | 47.80 | 38.83 | 19.39 | 26.42 |
| All Grades | 27.41 | 31.46 | 26.76 | 44.44 | 48.31 | 48.09 | 28.15 | 20.22 | 25.15 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 25.83 | 28.11 | 23.08 | 45.70 | 50.27 | 48.72 | 28.48 | 21.62 | 28.21 |
| Grade 7 | 28.86 | 24.84 | 24.73 | 52.74 | 56.21 | 62.09 | 18.41 | 18.95 | 13.19 |
| Grade 8 | 23.40 | 30.61 | 23.90 | 45.21 | 48.47 | 57.23 | 31.38 | 20.92 | 18.87 |
| All Grades | 26.11 | 28.09 | 23.94 | 48.15 | 51.31 | 56.34 | 25.74 | 20.60 | 19.72 |

Conclusions based on this data:

1. 50.91% of students met or exceeded standards which is a 1.3% decrease from the 2018-2019 school year.
2. There are relative strengths and weaknesses distributed across all claims and grade levels; however, the largest area of growth is in 8th grade with 49.69% of students meeting or exceeding standards with is 1.22% below the school average for meeting and exceeding standards.
3. After carefully reviewing the data, we will continue work with the IXL math support program (school-wide) and create regular cycles of program effectiveness for our math intervention courses.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | 1541.0 | 1551.7 | 1540.1 | 1566.8 | 1541.4 | 1536.1 | 11 | 15 |
| Grade 7 | * | * | * | * | * | * | * | 9 |
| Grade 8 | * | * | * | * | * | * | * | 6 |
| All Grades | | | | | | | 18 | 30 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 33.33 | * | 40.00 | * | 20.00 | * | 6.67 | 11 | 15 |
| 7 | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 36.67 | * | 26.67 | * | 20.00 | * | 16.67 | 18 | 30 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 60.00 | * | 33.33 | | 0.00 | * | 6.67 | 11 | 15 |
| 7 | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 50.00 | * | 26.67 | * | 10.00 | * | 13.33 | 18 | 30 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 13.33 | * | 13.33 | * | 53.33 | * | 20.00 | 11 | 15 |
| 7 | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 16.67 | * | 20.00 | * | 40.00 | * | 23.33 | 18 | 30 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 33.33 | * | 66.67 | * | 0.00 | 11 | 15 |
| All Grades | * | 30.00 | * | 53.33 | * | 16.67 | 18 | 30 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 73.33 | * | 20.00 | * | 6.67 | 11 | 15 |
| All Grades | 61.11 | 63.33 | * | 23.33 | * | 13.33 | 18 | 30 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 13.33 | * | 40.00 | * | 46.67 | 11 | 15 |
| 7 | * | * | * | * | * | * | * | * |
| All Grades | * | 16.67 | * | 40.00 | * | 43.33 | 18 | 30 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | * | 13.33 | * | 80.00 | * | 6.67 | 11 | 15 |
| All Grades | * | 16.67 | 66.67 | 76.67 | * | 6.67 | 18 | 30 |

Conclusions based on this data:

1. From 2017-2018 testing year to 2018-2019 testing year, in 6th grade, the overall ELPAC scores increased 10.7 points.
2. During 2018, there were 18 students classified as English Learners at Pleasant Grove Middle School and this increased to 30 students in 2019. This increase further supports the need for increased supports for EL students.
3. During 2018, 15 of the 30 identified English Learners were in 6th grade. Due to this, extra training to support ELs was offered for the 6th grade team. Two teachers attended Kate Kinsella the training.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 512 | 29.1 | 7.4 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 38 | 7.4 |
| Foster Youth | 1 | 0.2 |
| Homeless | 9 | 1.8 |
| Socioeconomically Disadvantaged | 149 | 29.1 |
| Students with Disabilities | 82 | 16.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 2 | 0.4 |
| American Indian | 1 | 0.2 |
| Asian | 8 | 1.6 |
| Filipino | 5 | 1.0 |
| Hispanic | 113 | 22.1 |
| Two or More Races | 8 | 1.6 |
| Pacific Islander | 1 | 0.2 |
| White | 374 | 73.0 |

Conclusions based on this data:




- As the number of student continues to grow in our Socioeconomically Disadvantaged subgroup with 29.1% of the school being socioeconomically disadvantaged; it will be important for us to continue our efforts to support students through MTSS strategies and Trauma Informed Practices.
- Due to drastic declining enrollment (44 students) from 2017-18 to 2018-19, the number of electives and core sections in our Master Schedule has decreased, creating higher number of students with IEP's and 504's in each classroom. It will be important to continue to support students in general education classes with co-teaching and paraprofessional support to maintain the level of rigor that has continued to challenge all students and contribute to our success.

3. Students with Disabilities increased from 14.8% in 2017-2018 to 16% in 2018-2019, and Socioeconomically Disadvantaged Students increased from 25.5% to 29.1%. Student categorized as White decreased almost 2% to 73% and Hispanic students increased 4.8% from 17.3% to 22.1%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|--|--|
| English Language Arts  Green | Chronic Absenteeism  Green | Suspension Rate  Green |
| Mathematics  Yellow | | |

Conclusions based on this data:

1. Overall suspension rate decreased .5% as measured in the LCAP matrix grid.
2. Support of training and implementation of PBIS to develop alternative interventions for students to prevent suspensions, when appropriate. Implementation of small group counseling to target specific student needs is expected to have an impact on decreasing the behaviors associated with student suspensions.
3. There is a need to continue the work being done surrounding restorative practices; in order to, support students in developing social gaps and skills that may be resulting in behaviors that would normally lead to a suspension.

