

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

**BOARD OF TRUSTEES  
REGULAR MEETING MINUTES**

Tuesday, December 10, 2019 - 6:30 p.m. Open Session  
**Rescue District Office Board Room**

**DISTRICT MISSION**

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

<b>ITEM</b>	<b>ITEM DESCRIPTION</b>
<b>CALL TO ORDER:</b>	Board president called the meeting to order at 6:31 p.m.
<b>ROLL CALL:</b>	<ul style="list-style-type: none"> <li>✓Kim White, President</li> <li>Stephanie Kent, Vice President</li> <li>✓Tagg Neal, Clerk</li> <li>✓Nancy Brownell, Board Member</li> <li>✓Suzanna George, Board Member</li> <li>✓Cheryl Olson, Superintendent and Board Secretary</li> <li>✓Sean Martin, Assistant Superintendent of Business Services</li> <li>✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction</li> </ul>
<b>OPEN SESSION:</b>	Convened open session in the Board Room.
Flag Salute	Michele Williamson led the flag salute.
1. Adoption of Agenda (Consideration for Action)	Trustee Brownell moved and Trustee George seconded to approve the agenda. The motion passed 4-0.
<b>STUDENT SUCCESS / RECOGNITION:</b>	
Green Valley School	Green Valley School principal, Michelle Winberg provide a site update and presentation highlighting student successes.
<b>REPORTS AND COMMUNICATION:</b>	
2. Superintendent's Report (Supplement)	<p>Superintendent Olson shared how extremely busy the school sites are this month with projects, concerts, and programs to celebrate the holiday season. Elementary site bands are performing, we have plays, musicals, Winter Wonderland evenings, parent club events, parent education nights and the list goes on! She went on to say how grateful we are to our administrators, teachers, students and staff for all the hard work they put into making this time of year beneficial educationally, as well as special for the holidays.</p> <p>Mrs. Olson reported that administrators are participating in a county wide opportunity to take a close look at our identified problem of practice, which is in the area of math this year, and then to come up with short testing cycles to see which adjustments to our program will bring forth improvements in student achievement. Math was selected as the focus this year as scores have been flat for the past several years. We are excited to see what can happen as we pilot this process with small groups at each site.</p>

	<p>District enrollment continues to be lower than this time last year. We currently have 7 fewer students enrolled this month than we did at this time last year.</p> <p>Superintendent Olson also reminded everyone that we have an additional regular Board meeting this month, due to the new regulations for Board organizational meetings. The second meeting will be held Tuesday, the 17<sup>th</sup>.</p>
<b>PUBLIC COMMENTS:</b>	There were no public comments.
<b>GENERAL:</b>	
<p>3. Annual Organizational Meeting – Select Date and Time</p> <p>(Supplement)</p> <p>(Consideration for Action) Superintendent</p>	<p>Education Code Sections 35143 and 5017 requires the governing board of each school district shall hold an annual organizational meeting. This year the 15-day window period, established by statute, to hold the Annual Organizations meeting begins on Friday, December 13, 2019 and runs through Friday, December 27, 2019. The Education Code provides that the Board at its regular meeting held immediately prior to December 13 shall select the day and time of the annual meeting. District administration recommends the annual organizational meeting take place at the regular Board meeting on December 17, 2019 at 6:30 p.m.</p> <p>Trustee George moved and Trustee Neal seconded to select December 17, 2019 at 6:30 as the date for the annual organizational meeting. The motion passed 4-0.</p>
<b>BUSINESS AND FACILITIES ITEMS:</b>	These items are provided for Board information, discussion, and/or action.
<p>4. First Interim Budget Report/Positive Certification</p> <p>(Supplement)</p> <p>(Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board is required by law to receive updated financial reports during the fiscal year. The First Interim Report is due prior to December 15. After reviewing the report, the Board will consider certification of the financial condition of the District. The District administration recommends approval of a positive certification for 2019-2020 First Interim Report.</p> <p>Trustee George moved and Trustee Neal seconded to approve a positive certification for 2019-2020 First Interim Budget Report. The motion passed 4-0.</p>
<b>CURRICULUM &amp; INSTRUCTION</b>	
<p>5. California Healthy Kids Survey</p> <p>(Supplement)</p> <p>(Information Only) Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board received information regarding the Rescue Union School District’s results for the California Healthy Kids Survey (CHKS) administered to 5<sup>th</sup> and 7<sup>th</sup> grade students, the related California School Staff Survey (CSSS), and the California School Parent Survey (CSPS).</p>
<b>CONSENT AGENDA:</b>	<p>All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items.</p> <p><i>Items 6-7 pulled for separate vote</i></p>

(Consideration for Action)	<p><i>Trustee George moved and Trustee Neal seconded to approve the Minutes of the November 19, 2019 Regular meeting and the November 19, 2019 Special meeting – Items 6 and 7. The motion passed 3-0 with 1 abstention.</i></p> <p><i>Ayes: Trustee Neal, George and White</i></p> <p><i>Abstention: Trustee Brownell</i></p> <p>Trustee Neal moved and Trustee Brownell seconded to approve the balance of the agenda. The motion passed 4-0.</p>
6. Board Meeting Minutes (Supplement)	Minutes of the November 19, 2019 Regular Board Meeting.
7. Board Meeting Minutes (Supplement)	Minutes of the November 19, 2019 Special Board Meeting.
8. District Expenditure Warrants (Supplement)	Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The supplement reflects expenditures from 11/14/19 through 11/22/19.
9. District Purchase Orders	Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 11/13/19 to 12/3/19.
10. Personnel (Supplement)	Rescue Union School District's long-range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to the need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.
A. Certificated: Employment:  Resignation:	<p>Jennifer Smith, temporary teaching assignment, (1.0 FTE), Lakeview, effective 12/2/19</p> <p>Anne Schreiber, Teacher, (1.0 FTE), Jackson, effective 11/22/19</p>
B. Classified Personnel Employment:	<p>Lana Bermudez, Instructional Assistant, (.13 FTE), Lakeview, effective 12/2/19</p> <p>Sherrie Long, Bus Driver, (Sub), Transportation, 11/13/19</p>
11. Donations (Supplement)	<p>The Board and District appreciate and accept the following donations:</p> <p><u>Maintenance and Operations</u></p> <p>- Champion Generator 9375kw from Palinee Ransibrahmanakul</p>
<b>CLOSED SESSION:</b>	The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
<b>OPEN SESSION</b>	Reconvene open session



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

**BOARD OF TRUSTEES  
REGULAR MEETING MINUTES**

Tuesday, December 17, 2019 - 6:30 p.m. Open Session (Closed Session at 5:30 p.m.)  
**Rescue District Office Board Room**

**DISTRICT MISSION**

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

<b>ITEM</b>	<b>ITEM DESCRIPTION</b>
<b>CALL TO ORDER:</b>	Board president called the meeting to order at 5:42 p.m.
<b>ROLL CALL:</b>	<ul style="list-style-type: none"> <li>✓Kim White, President</li> <li>✓Stephanie Kent, Vice President</li> <li>✓Tagg Neal, Clerk</li> <li>✓Nancy Brownell, Board Member</li> <li>✓Suzanna George, Board Member</li> <li>✓Cheryl Olson, Superintendent and Board Secretary</li> <li>✓Sean Martin, Assistant Superintendent of Business Services</li> <li>✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction</li> </ul>
<b>PUBLIC COMMENT:</b>	There were no public comments concerning items on the Closed Session Agenda.
<b>CLOSED SESSION: District Conference Room</b>	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District’s designated negotiators, Dave Scroggins and Sean Martin, regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.
<b>OPEN SESSION:</b>	Convened open session in the Board Room at 6:30 p.m.
Flag Salute	A Jackson School student led the flag salute.
1. Adoption of Agenda (Consideration for Action)	Trustee George moved and Trustee Neal seconded to approve the agenda as presented. The motion passed 5-0.
<b>STUDENT SUCCESS / RECOGNITION:</b>	
Jackson School	Jackson School principal, Michele Williamson provided a site update and presentation highlighting student successes.