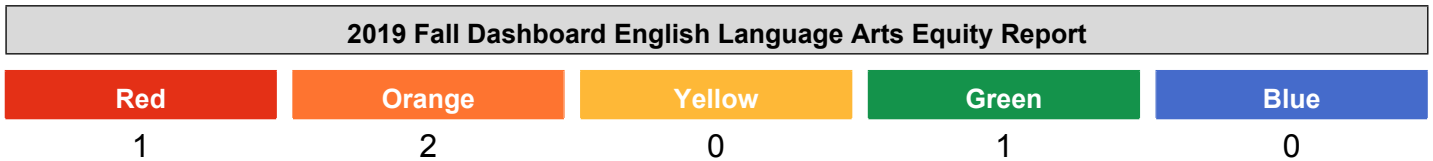
School and Student Performance Data

Academic Performance English Language Arts






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  <p>Green</p> <p>29.6 points above standard</p> <p>Declined -10.1 points</p> <p>482</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>61.1 points below standard</p> <p>Declined Significantly -15.7 points</p> <p>37</p> | <p>Foster Youth</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>9.3 points below standard</p> <p>Declined -10 points</p> <p>137</p> | <p>Students with Disabilities</p>  <p>Red</p> <p>92.3 points below standard</p> <p>Declined Significantly -20.3 points</p> <p>72</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 9.9 points below standard Declined Significantly -15.9 points 103 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 40.7 points above standard Declined -5.8 points 355 |

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|----------------------------------|---|
| 94.9 points below standard Declined Significantly -17.8 points 20 | 21.6 points below standard 17 | 36.9 points above standard Declined -6.5 points 440 |

Conclusions based on this data:

- In Language Arts, there was an overall decline of 10.1 points.
- In Language Arts, socio-economically disadvantaged students there was a decrease of 10 points.
- In Language Arts, English Learners decreased 15.7 points with an average achievement gap of 61 points below standard. Continued targeted work needs to continue to help decrease the achievement gap for this sub-group.

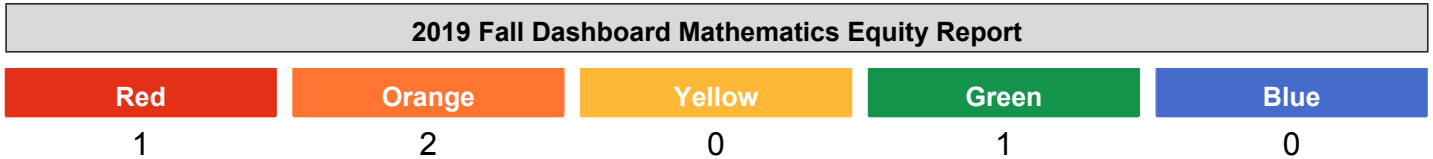
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  <p>Yellow</p> <p>5.5 points below standard</p> <p>Declined -4.5 points</p> <p>480</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>106.6 points below standard</p> <p>Declined Significantly -16.1 points</p> <p>37</p> | <p>Foster Youth</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>60.5 points below standard</p> <p>Declined -10.4 points</p> <p>136</p> | <p>Students with Disabilities</p>  <p>Red</p> <p>138.7 points below standard</p> <p>Declined -9 points</p> <p>72</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 56.9 points below standard Maintained -1.5 points 103 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 6.9 points above standard Maintained -1.9 points 353 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 145.5 points below standard Declined Significantly -40.9 points 20 | 60.6 points below standard 17 | 2.4 points above standard Maintained -0.4 points 438 |

Conclusions based on this data:

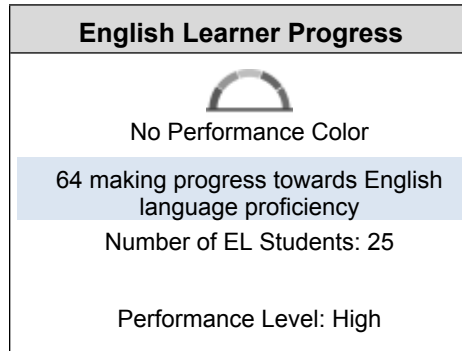
1. In math, socio-economically disadvantaged students decreased 10.4 points. Continued targeted work is needed to help support this sub-group in closing the achievement gap.
2. In math, students with disabilities decreased 9 points. Continued targeted work is needed to help support this sub-group in closing the achievement gap.
3. In math, English learners decreased 16.1 points; they are still scoring 106.6 points below standard. Continued targeted work is needed to help support this sub-group in closing the achievement gap.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 4 | 5 | 5 | 11 |

Conclusions based on this data:

1. 11 out of 25 students progressed at least 1 level.
2. 4 out of 25 students decreased 1 level. Continued support is needed for each category with specified instruction matching the instructional needs to each category or level.
3. Team will need to collaboratively develop a push in support schedule that strategically places the Bilingual Instructional Aid in classes with English Learners.

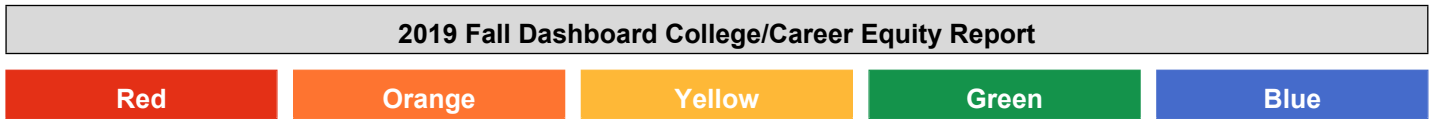
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

- 1.

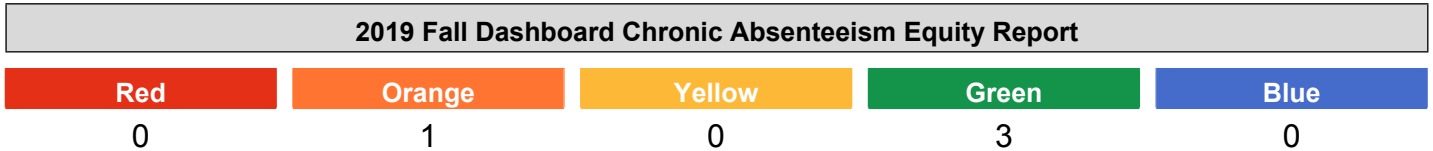
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Green</p> <p>6</p> <p>Declined -0.8</p> <p>534</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -9.1</p> <p>41</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.9</p> <p>Declined -1.8</p> <p>168</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>7.1</p> <p>Declined -1.8</p> <p>85</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 7.7 Increased +0.8 117 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Green 5.2 Declined -1.1 388 |

Conclusions based on this data:

- Continued focus on communicating with parents the importance of student attendance and the effect it has on student overall achievement.
- Chronic Absenteeism has decreased among all subgroups. Continue to use SARB resources to address Chronic Absenteeism.
- Chronic Absenteeism decreased by .8 as measured by the LCAP matrix reporting system.

School and Student Performance Data

Academic Engagement Graduation Rate

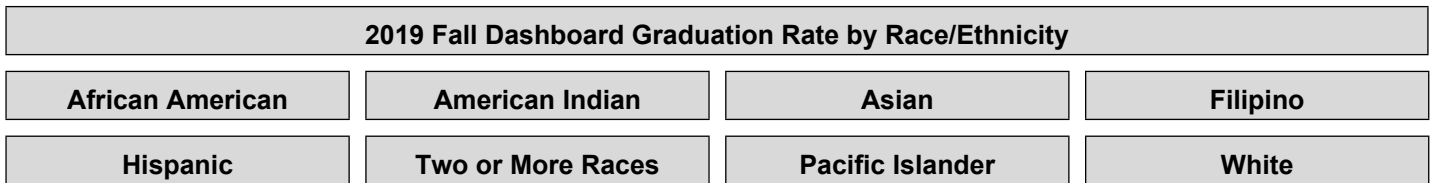
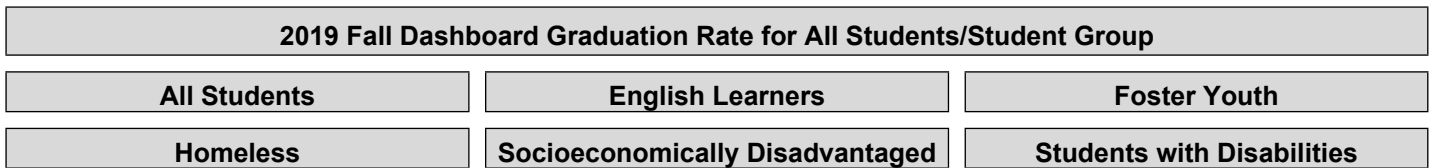
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

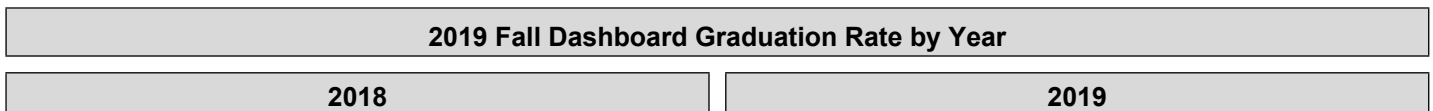
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

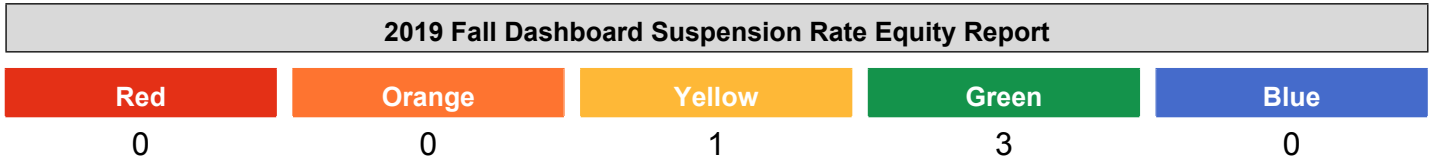
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Green</p> <p>2.8</p> <p>Declined -2.1</p> <p>538</p> | <p>English Learners</p>  <p>No Performance Color</p> <p>2.4</p> <p>Increased +2.4</p> <p>41</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5.9</p> <p>Declined -2.7</p> <p>170</p> | <p>Students with Disabilities</p>  <p>Yellow</p> <p>8.1</p> <p>Declined -3</p> <p>86</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
|  No Performance Color Less than 11 Students - Data 5 |  No Performance Color Less than 11 Students - Data 3 |  No Performance Color Less than 11 Students - Data 8 |  No Performance Color Less than 11 Students - Data 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 1.7 Declined -4.2 117 |  No Performance Color Less than 11 Students - Data 8 |  No Performance Color Less than 11 Students - Data 2 |  Green 2.8 Declined -1.5 390 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 4.8 | 2.8 |

Conclusions based on this data:

1. The overall suspension rates of students with disabilities decreased by 3% and socioeconomically disadvantaged students decreased by 2.7%. The overall suspension rate declined by 2.1
2. In reviewing suspension data, it was concluded all means of intervention (where appropriate) were implemented prior to the suspension and that the suspension was warranted. Continue to work with school psychologist to identify Students with Disabilities who could benefit from Behavior Plans and ERMHS services.
3. Continue to make improvement of school climate and student inclusivity a priority through the work of our PBIS team, lunch clubs, and the creation of a Learning Support Team.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| SBAC ELA | <p>6th Grade - 71% Above or Met Standard in 17/18 to 60.76% in 18/19</p> <p>7th Grade - 78% Above or Met Standard in 17/18 to 77.48% in 18/19</p> <p>8th Grade - 67% Above or Met Standard in 17/18 to 71.25 in 18/19</p> | Increase the number of students in the "Above or Met Standard" in Language Arts by 3% by focusing on students in the "Standard Nearly Met" subgroup. |
| SBAC Math | <p>6th Grade - 57% Above or Met Standard in 17/18 to 49% in 18/19</p> <p>7th Grade - 48% Above or Met Standard in 17/18 to 52.75% in 18/19</p> <p>8th Grade - 51% Above or Met Standard in 17/18 to 49.69% in 18/19</p> | Increase the number of students in the "Above or Met Standard" in Math by 3% by focusing on students in the "Standard Nearly Met" subgroup. |
| SRI (Student Reading Inventory) Lexile | <p>6th Grade - 19% Advanced in 17/18 to 29% in 18/19 16% Proficient in 17/18 to 21% in 18/19</p> | Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory) Lexile Level by 7% at each grade level. |