<b>REPORTS AND COMMUNICATION:</b>	
Report from Closed Session	Board president reported no action taken in closed session.
<b>PUBLIC COMMENTS:</b>	There were no public comments.
<b>GENERAL:</b>	
2. Annual Organization Meeting - Board Officers Selection  (Supplement)  (Consideration for Action) Superintendent	Each December the Board is required to nominate and approve its officers. EC 35143, BB 9100 Organization  <ul style="list-style-type: none"> <li>- BB 9121 - Select President</li> <li>- BB 9100 - Select Vice President</li> <li>- BB 9123 - Select Clerk</li> <li>- BB 9122 - Confirm Superintendent to serve as Secretary to the Board</li> </ul> Trustee George moved to keep the existing officers in place for 2020 with Kim White as President, Stephanie Kent as Vice President, Tagg Neal as Clerk and to confirm Superintendent, Cheryl Olson to serve as secretary to the Board. Trustee Brownell seconded the motion. The motion passed with a 5-0 vote.
3. Board Committee Representative Appointments/Community Organization Involvement  (Supplement)  (Consideration for Action) Superintendent	Each December, per Board Bylaws 9130 and 9140 the Board may appoint any of its members to serve as representatives on District Committees or advisory committees of other public agencies or organizations. The Board will consider committee appointments to the El Dorado County School Boards Association and the El Dorado Schools Financing Authority.  Trustee George moved and Trustee Brownell seconded to keep the existing representatives in place for 2020. The motion passed 5-0. El dorado County School Boards Association Stephanie Kent and alternate Tagg Neal El Dorado Schools Financing Authority Kim White and alternate Suzanna George
4. Certification of District Signatures  (Supplement)  (Consideration for Action) Superintendent	Pursuant to Education Code 35143, 42632, 42633 and Board Bylaw 9100, the District must certify the signatures of members of the governing board and verify signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the District.  The Board of Trustees signed the certification of District Signatures as presented. There was no motion needed, signatures provided certification.
5. Adoption of Board Meeting Calendar  (Supplement)  (Consideration for Action) Superintendent	Pursuant to Education Code 35140 the Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting and Board protocol.  Trustee George moved and Trustee Brownell seconded to approve the 2020 Board meeting calendar and the tentative 2021 calendar revised to reflect the first meeting in January as a Study Session and the second date as a regular Board meeting. The motion passed 5-0.

<p>6. Review of the Draft Settlement Agreement – El Dorado Schools Financing Authority and Serrano El Dorado Owners’ Association</p> <p>(Supplement)</p> <p>(Discussion Only)</p> <p>Superintendent</p>	<p>The Board reviewed and discussed the Draft Settlement Agreement between the El Dorado Schools Financing Authority and Serrano El Dorado Owners’ Association.</p>
<p>7. Board Remuneration</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>On an annual basis the Board may increase, the compensation of Board members beyond the limit delineated in Education Code 34120 in an amount not to exceed five (5) percent based on the present monthly rate of compensation. The Board will consider implementation of the increase.</p> <p>Trustee Neal moved and Trustee Kent seconded to implement the increase for Board compensation. The motion passed 4-1.  Ayes: Trustee Neal, Kent, White and Brownell  Noes: Trustee George</p>
<p><b>PERSONNEL:</b></p>	
<p>8. Openers for RUFT Negotiations 2020-2021</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board is required to set a date for public comment on collective bargaining unit openers for the upcoming session. District administration recommends that Rescue Union Federation of Teachers (RUFT) negotiations openers be put on the agenda for January 28, 2020 regular Board meeting for public comment.</p> <p>After discussion it was decided the date for public comment would be scheduled for the January 14, 2020 Study Session.</p> <p>Trustee George moved and Trustee Kent seconded to set the date for public comment on RUFT negotiation openers for January 14, 2020. The motion passed 5-0.</p>
<p>9. Openers for CSEA Negotiations 2020-2021</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board is required to set a date for public comments on collective bargaining unit openers for the upcoming session. District administration recommends that California School Employees Association (CSEA) negotiations openers be put on the agenda for January 28, 2020 regular Board meeting for public comment.</p> <p>After discussion it was decided the date for public comment would be scheduled for the January 14, 2020 Study Session.</p> <p>Trustee George moved and Trustee Brownell seconded to set the date for public comment on CSEA negotiation openers for January 14, 2020. The motion passed 5-0.</p>
<p><b>CURRICULUM &amp; INSTRUCTION</b></p>	
<p>10. California School Dashboard</p> <p>(Supplement)</p> <p>(Information and Discussion Only)</p> <p>Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board received information regarding the Rescue Union School District’s status for the state indicators.</p>

<b>CONSENT AGENDA:</b>  (Consideration for Action)	All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items
11. Personnel  (Supplement)	Rescue Union School District's long range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to the need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.
A. Certificated:  Employment:	Claudia Carbonell-Bensley, temporary teaching assignment, (1.0 FTE), Jackson, effective 1/6/2020
B. Classified Personnel  Employment:          Resignation:	Karen Evanoff, Itinerant Independence Facilitator, (.75 FTE), Green Valley, effective 12/9/19 Summer Gatto, Yard Supervisor, (.31 FTE), Green Valley, effective 12/4/19 Frances Hoover, Health Office Nurse, (.48 FTE), Pleasant Grove, effective 12/9/19  Karen Evanoff, Instructional Assistant/RSP, (.44 FTE), Green Valley, effective 12/6/19 Karen Evanoff, Instructional Assistant/Kindergarten, (.25.FTE), effective 12/6/19
12. Donations  (Supplement)	The Board and District appreciate and accept the following donations:  <u>Rescue Elementary School</u> <ul style="list-style-type: none"> <li>- \$120.00 donation through the Company/Employee Giving Program – Pacific Gas &amp; Electric</li> <li>- \$3,745.00 donation through the Intel Involved Volunteer Matching Grant Program (VMGP)</li> </ul>
<b>CLOSED SESSION:</b>	The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
<b>OPEN SESSION</b>	Reconvene open session
<b>REPORT FROM CLOSED SESSION:</b>	The Board president will report any action taken in closed session.
<b>ADJOURNMENT:</b>	Trustee Kent moved and Trustee Neal seconded to adjourn the meeting at 7:27 p.m.

Tagg Neal, Clerk

Date

Kim White, President

Date



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

**BOARD OF TRUSTEES**  
**STUDY SESSION AGENDA**

Tuesday, January 14, 2020 – 6:00 P.M. (Closed Session at 5:00 p.m.)  
**Rescue District Office Board Room**

**DISTRICT MISSION**

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

<b>ITEM</b>	<b>ITEM DESCRIPTION</b>
<b>CALL TO ORDER:</b>	Board president call the meeting to order at 5:05 p.m.
<b>ROLL CALL:</b>	<ul style="list-style-type: none"> <li>✓Kim White, President</li> <li>✓Stephanie Kent, Vice President</li> <li style="padding-left: 20px;">Tagg Neal, Clerk</li> <li>✓Nancy Brownell, Member</li> <li>✓Suzanna George, Member</li> <li>✓Cheryl Olson, Superintendent and Board Secretary</li> <li>✓Sean Martin, Assistant Superintendent of Business Services</li> <li>✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction</li> </ul>
<b>PUBLIC COMMENT:</b>	There were no public comments concerning items on the Closed Session Agenda.
<b>CLOSED SESSION (District Conference Room)</b>	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Consideration of Confidential Student Related Matter	Interdistrict Appeal for Students 19/20-02
<b>OPEN SESSION:</b>	The meeting commenced in open session in the District Board Room at 6:10 p.m.
Welcome	The Board president provided an introduction to the Board Study Session format.
1. Adoption of Agenda  (Consideration for Action)	Trustee Kent moved and Trustee Brownell seconded to reorder the Agenda. Item 5 - CSBA Conference was moved to Item 4, and previous Item 4 - Interdistrict Appeal became Item 5. The motion included the Board adjourning to Closed Session for further discussion, between items 4 and 5. The motion passed 4-0.
<b>PUBLIC COMMENTS:</b>	There were no public comments.