| Metric/Indicator | Baseline | Expected Outcome |
|--|--|---|
| | <p>47%Basic in 17/18 to 35% in 18/19 18%Below Basic in 17/18 to 15% in 18/19</p> <p>7th Grade - 36% Advanced in 17/18 to 30% in 18/19 25%Proficient in 17/18 to 26% in 18/19 29%Basic in 17/18 to 30% in 18/19 10%Below Basic in 17/18 to 14% in 18/19</p> <p>8th Grade - 43% Advanced in 17/18 to 37% in 18/19 28%Proficient in 17/18 to 24% in 18/19 20%Basic in 17/18 to 27% in 18/19 9%Below Basic in 17/18 to 12% in 18/19</p> | |
| <p>Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)</p> | <p>"D/F" Grades Trimester 1 E/LA 6th - 15/0 to 2018-2019 6th- 18/2 (Goal not met from 17/18 to 18/19) 7th - 16/7 to 2018-2019 7th 15/3 (Goal met decrease of 5 D/F) 8th - 17/6 to 2018-2019 8th 16/3 (Goal met decrease of 4 D/F)</p> <p>"D/F" Grades Trimester 1 MATH 6th - 10/0 to 2018-2019 6th- 17/9 (Goal not met from 17/18 to 18/19) 7th - 14/4 to 2018-2019 7th- 19/9 (Goal not met from 17/18 to 18/19) 8th -27/4 to 2018-2019 8th- 5/3 (Goal met decrease of 23 D/F)</p> <p>"D/F" Grades Trimester 3 E/LA 6th - 19/2 to 2018-2019 6th- 23/12 (Goal not met from 17/18 to 18/19) 7th - 16/3 to 2018-2019 7th- 13/5 (Goal met decrease of 1 D/F) 8th - 17/2 to 2018-2019 8th- 16/2 (Goal met decrease of 1 D/F)</p> <p>"D/F" Grades Trimester 3 MATH 6th - 16/8 to 2018-2019 6th- 27/9 (Goal not met from 17/18 to 18/19) 7th - 19/4 to 2018-2019 7th- 46/5 (Goal not met from 17/18 to 18/19) 8th - 7/4 to 2018-2019 8th- 16/2 (Goal not met from 17/18 to 18/19)</p> | <p>Increase the number and percentage of students achieving a grade of "C" or higher in Math and English classes at all grade levels by providing targeted interventions, student check ins, and increase office to home grade reporting communication.</p> |
| <p>FLEX Literacy Data</p> | <p>Baseline after 1 year of implementation in SPED ELA classes & intervention class:</p> | <p>Increase student lexile levels by at least 50 points for all students using the program FLEX.</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|--------------------------------|---|--|
| | <p>Reading Intervention Data 3 out of 8 students or 43% increased Lexile level by @ least 55 points 2 out of 8 or 25% did not make any growth 3 out of 8 or 43% decreased their Lexile level (decreased st. effort too)</p> <p>English SAI 2 Data: 8 out of 14 or 57% increased Lexile by at least 55 points 4 out of 14 or 29% did not make growth 2 out of 14 or 14% decreased Lexile level (decreased st. effort too)</p> <p>Overall Data Consolidated: 11 out of 22 or 50% of students increased Lexile by over 30 points 6 out of 22 or 27% did not make any growth 5 out of 22 or 23% of students decreased their Lexile</p> | |
| District Benchmark Assessments | <p>November - IAB Edit January IAB - Reading Info Text February - IAB PT E/LA February - Math Focused IAB March - Listening IAB May - Math End of Course Final (Used as a multiple measure to place students in math classes for the next year).</p> <p>All IAB's are used in the non-standardized way as an instructional tool to increase student access to the SBAC.</p> | Provide all students access to at least two benchmark assessments with formative data provided to students as a means of reinforcement of lessons and reteaching of lessons. |
| IXL Math | <p>Throughout first year of 2018-2019 implementation:</p> <p>1,238,783 problems attempted 46,340 skills practiced 14,529 skills mastered 93% of students practicing 7,664 hours and 48 min of student time on IXL</p> <p>CAASPP Math 2018-2019 school average was 50.91% meeting or exceeding standard. This is a decrease of 1.7%.</p> | <p>Increase students meeting or exceeding standard by 3% as measured on CAASPP</p> <p>Increase skills mastered from 14,529 to 15,500.</p> |

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Pleasant Grove Middle School will utilize district adopted, standards-aligned language arts, math, and history curriculum. California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will improve their writing skills by participating in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process (6th and 7th grades). Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, pilot curriculum, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/19 - 5/31/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 4700 |
| Source | Site Formula Funds |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent) |
| Amount | 4000 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Proposed expenditure represents teacher professional development/training for district adopted curriculum & pilot curriculums. Proposed expenditure represents funds that come from multiple sources. |

Strategy/Activity 2

Improvement of Instructional Strategies and Materials

Pleasant Grove Middle School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Response to Intervention (RtI), Advancement Via Individual Determination (AVID), and Designated and Integrated English Language Development Strategies. Additionally, proven strategic instructional strategies and supplemental materials will be used to support accelerated growth for various sub groups: English Language Development Learners, low socio-economically disadvantaged students, and any other groups of students needing additional supports. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day, before, or after school will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and VR Headsets,

will be used to further engage students and extend students' ability to access content and demonstrate understanding. Library Media coordinator to complete annual CDE Online School Library Survey. The ELPAC assessment will be given to English Learners, annually, to determine mastery of English Language skills and what instructional support is needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/19 - 5/31/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1000 |
| Source | LCFF - Supplemental |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Provide support materials, supplies and intervention support to enhance instruction for our EL population, low income populations, and any other student groups in need. This may include technology, programs, resources, software, supplemental materials or curriculum, and library resources. These support materials may come at a cost or may be free supplemental materials. Proposed expenditure represents funds that come from multiple sources. |

| | |
|-------------------------|--|
| Amount | 550 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Purchase supplies and books for various book competitions such as Battle of the Books. |

| | |
|-------------------------|---|
| Amount | 7699 |
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Jazz Band before and after school enrichment classes. |

| | |
|-------------------------|--|
| Amount | 30000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Analyze data and identify students who are struggling to meet grade level standards and are not on track to be high school ready to ensure appropriate supports are implemented and placement is appropriate in the master schedule. Some students may be strategically placed in a co-taught Math or E/LA class, a Resource Class (SAI) for Math or E/LA, or in |