<b>PERSONNEL:</b>	
2. Public Hearing Proposals for RUFT Negotiation Openers in 2020-2021  (Supplement)  (Hearing) Assistant Superintendent of Curriculum and Instruction	To comply with Government Code 3547, the Board is holding a public hearing for comment prior to the adoption of RUFT Negotiation Openers in 2020-2021.  OPEN PUBLIC HEARING: 6:15 p.m.  CLOSE PUBLIC HEARING: 6:16 p.m.
3. Public Hearing Proposals for CSEA Negotiation Openers in 2020-2021  (Supplement)  (Hearing) Assistant Superintendent of Curriculum and Instruction	To comply with Government Code 3547, the Board is holding a public hearing for comment prior to the adoption of CSEA Negotiation Openers in 2020-2021.  OPEN PUBLIC HEARING: 6:16 p.m.  CLOSE PUBLIC HEARING: 6:17 p.m.
<b>GENERAL</b>	
4. CSBA Conference  (Supplement)  (Information and Discussion) Board President	The Board shared and discussed important topics and information learned at the California School Boards Association Annual Education Conference as they relate to the Board's vision and goals for the District.
<b>CLOSED SESSION:</b>	The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.  The Board reconvened to closed session 7:37 p.m.
<b>OPEN SESSION:</b>	The Board reconvened open session at 8:14 p.m.
<b>REPORT FROM CLOSED SESSION:</b>	The Board president reported no action taken in closed session.
5. Interdistrict Attendance Appeal  (Supplement)  (Consideration for Action) Superintendent	The Board considered the interdistrict attendance appeal for Students 19/20-02.  Trustee George moved and Trustee Brownell seconded to uphold the Superintendent's decision and deny the interdistrict appeal for Students 19/20-02. The motion passed 4-0.
<b>ADJOURNMENT:</b>	Trustee Kent moved to adjourn the meeting at 8:18 p.m.

Tagg Neal, Clerk

Date

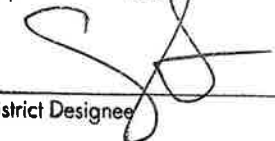
Kim White, President

Date

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y	OBJT	GOAL	ABA num FUNC	Account num LC1 LOC2 L3 SCH T9MPS	EE ES Liq Amt	E-Term Net	E-ExtRef Amount	
104242/00	SPILLERS, CLAUDIA D.											
	PV-200422	12/01/2019	MILES TRANS LEAD ACAD	11/22&23	01-0842-0-5200-0000-3600-083-0000-00-000	NN				138.04	138.04	
			TOTAL PAYMENT AMOUNT							138.04 *		
105781/00	SUSKE, ANNETTE											
	PV-200417	11/21/2019	LOST PAYROLL CHECK REISSUED		01-0000-0-9598-0000-0000-000-0000-00-000	NN				495.47	495.47	
			TOTAL PAYMENT AMOUNT							495.47 *		
105779/00	THE FIRST TEE											
	PV-200393	11/14/2019	CURRICULUM MANUAL FOR 1ST TEE		01-9427-0-4300-1110-1000-027-0000-97-000	NN				100.00	100.00	
			TOTAL PAYMENT AMOUNT							100.00 *		
101231/00	UPTON, MICHELLE											
	PV-200395	11/14/2019	WHAT'S NEW IN LIT CONF REIMB		01-7311-0-5200-0000-2420-099-9000-00-000	NN				14.34	14.34	
			TOTAL PAYMENT AMOUNT							14.34 *		
104649/00	VILLALOVOZ, SANDRA											
	PV-200398	11/21/2019	WHAT'S NEW IN LIT CONF REIMB		01-7311-0-5200-0000-2420-099-9000-00-000	NN				58.84	58.84	
			TOTAL PAYMENT AMOUNT							58.84 *		
100354/00	WINBERG, MICHELLE											
	PV-200420	12/02/2019	WESTIN HOTEL SEL TRAUMA CONF		01-3010-0-5200-0000-2700-075-0000-90-000	NN				380.26	380.26	
	PV-200420	12/02/2019	BAD DADDY'S BURGER TRAUMA CONF		01-3010-0-5200-0000-2700-075-0000-90-000	NN				26.00	26.00	
	PV-200421	12/02/2019	BEYOND CONSEQ PROF. BOOKS		01-9420-0-4200-0000-2420-020-9121-90-000	NN				32.50	32.50	
			TOTAL PAYMENT AMOUNT							438.76 *	438.76	
			TOTAL BATCH PAYMENT							25,771.36 ***	0.00	25,771.36
			TOTAL DISTRICT PAYMENT							25,771.36 ****	0.00	25,771.36
			TOTAL FOR ALL DISTRICTS:							25,771.36 ****	0.00	25,771.36

Number of checks to be printed: 30, not counting voids due to stub overflows.

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

  
 District Designee

12/4/19  
 Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef						
Req Reference	Date	Description	FD	RESC	Y	OBJT	GOAL	FUNC	LC1	LOC2	L3	SCH	T9MPS	Liq Amt	Net Amount

103586/00	TRI MARK ERF INC.														
205397	PO-200394	11/01/2019	DOC# 302811/2	1	13-5310-0-6410-0000-3700-000-0000-00-000	NN	F							15,002.13	15,002.13
205457	PO-200444	11/01/2019	DOC# 302810/2	1	13-5310-0-4400-0000-3700-000-0000-00-000	NN	F							3,149.93	3,149.93
TOTAL PAYMENT AMOUNT														18,152.06	18,152.06

100780/00	TRUE VALUE HARDWARE														
205113	PO-200025	10/17/2019	981465	1	01-0842-0-4360-0000-3600-083-0000-00-000	NN	P							463.47	463.47
205069	PO-200082	11/26/2019	997040	1	01-8150-0-4300-0000-8110-085-0000-00-000	NN	P							79.10	79.10
TOTAL PAYMENT AMOUNT														542.57	542.57

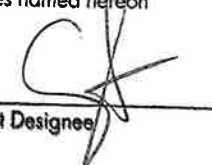
100001/00	VERIZON WIRELESS														
205153	PO-200151	11/18/2019	9842445214	1	01-0000-0-5901-0000-7600-081-0000-00-000	NN	P							1,041.51	1,041.51
TOTAL PAYMENT AMOUNT														1,041.51	1,041.51

105730/00	WAUSAU TILE INC														
205428	PO-200418	11/15/2019	586992	1	01-0000-0-4300-0000-8200-084-0000-00-000	NN	F							2,247.14	2,247.14
TOTAL PAYMENT AMOUNT														2,247.14	2,247.14

007923/00	WILKINSON PORTABLES														
	PV-200432	11/20/2019	INV 113478 TOILETS	RS	PWR	OUTA	01-0000-0-5610-0000-8100-081-0085-00-000	NN							75.00
TOTAL PAYMENT AMOUNT														75.00	75.00

105111/00	WRESTLINGMART.COM														
205637	PO-200626	11/05/2019	INV141553	1	01-9426-0-4300-1110-1000-026-9000-96-000	NY	F							443.98	443.98
TOTAL PAYMENT AMOUNT														443.98	443.98

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

  
 District Designee \_\_\_\_\_ Date 12/6/19

TOTAL BATCH PAYMENT	388,254.28	***	0.00	388,254.28
TOTAL USE TAX AMOUNT				182.30
TOTAL DISTRICT PAYMENT	388,254.28	****	0.00	388,254.28
TOTAL USE TAX AMOUNT				182.30
TOTAL FOR ALL DISTRICTS:	388,254.28	****	0.00	388,254.28
TOTAL USE TAX AMOUNT				182.30

Number of checks to be printed: 55, not counting voids due to stub overflows. 388,254.28  
 Number of zero dollar checks: 2, will be printed.

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount			

TOTAL DISTRICT PAYMENT	180,755.48 ****	0.00	180,755.48
TOTAL USE TAX AMOUNT			5.48

TOTAL FOR ALL DISTRICTS:	180,755.48 ****	0.00	180,755.48
TOTAL USE TAX AMOUNT			5.48

Number of checks to be printed: 68, not counting voids due to stub overflows.

180,755.48

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

  
 District Designee

12/12/19  
 Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount				

102582 (CONTINUED)

205152	PO-200150	12/12/2019	402206452	ADMIN PRP DMG DEC	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN	P	12.74	12.74
205152	PO-200150	12/12/2019	402206452	ADMIN LEASE DEC	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN	P	79.70	79.70
205152	PO-200150	12/11/2019	402123129	PRP DMG ADMIN DEC	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN	P	44.79	44.79
205152	PO-200150	12/11/2019	402123129	LEASE ADMIN DEC	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN	P	332.78	332.78
205152	PO-200150	12/11/2019	402123129	PRP DMG INST DEC	2	01-0000-0-5690-1110-1000-081-0000-00-000	NN	P	223.95	223.95
205152	PO-200150	12/11/2019	402123129	LEASE INST DEC	2	01-0000-0-5690-1110-1000-081-0000-00-000	NN	P	1,663.91	1,663.91
				TOTAL PAYMENT AMOUNT		4,154.09 *				4,154.09

105374/00 WAYNES LOCKSMITH INC

PV-200495	12/06/2019	INV I2777	ALARM PANEL GV	01-8150-0-4300-0000-8110-085-0000-00-000	NN					6.50
				TOTAL PAYMENT AMOUNT		6.50 *				6.50

TOTAL BATCH PAYMENT	154,647.69 ***	0.00	154,647.69
TOTAL USE TAX AMOUNT			12.51
TOTAL DISTRICT PAYMENT	154,647.69 ****	0.00	154,647.69
TOTAL USE TAX AMOUNT			12.51
TOTAL FOR ALL DISTRICTS:	154,647.69 ****	0.00	154,647.69
TOTAL USE TAX AMOUNT			12.51

Number of checks to be printed: 74, not counting voids due to stub overflows. 154,647.69

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

District Designee

Date

12/20/19

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	Liq Amt	Net Amount			

105389/00	WEVIDEO INC.							
205552	PO-200540	12/19/2019	PROFORMA 1	1 01-0000-0-5806-1110-1000-026-0073-96-000	NN F	1,559.00		1,559.00
TOTAL PAYMENT AMOUNT						1,559.00 *		1,559.00

100354/00 WINBERG, MICHELLE

PV-200527	12/17/2019	MILEAGE TO AND FROM MATH CONF	01-3010-0-5200-1110-1000-075-0000-90-000	NN	257.52			
PV-200527	12/17/2019	HYATT RESORT FEE & TAX	01-3010-0-5200-1110-1000-075-0000-90-000	NN	55.00			
PV-200527	12/17/2019	LUNCH AT THE HABIT	01-3010-0-5200-1110-1000-075-0000-90-000	NN	6.97			
PV-200527	12/17/2019	DINNER AT GIANNI'S PIZZA	01-3010-0-5200-1110-1000-075-0000-90-000	NN	26.00			
PV-200527	12/17/2019	BRKFST AT FIRST AWAKENINGS	01-3010-0-5200-1110-1000-075-0000-90-000	NN	10.00			
PV-200527	12/17/2019	DINNER AT FISHERMANS WHARF	01-3010-0-5200-1110-1000-075-0000-90-000	NN	26.00			
PV-200527	12/17/2019	BRIDGE TOLL	01-3010-0-5200-1110-1000-075-0000-90-000	NN	6.00			
TOTAL PAYMENT AMOUNT						387.49 *		387.49

102321/00 WOOD, REBECCA

PV-200528	12/17/2019	MILEAGE TO AND FROM MATH CONF	01-3010-0-5200-1110-1000-075-0000-90-000	NN	257.52			
PV-200528	12/17/2019	HYATT RESORT FEE & TAX	01-3010-0-5200-1110-1000-075-0000-90-000	NN	55.00			
PV-200528	12/17/2019	BRKFST ALOHA COFFEE & CAFE	01-3010-0-5200-1110-1000-075-0000-90-000	NN	10.00			
PV-200528	12/17/2019	LUNCH RED HOUSE CAFE	01-3010-0-5200-1110-1000-075-0000-90-000	NN	15.00			
PV-200528	12/17/2019	DINNER EL TORITO	01-3010-0-5200-1110-1000-075-0000-90-000	NN	26.00			
TOTAL PAYMENT AMOUNT						363.52 *		363.52

TOTAL BATCH PAYMENT	159,736.37 ***	0.00	159,736.37
TOTAL USE TAX AMOUNT			225.35
TOTAL DISTRICT PAYMENT	159,736.37 ****	0.00	159,736.37
TOTAL USE TAX AMOUNT			225.35
TOTAL FOR ALL DISTRICTS:	159,736.37 ****	0.00	159,736.37
TOTAL USE TAX AMOUNT			225.35

Number of checks to be printed: 65, not counting voids due to stub overflows.

159,736.37

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

Cheryl Olson 1/3/20  
 District Designee Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS			Liq Amt		Net Amount	

104205/00	SOUTHWEST INTERIORS INC.								
205642 PO-200632	11/23/2019	59826	1 01-8150-0-5610-0000-8110-085-0000-00-000	NN	F	3,900.00		3,900.00	
TOTAL PAYMENT AMOUNT						3,900.00 *		3,900.00	

104242/00	SPILLERS, CLAUDIA D.								
PV-200545	12/23/2019	DMV PINK SLIPS FOR BUSES	01-0842-0-5806-0000-3600-083-0000-00-000	NN				22.00	
PV-200545	12/23/2019	MILEAGE TRANSP LDRSHIP ACAD	01-0842-0-5200-0000-3600-083-0000-00-000	NN				129.34	
TOTAL PAYMENT AMOUNT						151.34 *		151.34	

104652/00	STANDARD PLUMBING SUPPLY CO								
205067 PO-200084	12/23/2019	KKP592	1 01-8150-0-4300-0000-8110-085-0000-00-000	NN	P	146.90		146.90	
TOTAL PAYMENT AMOUNT						146.90 *		146.90	

101193/00	STAPLES ADVANTAGE								
205213 PO-200219	12/13/2019	3433662881	1 01-1100-0-4300-1110-1000-024-0000-94-000	NN	P	271.92		271.92	
205213 PO-200219	12/17/2019	3434004576	1 01-1100-0-4300-1110-1000-024-0000-94-000	NN	P	69.27		69.27	
205213 PO-200219	12/31/2019	3435016400	1 01-1100-0-4300-1110-1000-024-0000-94-000	NN	M	-69.27		-69.27	
TOTAL PAYMENT AMOUNT						271.92 *		271.92	

105310/00	TCG ADMINISTRATORS								
205144 PO-200142	01/03/2020	162452	1 01-0000-0-5806-0000-7400-504-0000-00-000	NN	P	164.00		164.00	
TOTAL PAYMENT AMOUNT						164.00 *		164.00	

102998/00	WELLS FARGO FINANCIAL LEASING								
205150 PO-200148	12/29/2019	5008623756 DEC	1 01-0000-0-5690-1110-1000-081-0000-00-000	NN	P	235.95		235.95	
TOTAL PAYMENT AMOUNT						235.95 *		235.95	

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

*Cheryl Olson* 1/8/20  
District Designee Date

TOTAL BATCH PAYMENT	94,806.74 ***	0.00	94,806.74
TOTAL USE TAX AMOUNT			82.94
TOTAL DISTRICT PAYMENT	94,806.74 ****	0.00	94,806.74
TOTAL USE TAX AMOUNT			82.94
TOTAL FOR ALL DISTRICTS:	94,806.74 ****	0.00	94,806.74
TOTAL USE TAX AMOUNT			82.94

Number of checks to be printed: 45, not counting voids due to stub overflows.

94,806.74

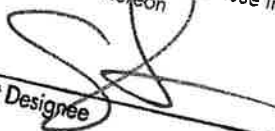


Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	ABA num	Account num	EE ES Liq Amt	E-Term Amt	E-ExtRef Net Amount
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TOTAL DISTRICT PAYMENT					412,907.04	****	0.00		412,907.04
TOTAL FOR ALL DISTRICTS:					412,907.04	****	0.00		412,907.04

Number of checks to be printed: 35, not counting voids due to stub overflows. 412,907.04