| | |
|-------------------------|--|
| | a class supported by a paraprofessional or intervention aide. Proposed expenditure represents 2 intervention aides (2.5 hours/each) used in general education classes to assist students. |
| Amount | 1000 |
| Source | Title II Part A: Improving Teacher Quality |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | Proposed expenditure represents teacher professional development/training for supplemental programs. Proposed expenditure represents professional development for various programs: IXL, Sadlier Oxford Vocabulary Program, Step Up to Writing, GLAD, Kate Kinsella, Project lead the Way, UDL. |
| Amount | 4000 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | AVID Schoolwide: Donations are used for supplies, College Fair, and other related activities & incentives. |
| Amount | 40348 |
| Source | LCFF - Supplemental |
| Budget Reference | None Specified |
| Description | AVID Schoolwide: Funds are used for Summer Institute (Including EL Coordinator), Transportation for field trips, Schoolwide AVID Binders, substitute costs for teacher trainings throughout year, AVID Membership and AVID Weekly subscription, AVID supplies. Non specified budget reference due to memberships, supplies, PD, personnel costs all under this umbrella. (Funds from multiple budget references: 4000 Books & Supplies, 1000 Certificated personnel, 5000 Services and other operating expenditures) |
| Amount | 2000 |
| Source | Donations |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Professional development and field trips promoting school wide AVID strategies and college field trips. |
| Amount | 17,000 |
| Source | LCFF - Supplemental |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |
| Description | IXL Math, FLEX, Reading Counts, Rosetta Stone, Newsela- all online supported programs are used as supplemental tools and curriculums to support subgroup growth and achievement in ELA & Math. |
| Amount | 7000 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |

Description

Supplies and materials to support various aspects of the school operating systems: enrichment program supplies, school supplies, library supplies, etc.

Strategy/Activity 3

Increased educational opportunities & Enrichment

Pleasant Grove Middle School will provide differentiation and increased educational opportunities for students. Students will have the opportunity to participate in CJSF, Career Days, College Fairs, STEAM, and Agriculture in the Classroom activities. All students will have access to visual and performing arts production and will have the option to learn to play a musical instrument. Extracurricular learning opportunities will be offered to students such as field trips, lunch clubs, and enrichment before and after school programs. Students will participate in "I Love Reading Week" and have the opportunity to participate in the Battle of the Books to promote literacy for all. Students will be placed in math, reading or writing intervention classes to support proficiency in grade-level standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018 - 6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount 20000

Source LCFF - Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries

Description Fund a .4 FTE to support math and English Language Arts intervention classes for targeted qualifying students.

Amount 900

Source Site Formula Funds

Budget Reference 4000-4999: Books And Supplies

Description Prioritize Library collection and program needs. Provide reading motivational events and activities, author visits, assemblies, celebrations and support Battle of the Books program/activities. Proposed expenditure represents funds that come from multiple budget references.

Amount 0

Source None Specified

Budget Reference None Specified

Amount 30000

Source Donations

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

| | |
|-------------------------|---|
| Description | Funds associated with Band/Choir Program. Amount represents funds associated with Disneyland field trip as well as other field trips and performances. Please note, these donations are placed into the Jazz Band Donation Account. |
| Amount | 2000 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Funds associated with enrichment elective classes, lunch clubs, and enrichment after school classes. |
| Amount | 600 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Physical Education Department needed equipment and supplies. |
| Amount | 4800 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | PE Clothes |
| Amount | 14200 |
| Source | Site Formula Funds |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Funds allocated for teachers for classroom supplies, technology, and materials. |
| Amount | 10000 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Funds associated with providing supplies and materials for physical education, lunch time activities, supplies for extra curricular activities such as reading competitions, theater productions, etc. |

Strategy/Activity 4

Staff Development & Professional Collaboration

Pleasant Grove Middle School will ensure that staff members responsible for providing and overseeing instruction, including: certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and academic departments and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1000 |
| Source | Site Formula Funds |
| Budget Reference | 5800: Professional/Consulting Services And Operating Expenditures |
| Description | Registration fees associated with professional development registrations/conferences. |
| Amount | 1100 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Work with district curriculum specialists, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy) and the supports needed, as well as differentiation, engagement, communication, critical thinking, and technology infusion. Additionally, professional collaboration time between staff members. Proposed expenditures represent substitutes, per diem, and associated salary benefits. |

Strategy/Activity 5

Involvement of Staff, Parents & Community

Pleasant Grove Middle School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) and or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support our Parent Teacher Organization (PTO) to bring about enhancements to school programs and community activities. The school will support the Intel PC Pal Program.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|-----|
| Amount | 500 |
|---------------|-----|

| | |
|-------------------------|---|
| Source | Donations |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Conferencing with parents, including interpreters when needed, to increase communication home to families about student achievement and engage parents in the learning process with their child. Meetings and other outreach opportunities for parents to become engaged in the educational process with the school including, DELAC, ELAC, Site Council, Library Advisory Committee, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk. |
| Amount | 200 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Purchase of materials to support communication with parents and community- Marquee maintenance. |
| Amount | 10000 |
| Source | Special Education |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Substitute coverage needed for general education and special education teacher attendance at IEP and transition meetings. |
| Amount | 0 |
| Source | None Specified |
| Budget Reference | None Specified |

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|--|---|---|
| California Healthy Kids Survey (5th and 7th Grade) | <p>18/19 School Year Results</p> <ul style="list-style-type: none"> 60% of students surveyed feel safe at school 65% of students surveyed feel well connected with Pleasant Grove -23% feel moderately connected. 13% of students felt that they were not connected to Pleasant Grove. 34% of students reported a high level of caring and support by staff members 62% reported a moderately level of caring and support 16% of students reported that they were not cared for by staff 63% of students surveyed feel that they are treated fairly by school staff item not locate din 18/19 survey | <p>For the 2019-2020 School Year, the goal is for the following:</p> <p>Students feeling safe will increase to an overall score of 80%</p> <p>Students feeling connected to Pleasant Grove will increase to an overall score of 80%</p> <p>Students feeling cared for by staff will increase to an overall score of 75%</p> |
| LCAP Student & Parent Survey | <p>18/19 School Year Results</p> <ul style="list-style-type: none"> 84% Feel their students is physically safe in class 57% feel the school provides adequate | <p>For the 2019-2020 School Year, the goal is for the following:</p> <p>Increase all areas by 5%.</p> |

| Metric/Indicator | Baseline | Expected Outcome |
|------------------|--|------------------|
| | <p>academic enrichment opportunities & 27% are neutral, 16% in disagree combined categories</p> <ul style="list-style-type: none"> • 47% feel the school teaches students how to behave appropriately in social situations and 34% neutral, 15% in combined disagreement category. • 34% feel school teaches students how to resolve conflict with peers & 30% neutral, 21% in combined disagreement category. | |