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

  
 District Designee

1/13/20  
 Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS					Liq Amt	Net Amount
101035/00	BUSINESS CARD								
205715	PO-200704	12/09/2019	ORDER NO 13373	1 01-1100-0-5200-1110-1000-024-0000-94-000	NN F			360.00	360.00
205725	PO-200712	12/17/2019	CONF NO 3702264-00	1 01-0000-0-4300-0000-3140-089-0000-00-000	NN F			610.45	593.20
205731	PO-200717	12/23/2019	RESERVATION SG5178	1 01-9424-0-5806-1110-1000-024-0034-94-000	NN F			8,973.10	8,424.98
205735	PO-200719	12/13/2019	INCREASE PER ERIN R	1 01-9426-0-4300-1110-1000-026-9000-96-000	NN O			-109.37	0.00
205735	PO-200719	12/13/2019	INCREASE PER ERIN R	1 01-9426-0-4300-1110-1000-026-9000-96-000	NN C			23.01	0.00
205735	PO-200719	12/13/2019	5026967396	1 01-9426-0-4300-1110-1000-026-9000-96-000	NN P			52.54	52.54
205735	PO-200719	12/13/2019	5026975116	1 01-9426-0-4300-1110-1000-026-9000-96-000	NN P			21.45	21.45
205735	PO-200719	12/24/2019	5110369816	1 01-9426-0-4300-1110-1000-026-9000-96-000	NN P			10.48	10.48
205736	PO-200721	12/12/2019	ORD NO 340596035	1 01-9426-0-4300-1110-1000-026-9000-96-000	NN F			37.53	42.53
PV-200561	12/05/2019	PO 200697 - MV ORDER FROM SAMS	01-1100-0-4300-1110-1000-024-0000-94-000	NN					228.70
PV-200562	12/04/2019	C OLSON STHWST FLIGHT FRM CSBA	01-0000-0-5200-0000-7100-082-0000-00-000	NN					132.00
PV-200563	12/04/2019	CAB FARE CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN					29.75
PV-200564	12/09/2019	IPAD APP FOR SPED COMMUNICATIO	01-6500-0-5806-5770-1120-063-0000-00-000	NN					249.99
PV-200565	12/04/2019	SEASONS 52 DINNER CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN					237.72
PV-200566	12/05/2019	WATER GRILL DINNER CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN					272.89
PV-200568	12/21/2019	STHWST MV JAZZ DEPOSIT REFUND	01-9424-0-5806-1110-1000-024-0034-94-000	NN					-1,500.00
TOTAL PAYMENT AMOUNT								9,156.23 *	9,156.23

101035/00 BUSINESS CARD

PV-200567	12/25/2019	MARRIOT N.T.. CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN Y					302.63
PV-200567	12/25/2019	MARRIOT C.O. CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN Y					606.80
PV-200567	12/25/2019	C.O. SAC ARPORT PKG CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN Y					30.00
PV-200567	12/25/2019	BOARD DINNER CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN Y					66.95
PV-200567	12/25/2019	BOARD LUNCH CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN Y					248.65
PV-200567	12/25/2019	MARRIOT K.W. CSBA CONF	01-0000-0-5200-0000-7100-082-0000-00-000	NN Y					910.20
TOTAL PAYMENT AMOUNT									2,165.23 *

TOTAL BATCH PAYMENT 11,321.46 \*\*\* 0.00 11,321.46

TOTAL DISTRICT PAYMENT 11,321.46 \*\*\*\* 0.00 11,321.46

TOTAL FOR ALL DISTRICTS: 11,321.46 \*\*\*\* 0.00 11,321.46

Number of checks to be printed: 2, not counting voids due to stub overflows. 11,321.46

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

Cheryl Olson 1/16/20  
District Designee Date

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
200758	ALCATRAZ CRUISES	5th field trip	2,790.00	Rescue School
200640	AMAZON CAPITAL SERVICES INC	Department Supplies	1,072.50	DISTRICTWIDE SERVICES
200693	AMAZON CAPITAL SERVICES INC	Dec. 13 Dance	54.61	Marina Village School
200710	AMAZON CAPITAL SERVICES INC	Clara's Wellness Center	1,353.98	Pleasant Grove Middle School
200711	AMAZON CAPITAL SERVICES INC	Items for Clara's wellness Rm	557.70	Pleasant Grove Middle School
200715	AMAZON CAPITAL SERVICES INC	AVID supplies	800.00	Pleasant Grove Middle School
200720	AMAZON CAPITAL SERVICES INC	Tech. Budg. ClassRm Headphones	356.53	Pleasant Grove Middle School
200727	AMAZON CAPITAL SERVICES INC	iPad case	32.16	DISTRICTWIDE SERVICES
200736	AMAZON CAPITAL SERVICES INC	PLTW Gloves for students	19.83	Pleasant Grove Middle School
200738	AMAZON CAPITAL SERVICES INC	7th grd Sci. Microscope	99.73	Pleasant Grove Middle School
200750	AMAZON CAPITAL SERVICES INC	Graphics cards, case, keyboard	154.91	DISTRICTWIDE SERVICES
200760	AMAZON CAPITAL SERVICES INC	PG cart parts	96.43	DISTRICTWIDE SERVICES
200766	AMAZON CAPITAL SERVICES INC	Leadership Supplies	153.78	Pleasant Grove Middle School
200767	AMAZON CAPITAL SERVICES INC	Leadership Winter Dance	63.67	Pleasant Grove Middle School
200778	AMAZON CAPITAL SERVICES INC	7th Grd Sci. Microscopes	1,500.00	Pleasant Grove Middle School
200749	ARNOLD'S FOR AWARDS	name plate for Cathi Carnes	25.69	Marina Village School
200696	BANK OF AMERICA	Shuttle Bus Reserve/Disneyland	1,050.00	Marina Village School
200697	BANK OF AMERICA	Sam's Cub Merits Assemb treat	279.39	Marina Village School
200704	BANK OF AMERICA	S.Gray CAHPERD Conference, Feb	360.00	Marina Village School
200712	BANK OF AMERICA	Vision Supplies	610.45	DISTRICTWIDE SERVICES
200717	BANK OF AMERICA	Southwest Air tix / Disneyland	8,973.10	Marina Village School
200719	BANK OF AMERICA	DO CC- Target Saguto Welnss Rm	23.01	Pleasant Grove Middle School
200721	BANK OF AMERICA	DO CC Ikea Saguto Welnss Rm	37.53	Pleasant Grove Middle School
200764	BANK OF AMERICA	2nd Grade FT	211.00	Green Valley School
200768	BANK OF AMERICA	Wellness Center	165.17	Pleasant Grove Middle School
200773	BANK OF AMERICA	Copy Paper	600.17	Jackson School
200782	BANK OF AMERICA	D. Bruch Conference / Stanford	995.00	Marina Village School
200740	BENCHMARK GENERAL ENGINEERING	ASPHALT FOR TRANSP YARD	10,500.00	DISTRICTWIDE SERVICES
200737	BIO CORPORATION	PLTW Brains	77.03	Pleasant Grove Middle School
200705	BRAINPOP LLC	Renewal	2,550.00	Lakeview
200755	BULLSEYE LEAK DETECTION INC		1,500.00	Maintenance
200784	C.A.S.H.		334.00	Maintenance
200695	CAMBRIDGE SOUND	Music, Boom pipes	120.00	Marina Village School
200725	CAMERADO GLASS		1,361.90	Maintenance
200741	CARNAHAN ELECTRIC LTD	INSTALL TRANSFER PANEL AT DO	2,508.92	DISTRICTWIDE SERVICES
200742	CARNAHAN ELECTRIC LTD	LOAD SHED RELAY ON A/C UNIT	569.01	DISTRICTWIDE SERVICES
200786	CAROLINA BIOLOGICAL SUPPLY	7th Grade Sci- Yogurt Slides	102.42	Pleasant Grove Middle School
200739	CDW-G	Battery	277.78	DISTRICTWIDE SERVICES
200762	CENTER FOR THE COLLABORATIVE	2nd Grade	1,673.10	Lakeview
200731	COMMITTEE FOR CHILDREN	Bullying Prevention: GV J R LF	4,843.41	DISTRICTWIDE SERVICES
200700	DISNEY PERFORMING ARTS DL619B	Disneyland Tickets	24,622.00	Pleasant Grove Middle School
200692	EL DORADO COUNTY	ENVELOPES FOR DO	230.59	DISTRICTWIDE SERVICES
200716	EL DORADO COUNTY	ELPAC Administrator Training	200.00	DISTRICTWIDE SERVICES
200756	EL DORADO COUNTY	EDCOE-Training	450.00	Pleasant Grove Middle School
200761	EL DORADO COUNTY	Jenny webb Training	75.00	DISTRICTWIDE SERVICES
200763	EXPLORATORIUM	field trip	782.50	Rescue School
200733	FOLLETT SCHOOLS SOLUTIONS INC	Follett Book Purchase	1,717.40	Pleasant Grove Middle School
200772	FOLLETT SCHOOLS SOLUTIONS INC	Library Birthday Books	1,029.06	Lakeview
200776	FOLLETT SCHOOLS SOLUTIONS INC	Library Books	1,168.42	Rescue School
200781	FOLLETT SCHOOLS SOLUTIONS INC	LF - barcodes	96.53	DISTRICTWIDE SERVICES
200701	GRAND LEGACY	Grand Legacy Hotel Disney 2020	5,157.36	Pleasant Grove Middle School