Planned Strategies/Activities

Strategy/Activity 1

School Safety

Pleasant Grove Middle School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship, online safety, and responsible technology use (cyberbullying, internet safety, and other digital dilemmas), and how to access the school counselor. All students will participate in Red Ribbon Week activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education meeting either district standards or state standards. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/13/19 - 5/31/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 1000 |
| Source | Donations |
| Budget Reference | 5000-5999: Services And Other Operating Expenditures |

Description

Expenditures associated with the development of emergency preparedness as directed by the School Site Safety Team, Digital Citizenship and Online Safety, Red Ribbon Week, Sexual Health Education, Child Abuse Mandated Reporter Training, and Volunteer Training.

Strategy/Activity 2

School Climate & Community Building

Pleasant Grove Middle School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs and academic counseling. Individual counseling, small group sessions, and whole class instruction will also be provided by the school counselor and school psychologist. Provide support services to students and families through our school counselor reaching out to meet with families as well as provide training for our staff regarding social emotional needs of students to better support them in the classroom. The whole school will participate in community Operation School Bell Program. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the Site Council, staff and administration team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|---|
| Amount | 1000 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Additional resources needed to support sports programs and needs. |
| Amount | 1000 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB), Leadership Lunchtime activities, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. |
| Amount | 500 |
| Source | Donations |
| Budget Reference | 4000-4999: Books And Supplies |

| | |
|-------------------------|---|
| Description | Expenditures related to the creation of a deescalation room and dedicated area for group and individual counseling needs. |
| Amount | 29000 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Stipends for Athletic Director, Music Director, PC Pals Coordinator, SIP Coordinator, SST Coordinator, Student Council Advisor, Yearbook Coordinator, 8th Grade Football Coach, 7th and 8th Girls Volleyball, 7th and 8th Boys Volleyball, 7th and 8th grade Girls Basketball, Track and field, teacher in charge, leadership director. |
| Amount | 12000 |
| Source | Site Formula Funds |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Stipends for Student Council Book Keeper, WEB Advisor, 6th and 7th Football coaches, Cross Country, coaches 7th and 8th Boys Basketball and Wrestling coaches. |
| Amount | 13000 |
| Source | LCFF - Supplemental |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Stipends and hourly rate associated with teachers overseeing and/or facilitating lunch time clubs and/or afterschool enrichment targeting socioeconomically disadvantaged students and other subgroups needing additional supports and opportunities to be connected to school. |

Strategy/Activity 3

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|---------------|------|
| Amount | 1500 |
|---------------|------|

| | |
|-------------------------|---|
| Source | District Funded |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Certificated and Classified staff to attend professional learning opportunities during the school day and after school related to (but not limited to) such topics as Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Supports, Restorative Justice, Alternative Discipline Strategies, Deescalation Strategies, Growth Mindset, CPR and First Aide Training, and Differentiation. Increase number of staff that are trained in various strategies that they can share with colleagues to improve our capacity to support students. |
| Amount | 0 |
| Source | None Specified |
| Budget Reference | None Specified |
| Description | Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. No expenditures are anticipated to achieve this goal. |

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

LCAP Goal

The District will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal.

Expected Annual Measurable Outcomes

| Metric/Indicator | Baseline | Expected Outcome |
|---------------------------------|--|--|
| California Staff Survey | Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey. | During the 2019-2020 school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning and specific duty area as outlined as a need from their respective departments and the California School Staff Survey |
| Facility Inspection Tool | The facilities were reported to be in fair repair as measured by the Facility Inspection Tool. | Facilities will be in "Good Repair" or higher as measured by the 2018-19 Facility Inspection Tool. |
| Williams Act/Uniform Complaints | No Williams Act/Uniform Complaints were received during the 2019-2020 school year. | If received during the 2019-2020 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected. |

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be

included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 0 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Secretary Trainings |
| Amount | 200 |
| Source | District Funded |
| Budget Reference | 2000-2999: Classified Personnel Salaries |
| Description | Custodial Trainings |

Strategy/Activity 2

Facilities & Technology Infrastructure

Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

| | |
|-------------------------|--|
| Amount | 2000 |
| Source | Site Formula Funds |
| Budget Reference | 1000-1999: Certificated Personnel Salaries |
| Description | Garden Coordinator Stipend |
| Amount | 1700 |
| Source | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) |
| Budget Reference | 4000-4999: Books And Supplies |
| Description | Funds for Garden Project (Donations and PTO), Theater production |

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Our school will provide quality educational services to maximize academic achievement for all individual students and student groups.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|--|---|---|
| CAASPP Assessment for both Math & ELA goals. | Expected outcome to reduce the amount of students not meeting standard and increase the amount of students meeting or exceeding standard for both math and ELA by 7%. This goal was not met any either subject areas. | <p>ELA</p> <p>6th Grade - 71% Above or Met Standard in 17/18 to 60.76% in 18/19</p> <p>7th Grade - 78% Above or Met Standard in 17/18 to 77.48% in 18/19</p> <p>8th Grade - 67% Above or Met Standard in 17/18 to 71.25 in 18/19</p> <p>Math</p> <p>6th Grade - 57% Above or Met Standard in 17/18 to 49% in 18/19</p> <p>7th Grade - 48% Above or Met Standard in 17/18 to 52.75% in 18/19</p> <p>8th Grade - 51% Above or Met Standard in 17/18 to 49.69% in 18/19</p> <p>Math</p> <p>6th Grade - 57% Above or Met Standard in 17/18 to 49% in 18/19</p> <p>7th Grade - 48% Above or Met Standard in 17/18 to 52.75% in 18/19</p> <p>8th Grade - 51% Above or Met Standard in 17/18 to 49.69% in 18/19</p> <p>Lexile Reading Levels</p> <p>6th Grade - 19% Advanced in 17/18 to 29% in 18/19 16% Proficient in 17/18 to 21% in 18/19 47% Basic in 17/18 to 35% in 18/19</p> |
| Lexile Reading Scores | Increase all lexile levels by at least 10%. This goal was met in some grades but not others. Reference the actual outcomes chart for details. | |
| FLEX Reading Program | <p>Flex data was a baseline year. See actual outcomes chart for details.</p> <p>Reduce the number of Ds and Fs in each grade level during trimester 1 and trimester 3. This goal was met for some grade levels and some trimester markers but not in others. Please see actual outcomes chart for details.</p> <p>Create a baseline for FLEX reading program.</p> | |

Metric/Indicator**Expected Outcomes****Actual Outcomes**

18%Below Basic in 17/18 to 15% in 18/19

7th Grade -

36% Advanced in 17/18 to 30% in 18/19

25%Proficient in 17/18 to 26% in 18/19

29%Basic in 17/18 to 30% in 18/19

10%Below Basic in 17/18 to 14% in 18/19

8th Grade -

43% Advanced in 17/18 to 37% in 18/19

28%Proficient in 17/18 to 24% in 18/19

20%Basic in 17/18 to 27% in 18/19

9%Below Basic in 17/18 to 12% in 18/19

FLEX:

Baseline after 1 year of implementation in SPED ELA classes & intervention class:

Reading Intervention Data

3 out of 8 students or 43% increased Lexile level by @ least 55 points

2 out of 8 or 25% did not make any growth

3 out of 8 or 43% decreased their Lexile level (decreased st. effort too)

English SAI 2 Data:

8 out of 14 or 57% increased Lexile by at least 55 points

4 out of 14 or 29% did not make growth

2 out of 14 or 14% decreased Lexile level (decreased st. effort too)

Overall Data Consolidated:

11 out of 22 or 50% of students increased Lexile by over 30 points

6 out of 22 or 27% did not make any growth

5 out of 22 or 23% of students decreased their Lexile

"D/F" Grades Trimester 1 E/LA

6th - 15/0 to 2018-2019 6th- 18/2 (Goal not met from 17/18 to 18/19)

7th - 16/7 to 2018-2019 7th 15/3 (Goal met decrease of 5 D/F)

8th - 17/6 to 2018-2019 8th 16/3 (Goal met decrease of 4 D/F)

"D/F" Grades Trimester 1 MATH

6th - 10/0 to 2018-2019 6th- 17/9 (Goal not met from 17/18 to 18/19)

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|-------------------|---|
| | | <p>7th - 14/4 to 2018-2019 7th- 19/9 (Goal not met from 17/18 to 18/19) 8th -27/4 to 2018-2019 8th- 5/3 (Goal met decrease of 23 D/F)</p> <p>"D/F" Grades Trimester 3 E/LA 6th - 19/2 to 2018-2019 6th- 23/12 (Goal not met from 17/18 to 18/19) 7th - 16/3 to 2018-2019 7th- 13/5 (Goal met decrease of 1 D/F) 8th - 17/2 to 2018-2019 8th- 16/2 (Goal met decrease of 1 D/F)</p> <p>"D/F" Grades Trimester 3 MATH 6th - 16/8 to 2018-2019 6th- 27/9 (Goal not met from 17/18 to 18/19) 7th - 19/4 to 2018-2019 7th- 46/5 (Goal not met from 17/18 to 18/19) 8th - 7/4 to 2018-2019 8th- 16/2 (Goal not met from 17/18 to 18/19)</p> |

Strategies/Activities for Goal 1

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|--|---|---|
| <p>Purchase materials to support student learning, achievement, and engagement.</p> <p>Create systems and supports using AVID strategies. Send staff to AVID professional growth opportunities to strengthen pedagogy around the strategies.</p> <p>Create a master schedule incorporating math and Language Arts intervention into the schedule for students of the most need.</p> <p>Purchase, oversee, and facilitate the use of FLEX reading program, Reading Counts program, IXL Math program, and various science programs to increase student engagement and achievement.</p> | <p>All planned actions occurred throughout the school year but with varying degrees of implementation and success.</p> | <p>4000-4999: Books And Supplies Site Formula Funds 14000</p> | <p>4000-4999: Books And Supplies Site Formula Funds 14500</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|----------------------------|--------------------------|----------------------------------|
| <p>Set aside funds for substitute coverage to allow staff to collaborate together, attend PD, and attend IEPs.</p> <p>Incorporate IABs into core classes to allow students to have access to and practice with rigorous assessments.</p> | | | |

Analysis

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

Professional development woven throughout school year to support teacher's instructional AVID strategies.
 Monthly AVID team meetings.
 One site AVID visit from AVID representative.
 Sent various members of AVID team to AVID trainings throughout school year.

Use of FLEX program in SDC and one intervention class.
 Provided licenses for IXL to all students & one initial PD for all math teachers.

Sent two teachers to Kate Kinsella training to support ELs and language development.

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

AVID school wide strategies of annotations in math and ELA fully implemented.
 FLEX program was not effective for the majority of students; however, there was turn over in teachers and behavior concerns in the classroom that had significant impact on student growth.
 Kate Kinsella work implemented throughout the upcoming year.