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
200787	GREENACRE HOMES INC	NSP Services for BC	91,448.06	DISTRICTWIDE SERVICES
200746	GROUPLINK CORP	HelpDesk renewal thru 1/31/21	1,019.06	DISTRICTWIDE SERVICES
200771	HARRIS CENTER FOR THE ARTS	Keever Kinder Play Performance	431.00	Lakeview
200788	HARRIS CENTER FOR THE ARTS	field trip	501.00	Rescue School
200724	IMAX THEATRE	5th Grade Trip	1,496.50	Lakeview
200775	IMPRINTORY	Basketball Uniforms	831.19	Lake Forest School
200747	J.W. PEPPER & SON INC	Jazz Pepper/Music	568.15	Pleasant Grove Middle School
200769	J.W. PEPPER & SON INC	Gen. Band Pepper music	669.73	Pleasant Grove Middle School
200729	JOHN WILEY & SONS INC	psych assessment tools	85.44	DISTRICTWIDE SERVICES
200745	JORGENSEN CO (SOLON FIRE)		2,942.08	Maintenance
200698	JUNIOR LIBRARY GUILD	Junior Library Guild	788.29	Pleasant Grove Middle School
200706	JUNIOR LIBRARY GUILD	Library Order Lake Forest Elem	497.64	Lake Forest School
200777	LOVE AND LOGIC INSTITUTE	Regis5tration for Love & Logic	0.00	Jackson School
200735	MAIDU MUSEUM & HISTORIC SITE	3rd Gr. Field trip	820.00	Lake Forest School
200732	MCGRAW-HILL EDUCATION	1 Flex license - MV	83.43	DISTRICTWIDE SERVICES
200723	MOANING CAVERN	5th field trip	985.38	Rescue School
200751	MUSIC IN THE PARKS	DEPOSIT Six Flags-Music in Prk	700.00	Pleasant Grove Middle School
200779	MUSIC IN THE PARKS	Music in the Parks Tickets	8,273.00	Marina Village School
200708	ORIENTAL TRADING COMPANY INC	Glow Necklace	61.10	Green Valley School
200744	ORIENTAL TRADING COMPANY INC	International Faire	35.15	DISTRICTWIDE SERVICES
200780	ORIENTAL TRADING COMPANY INC	St. Patrick's Day Necklaces	137.24	Jackson School
200718	PAR	Psych Assessments	64.35	DISTRICTWIDE SERVICES
200726	PAR	Psych Assessment forms	93.80	DISTRICTWIDE SERVICES
200743	PARTITION SPECIALTIES INC		1,701.00	Maintenance
200765	PERFECT PIXEL PHOTO BOOTH	Photo Booth Winter Dance	357.23	Pleasant Grove Middle School
200783	PIONEER UNION SCHOOL DISTRICT	Oral Interp	160.00	Rescue School
200722	POLLOCK PINES ESD	spelling bee	225.00	Rescue School
200759	POSITIVE PROMOTIONS	Green Reading Counts Pencils	263.73	Green Valley School
200754	QUILL CORPORATION	Blanket PO for 2019/2020	2,500.00	Marina Village School
200703	RISO PRODUCTS OF SACRAMENTO	Riso Contract	250.00	Green Valley School
200707	RISO PRODUCTS OF SACRAMENTO	Riso Lease Contract	294.00	Lake Forest School
200713	RISO PRODUCTS OF SACRAMENTO	Master & Toner for Library	296.50	Jackson School
200774	SACRAMENTO CHILDREN'S MUSEUM	Pmt in-house field trip 2nd Gr	375.00	Lake Forest School
200752	SCHOLASTIC BOOK FAIRS	Book Fair Payment	1,744.93	Green Valley School
200714	SCHOOL DATEBOOKS INC	SDI Planners/notesbooks	1,518.24	Pleasant Grove Middle School
200699	SCHOOL SPECIALTY INC	School Supplies	390.09	Lake Forest School
200709	SIERRA BUILDING SYSTEMS		1,550.00	Maintenance
200753	SIERRA BUILDING SYSTEMS		3,200.00	Maintenance
200757	SIERRA PACIFIC TREE CARE INC		6,400.00	Operations
200785	SITEONE LANDSCAPE SUPPLY LLC		2,877.15	Operations
200730	SOLARWINDS INC.	DameWare renewal thru 3/15/21	188.00	DISTRICTWIDE SERVICES
200694	SPRINGHILL SUITES ANAHEIM	Band Trip to Disneyland - Cain	5,454.60	Marina Village School
200770	STAPLES ADVANTAGE	Library printer toner	54.15	Pleasant Grove Middle School
200748	STARFALL EDUCATION	Renewal	270.00	Lakeview
200728	SWOA-SIERRA WEST OFF. ASSOC	Boys Basketball officiating	720.00	Marina Village School
200734	SWOA-SIERRA WEST OFF. ASSOC	Boys Basketball Officiat. SWOA	820.00	Pleasant Grove Middle School
200702	TYPING AGENT LLC	Renewal thru 1/31/2021	2,530.00	DISTRICTWIDE SERVICES
TOTAL FUND			231,053.98	

35 SCHOOL FACILITIES FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
200674	CRUSADER FENCE CO LLC		8,719.00	Maintenance
		TOTAL FUND	8,719.00	
		TOTAL DISTRICT	239,772.98	

FUND		AMOUNT
01	GENERAL FUND	231,053.98
35	SCHOOL FACILITIES FUND	8,719.00
	TOTAL DISTRICT	239,772.98

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Williams Act Uniform Complaint Procedures Quarterly Report**

**BACKGROUND:**

Title 5, Chapter 5.1, Section 4600 requires school districts to report summarized data from the Uniform Complaint Process to the county superintendent of schools and the local governing board quarterly.

**STATUS:**

The District posts a notice in each classroom-notifying parents that there should be sufficient textbooks and instructional materials in the room and school facilities must be clean, safe and maintained in good repair. The District has adopted a Uniform Complaint Procedure and is now reporting to the County Superintendent pursuant to Education Code 35186, that the Rescue Union School District received no complaints under the Williams Act Uniform Complaint Procedures for the period of October 1, 2019 to December 31, 2019.

**FISCAL IMPACT:**

NA

**BOARD GOALS:**

Board Focus Goal V – FACILITY HOUSING:

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

**RECOMMENDATION:**

Approve the Williams Act Quarterly Report and direct staff to forward the Williams Act Quarterly report for the period of October 1, 2019 to December 31, 2019 to the El Dorado County Superintendent of Schools.

# Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: Dr. Ed Manansala, Superintendent of Schools

District: RESCUE UNION SCHOOL DISTRICT

Person completing this form: Phil Jones Title: Maintenance/Operations Coordinator

Quarterly Report Submission Date:  January 2020  
(check one)  April 2020  
 July 2020  
 October 2020

Date for information to be reported publicly at governing board meeting: January 28, 2020

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
<b>TOTALS</b>			

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
January 28, 2020

\_\_\_\_\_  
Date



RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM:**      **Classified Personnel**

**BACKGROUND:**

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

**STATUS:**

The following classified personnel changes are listed on the agenda:

<b>Name</b>	<b>Personnel Action</b>	<b>Position FTE</b>	<b>Position</b>	<b>School/Dept.</b>	<b>Effective Date</b>
Carnes, Cathrine	Employment	.50	Student Services Secretary – PT	Marina Village	01/06/20
DeCurtis, Kathleen	Employment	.46	Yard Supervisor	Lake Forest	12/09/19
Donovan, Ellyn	Employment	.38	IA Paraeducator – Kindergarten	Rescue	01/13/20
Hanko, Zoe	Employment	.39	Yard Supervisor	Lake Forest	12/09/19
Hostetler, Elizabeth	Employment	.25	IA Paraeducator – Kindergarten	Green Valley	12/16/19
Neider, Sabrene	Employment	.31	Yard Supervisor	Lake Forest	01/06/20
Rodriguez Almanza, Elvira	Employment	.25	Food Service Worker	Jackson	01/06/20
Sandoval, Lucero	Employment	.75	Itinerant Indep. Facilitator - Behavior	Student Services	12/12/19
Brown, Timothy	Resignation	1.0	Account Technician	District Office	12/31/19
Cater, Amy	Resignation	.38	IA Paraeducator – Kindergarten	Rescue	01/10/20
DeCurtis, Kathleen	Resignation	.38	Yard Supervisor	Pleasant Grove	12/06/19
Donovan, Ellyn	Resignation	.38	IA Paraeducator – TK	Rescue	01/10/20
Hanko, Zoe	Resignation	.31	Yard Supervisor	Lake Forest	12/06/19
Hostetler, Elizabeth	Resignation	.17	IA Paraeducator	Green Valley	12/12/19
Jones, Katherine	Resignation	.08	IA Paraeducator	Green Valley	12/06/19

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2019-2020 budget years.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMEDATION:**

The Superintendent recommends the Board approve the above personnel actions.

**ITEM #: 15B**  
**DATE: January 28, 2020**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Confidential Personnel**

**BACKGROUND:**

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

**STATUS:**

The following confidential personnel changes are listed on the agenda:

<b>Name</b>	<b>Personnel Action</b>	<b>Position FTE</b>	<b>Position</b>	<b>School/Dept.</b>	<b>Effective Date</b>
Brown, Timothy	Promotion	1.0	Payroll Technician	District Office	01/01/20
Page, Kandace	Promotion	1.0	Budget Technician	District Office	01/01/20
Howard, Kelly	Resignation	1.0	Payroll Technician	District Office	12/31/19
Page, Kandace	Resignation	1.0	Payroll Technician	District Office	12/31/19

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2019-2020 budget.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMENDATION:**

The Superintendent recommends the Board approve the above personnel actions.

**ITEM #: 16**  
**DATE: January 28, 2020**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: P-1 Attendance Report**

**BACKGROUND:**

The main funding stream for school districts is the Local Control Funding Formula (LCFF) and is based on the average daily attendance (ADA) of students enrolled in the district. The State requires districts to submit an attendance report in January (P-1) that discloses the district's average daily attendance for all full school months through December 31st.

**STATUS:**

The attached P-1 Report is presented for your review. The P-1 report shows ADA of 3,496.92, which is a decrease of 23.85 ADA from 2018-19 P-2 (3,520.77).

For districts experiencing declining enrollment, funding is based on the greater of the current year or prior year P-2 ADA. For the last several years, we have been funded on prior year ADA due to declining enrollment, with the exception of 16-17 when we had an increase in ADA. For 19-20 we continue to be in declining enrollment and, therefore, are funded based on prior year P-2 ADA (3,520.77).

The second interim report will reflect the impact of the estimated current year P-2 ADA in the Multi-Year Projections.

**FISCAL IMPACT:**

No impact to the current year budget. Revenues that are budgeted based on current year ADA, such as Lottery, will be adjusted after the P-2 report in April and again after the Annual Report in June.

**BOARD GOAL:**

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

**RECOMMENDATION:**

District administration recommends that the Board of Trustees review the First Period Report of Attendance (P-1).

**Certification**

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County: El Dorado

Fiscal Year: 2019-20

District: Rescue Union Elementary

P-1

CDS CODE 09 61978

7BDD3C34

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**Attendance School District**

I hereby certify that, to the best of my knowledge, all data have been compiled and reported in accordance with all applicable laws, regulations and instructions.

School District Superintendent:

Cheryl Olson

Date:

1/6/20

County Superintendent of Schools: \_\_\_\_\_

Date: \_\_\_\_\_

Any inquiries concerning this report should be directed to:

**CONTACT NAME** Janice Klee

**PHONE** (530) 672-4822 \*

**FAX** (530) 677-0719

**E-Mail** jklee@my.rescueusd.org

Attendance School District

County: El Dorado

Fiscal Year: 2019-20

District: Rescue Union Elementary

P-1

CDS CODE 09 61978

Certificate Number: 7BDD3C34

Regular ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	A-1	1,480.97	1,126.60	884.13	0.00	3,491.70
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	A-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions	A-3	1.51	0.00	3.63	0.00	5.14
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children's Institutions (Divisor 175)	A-4	0.00	0.00	0.08	0.00	0.08
Community Day School [EC 48660] (Divisor 70/135/180)	A-5	0.00	0.00	0.00	0.00	0.00
<b>ADA Totals (Sum of A-1 through A-5)</b>	A-6	1,482.48	1,126.60	887.84	0.00	3,496.92
<b>Other</b>						
Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-1	0.00	0.00	0.00	0.00	0.00
Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-2	0.00	0.00	0.00	0.00	0.00

California Department of Education

Principal Apportionment Data Collection Software

2019-19.00

Attendance School District

County: El Dorado

Fiscal Year: 2019-20

District: Rescue Union Elementary

P-1

CDS CODE 09 61978

Certificate Number: 7BDD3C34

Attendance School District

County: El Dorado

Fiscal Year: 2019-20

District: Rescue Union Elementary

P-1

CDS CODE 09 61978

Certificate Number: 7BDD3C34

Prior Year ADA Adjustment (P-1 and P-2 only)		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051(a)(2)(B)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
<b>ADA Totals (C-1 + C-2)</b>	<b>C-3</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051(a)(2)(C)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-4	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-5	0.00	0.00	0.00	0.00	0.00
<b>ADA Totals (C-4 + C-5)</b>	<b>C-6</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>

Attendance School District

County: El Dorado

Fiscal Year: 2019-20

District: Rescue Union Elementary

P-1

CDS CODE 09 61978

Certificate Number: 7BDD3C34

Prior Year P-2 ADA attributable to district  
resident pupils attending a non-charter school  
[EC 42238.052].

Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-7	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-8	0.00	0.00	0.00	0.00	0.00
<b>ADA Totals (C-7 + C-8)</b>	C-9	0.00	0.00	0.00	0.00	0.00
 <b>Gain or Loss of ADA due to a Reorganization or Transfer of Territory [EC 42238.05 (a)(3)]. If the ADA adjustment is a loss, report the loss as a negative number in Line C-10 or C-11.</b>						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-10	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-11	0.00	0.00	0.00	0.00	0.00
<b>ADA Totals (C-10 + C-11)</b>	C-12	0.00	0.00	0.00	0.00	0.00



**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:** Job Descriptions

**BACKGROUND:**

The Board approves all job descriptions. The District administration is recommending the revision of the attached job description to reflect the current and necessary duties of the position.

**STATUS:**

The Board will consider approval of the attached job description for Director, Student Support Services.

**FISCAL IMPACT:**

No impact.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMENDATION:**

The Board consider approval of the updated job description for Director, Student Support Services.

# RESCUE UNION SCHOOL DISTRICT

**JOB TITLE:           DIRECTOR – SPECIAL EDUCATION/STUDENT SUPPORT SERVICES**

**SUPERVISOR:        Superintendent**

**BASIC FUNCTION:** The Director - Special Education and Student Support Services will be responsible for districtwide special programs such as, but not limited to, Special Education, health services, English learners, homeless students, and foster youth.

## **REPRESENTATIVE DUTIES: (Required Functions)**

- Coordinates the Special Education programs for the district.
- Assures Special Education program compliance with state and federal laws.
- Coordinates the placement of students in County special day classes and non-public school programs.
- Acts as a case manager for students in nonpublic school placements.
- Monitors students in County special day classes, attends IEP meetings, and approves additional supports as needed.
- Provides assistance to the Superintendent to develop policies and program recommendations relative to Special Education students.
- Provides direction to the staff regarding the identification, placement, and evaluation of Special Education students.
- Meets with Special Education and health services staff on a regular basis.
- Participates in the development and implementation of District approved curricular programs as they relate to the needs of Special Education students.
- Represents the district at County and State meetings regarding Special Education, health services, homeless students, and foster youth.
- Represents the district on the SELPA Steering Committee.
- Plans and implements Special Education in-service.
- Monitors and approves all budget expenditures for Special Education, health services, and homeless students.
- Supervises psychologists, nurses, occupational therapists, behaviorists, home-school liaisons, the Student Services Department Secretary, and English language coordinator.
- Coordinates staff training for Special Education and health services.
- Is a member of the district's Leadership Team.
- Carries out a program of community relations informing the public about Special Education and student support services.
- Supervises District's English learner program and services for homeless and foster youth.
- Performs other duties as assigned.

**EDUCATION AND EXPERIENCE:**

Valid Clear California Administrative Credential. Minimum of five years experience teaching in regular education, Special Education or psychological services. Administrative experience required. Master's degree desirable.