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

Over expenditures on estimated costs for substitute teachers.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Intervention classes will be capped at lower numbers; additionally, strategic scheduling to ensure students are placed in proper electives and interventions to support their academic needs.
 Math will be supported school wide through AVID strategies.
 Creation of after school enrichment courses to support STEAM.
 Learning support team creation to support social emotional and academic success of tier 2 students.
 Structured planning time for teachers to plan for and reflect on IABs.
 Creation of study hall class for targeted groups. Pilot study hall occurs 3 days per week.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

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

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---------------------|--|--|
| Healthy Kids Survey | <p>Yearly Goal</p> <ul style="list-style-type: none"> Students feeling safe at school overall score of 90% <p>Students feeling connected to Pleasant Grove will increase to an overall score of 80%</p> <p>Students feeling cared for by staff will increase to an overall score of 75%</p> | <p>2017-18</p> <ul style="list-style-type: none"> 83% of students surveyed feel safe at school and 60% in 18/19. 65% of students surveyed feel well connected with Pleasant Grove and -23% feel moderately connected. 13% of students felt that they were not connected to Pleasant Grove. 27% of students reported a high level of caring and support by staff members towards students increased to 34% in 18/19 feeling a high level of caring and supportive adult at school. 62% reported a moderately level of caring and support remained the same for 18/19. 15% of students reported that they were not cared for by staff & decreased to 16% in 18/19 63% of students surveyed feel that they are treated fairly by school staff item not locate din 18/19 survey |

Strategies/Activities for Goal 2

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--|---|---|---|
| <ul style="list-style-type: none"> Introduced theater production and flag football. | <ul style="list-style-type: none"> Theater production created for students | <p>1000-1999: Certificated Personnel Salaries Unrestricted 2500</p> | <p>1000-1999: Certificated Personnel Salaries Unrestricted 2500</p> |

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| <ul style="list-style-type: none"> Continued work around Battle of the Books, Project Lead the Way and high interest electives. Initial work around lunch club creations and after school enrichment. | <ul style="list-style-type: none"> Flag football teams created for 6th-8th grade students Student interest surveys sent out to gather input into lunch clubs and after school enrichment. | | |

Analysis

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

Full implementation of theater with an average participating attendance of 30 students.
 Full implementation of flag football for 6th, 7th and 8th grade students. Tryouts and cuts were made.
 Average attendance of 12 students for battle of the books. Entire school assembly to support the event.
 Two elective courses with project lead the way curriculum.
 Gathered student input through survey to gather feedback on lunch clubs.

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

Students requested to have theater back the following year. Participation attendance was high everyday.
 Flag football considered effective due to level of student participation, parent participation, and feedback.
 Project Lead the Way decrease in electives offered due to declining enrollment and decrease in electives that can be offered.

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

Theater cost \$500 which was not originally budgeted for.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Proposal to dedicate some funds for flagfoot uniforms.
 Creation of social emotional support room which provides a location for students to gather during lunch.
 \$2,000 for lunch clubs.
 Check in and check outs for social emotional tier 2 students through the Learning Support Team.
 Yard duty de-escalation trainings throughout school year.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Our school will provide technical infrastructure and systems of support that allow quality education and effective learning environments to flourish.

Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|------------------|---|--|
| | <p>SDC students will visit the garden on a weekly basis to support in maintaining to grounds.</p> <p>Created a greenhouse with community and SDC support.</p> | <p>Fully implemented</p> <p>Fully implemented greenhouse</p> |

Strategies/Activities for Goal 3

| Planned Actions/Services | Actual Actions/Services | Proposed Expenditures | Estimated Actual Expenditures |
|--------------------------|--|-----------------------------|-------------------------------|
| Create a greenhouse | Greenhouse created through donations Garden stipend | 4000 None Specified 4000 | 4000 None Specified 4000 |

Analysis

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

Fully implemented a greenhouse which was visited and maintained by SDC students.
Partial implementation of yard duty trainings on de-escalation strategies.

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

Greenhouse was partially effective in that SDC students were able to visit the greenhouse on a weekly basis but other grades and classes did not
Yard duty training meetings were held sporadically throughout year and not on a regular schedule.

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

Greenhouse was donated
Garden stipend was \$4000 and awarded to the staff member who applied for it and maintained garden throughout year.
This is the amount budgeted for.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Garden stipend will be reduced for the school year to \$2000. The other \$2000 will be moved to support lunch clubs providing ways for students to get connected to school.

Two teachers will create and send out science related garden lessons to all grade levels. Garden will be maintained by two teachers.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

| Description | Amount |
|---|------------|
| Total Funds Provided to the School Through the Consolidated Application | 6240 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | 277,497.00 |

Allocations by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---|---------------|
| District Funded | 9,399.00 |
| Donations | 54,350.00 |
| LCFF - Supplemental | 121,348.00 |
| None Specified | 0.00 |
| Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 11,900.00 |
| Site Formula Funds | 69,500.00 |
| Special Education | 10,000.00 |
| Title II Part A: Improving Teacher Quality | 1,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 118,299.00 |
| 2000-2999: Classified Personnel Salaries | 12,700.00 |
| 4000-4999: Books And Supplies | 49,450.00 |
| 5000-5999: Services And Other Operating Expenditures | 23,700.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 33,000.00 |
| None Specified | 40,348.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|--|-----------|
| 1000-1999: Certificated Personnel Salaries | District Funded | 9,199.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 200.00 |
| 2000-2999: Classified Personnel Salaries | Donations | 500.00 |
| 4000-4999: Books And Supplies | Donations | 20,850.00 |
| 5000-5999: Services And Other Operating Expenditures | Donations | 1,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Donations | 32,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 63,000.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 1,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 17,000.00 |
| None Specified | LCFF - Supplemental | 40,348.00 |
| None Specified | None Specified | 0.00 |
| 4000-4999: Books And Supplies | Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) | 11,900.00 |
| 1000-1999: Certificated Personnel Salaries | Site Formula Funds | 36,100.00 |
| 2000-2999: Classified Personnel Salaries | Site Formula Funds | 12,000.00 |
| 4000-4999: Books And Supplies | Site Formula Funds | 15,700.00 |
| 5000-5999: Services And Other Operating Expenditures | Site Formula Funds | 4,700.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Site Formula Funds | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | Special Education | 10,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title II Part A: Improving Teacher Quality | 1,000.00 |

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members | Role |
|--------------------|----------------------------|
| Vera Rue Morris | Principal |
| Nita Franks | Classroom Teacher |
| Natalie Hadden | Other School Staff |
| Teresa Courtwrite | Classroom Teacher |
| Clara Saguto | Other School Staff |
| Amy Bohren | Other School Staff |
| Dan Anzini | Parent or Community Member |
| Jon Ford | Parent or Community Member |
| Ray Antar | Parent or Community Member |
| Alex Mallot | Secondary Student |
| Brighton Edmundson | Secondary Student |
| Betty Anzini | Secondary Student |

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 1/16/19.

Attested:



Principal, Vera Rue Morris on 11/14/19



SSC Chairperson, Nita Franks on 11/14/19

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program