**KNOWLEDGE AND ABILITIES:****KNOWLEDGE OF:**

- Skills to appropriately manage programs, effective interpersonal and communication techniques
- Curriculum, public law, education codes, and district policies related to Special Education, health services, English learners, homeless students, and foster youth

**ABILITY TO:**

- Provide direction to others and make independent judgments.
- Keep and maintain accurate records.
- Meet deadlines.
- Communicate with individuals of varied cultural and educational backgrounds.
- Communicate effectively in oral and written form.

**WORKING CONDITIONS:**

**ENVIRONMENT:** Indoor work environment

**PHYSICAL ABILITIES:** Light physical effort; occasional standing or walking, prolonged sitting; periodic handling of lightweight parcels or supplies.

**REQUIREMENTS:** A valid Class C California's driver's license, TB test clearance, California Department of Justice fingerprint clearance,

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: School Library Plan**

**BACKGROUND:**

The Rescue Union School District recognizes the importance of strong school library programs and will continue to promote the importance of research, literacy and the love of reading in our schools. Research from the California School Library Association cites numerous studies showing significant correlations between student achievement and strong library media programs.

**STATUS:**

The District Library Committee continues to meet annually to update and revise the District Library Plan, with the overall goal of providing students with experiences that will enable them to be successful and to prepare them to be career and college ready as per the Local Control Accountability Plan (LCAP).

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

**FISCAL IMPACT:**

Funding sources for school libraries located in the Rescue Union School District include the Library Media Program budget, the school site budget, site fundraisers, donations, and grants. Fiscal impact is dependent the ability of the district or site to implement the suggested library plan goals and on approved funding from these sources.

**BOARD GOAL:**

Board Focus Goal I – STUDENT NEEDS:

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

**RECOMMENDATION:**

Administration presents the Library Plan to the Board of Trustees for consideration for approval.

# LIBRARY PLAN



**2019/2020**

**RESCUE UNION SCHOOL DISTRICT  
2390 Bass Lake Road, Rescue, CA 95672  
(530) 677-4461**

**Rescue Union School District  
Board of Trustees**

**Nancy Brownell**

**Suzanna George**

**Kim White**

**Tagg Neal**

**Stephanie Kent**

**Superintendent**

**Cheryl Olson**

# **District Library Staff**

**Assistant Superintendent - Curriculum & Instruction:**

**Dave Scroggins**

**Library /Media Coordinators:**

**Michelle Upton**

**Sheri Allen**

**Theresa Stephanopoulos**

**Natalie Hadden**

**Cindy Carpenter**

**Sandra Villalovoz**

**Erin Sargent**

**Library/Media Clerk: Rhonda Picard**

**Library Services provided through Memorandum of Understanding (MOU) with El Dorado County Office of Education**

# **DISTRICT LIBRARY COMMITTEE: 2019- 2020**

**Dave Scroggins, Assistant Superintendent – Curriculum  
& Instruction**

**Michelle Upton, Library/Media Coordinator**

**Sheri Allen, Library/Media Coordinator**

**Theresa Stephanopoulos, Library/Media Coordinator**

**Natalie Hadden, Library/Media Coordinator**

**Cindy Carpenter, Library/Media Coordinator**

**Sandra Villalovoz, Library/Media Coordinator**

**Erin Sargent, Library/Media Coordinator**

**Rhonda Picard, Library/Media Clerk**

**Denise Thomas, Marina Village Parent**

**Carrie Cash, Pleasant Grove Parent**

**Liz Hostetler, Green Valley Parent**



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# INTRODUCTION

The objective of the Rescue Union School District's Library Media Centers is to develop the research, literacy and critical thinking abilities of our Transitional Kindergarten through 8<sup>th</sup> grade students. Developing the ability to think clearly, critically, and creatively depends on a steady flow of information through print and non-print media. The school library program provides an abundance of appropriate learning resources in many formats. Critical thinking skills are also fostered when students are instructed in information literacy strategies and provided with opportunities to learn how to locate, analyze, evaluate, interpret and communicate information and ideas.

Our responsibility is to equip students with skills to make them globally competitive as well as help them to apply responsible research practices, act with respect for others when utilizing digital devices and continue to grow as life-long learners.

The adoption of the California State Standards has presented a transformational opportunity and a call to action for school libraries. This opportunity challenges school libraries to revise programs and focus on the critical role the library can play in engaging and supporting student learning through:

1. Reading comprehension
2. Classroom and library collaborative planning for instruction
3. Inquiry-based research
  - a. Increasing text complexity
  - b. Writing from sources
  - c. Reading in the content areas
  - d. Balancing fiction and nonfiction
  - e. Answering with evidence
  - f. Building vocabulary
  - g. Reading comprehension, inquiry

In late 2010, the California State Board of Education adopted the Model School Library Standards for California Public Schools found at <http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp>. These standards are consistent with the California State Standards and will continue to guide schools in teaching students how to access, evaluation and use information effectively so that they can become information literate. Students today need to become prepared for success in a hypercompetitive global economy that is powered by information and knowledge.

The standards are organized around four concepts followed by overarching standards that continue across all grade levels with detailed standards for each grade or grade span.

## **ORGANIZATION OF THE MODEL SCHOOL LIBRARY STANDARDS:**

### **1. Students Access Information**

The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources.

- 1.1 Recognize the need for information
- 1.2 Formulate appropriate questions
- 1.3 Identify and locate a variety of resources online and in other formats using effective research strategies
- 1.4 Retrieve information in a timely, safe, and responsible manner

### **2. Students Evaluate Information**

The student will evaluate and analyze information to determine appropriateness in addressing the scope of inquiry.

- 2.1 Determine relevance of information
- 2.2 Assess comprehensiveness, currency, credibility, authority, and accuracy of resources
- 2.3 Consider the need for additional information

### **3. Students Use Information**

The student will organize, synthesize, create, and communicate information.

- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and digital resources
- 3.2 Draw conclusions and make informed decisions
- 3.3 Use information and technology creatively to answer a question, solve a problem, or enrich understanding

### **4. Students Integrate Information Literacy Skills into All Areas of Learning**

The student will independently pursue information to become a life-long learner.

- 4.1 Read broadly and use various media for information, personal interest, and life-long learning
- 4.2 Seek, produce, and share information
- 4.3 Appreciate and respond to creative expressions of information

## **STRONG SCHOOL LIBRARIES BUILD STRONG STUDENTS**

Research supports the importance of school libraries and staff in academic achievement and confirms that quality school library programs impact student achievement. "School Library Media Impact Studies" provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania between 2000 and 2013 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at [www.lrs.org/](http://www.lrs.org/). **Factors in these quality school library programs are:**

- Up-to-date books, materials, and equipment

- Up-to-date technology tools including automated collections and availability of databases
- Increased usage of the school library services
- Collaboration between the classroom teacher and the library media specialist
- Integration of the library media center by the classroom teacher information literacy skills
- Increasing the print and electronic resources that are accessible to students at school and at home
- Supporting the development of digital literacy skills including digital citizenship and online

safety

- For comprehensive lists of research related to the impact of school libraries, see below:
  1. Library Research Service
  2. California Department of Education's, Research Related to School Libraries

The Library/Media Center is responsible for providing and coordinating access to knowledge, information, and diversity of ideas. It serves as the hub for students, parents, and the community to access information. Here, users learn to manage technology resources. Students improve their productivity, by having a “one-stop-shop” where they plan, create, and produce materials and projects.

Automation and online resources have revolutionized libraries and the publishing industry in ways not seen since the invention of the printing press. Combining computer and telecommunications technologies allows libraries to access networked electronic information through the electronic super highway. Electronic information increasingly permeates every area of the library. Access to these resources is flexible, available for individuals, small teams, and large groups.

The Media Center facilitates information exploration, resource gathering, and reading through these resources:

- A library/media coordinator
- Readily available on-line resources
- Collections of instructional resources
- Support systems for curriculum activities

Rescue Union School District understands that the goals and objectives in this plan are not binding, are contingent on available funding and, as such, will adapt the plan as necessary to provide the best possible service to our students.

## **DEMOGRAPHICS**

The Rescue Union School District educates approximately 3635 students in Transitional Kindergarten through eighth grade residing in northern portions of El Dorado Hills, Cameron Park, and Shingle Springs, the community of Rescue, and unincorporated areas in northwest El Dorado County. The district is located approximately 25 miles east of Sacramento and 10 miles west of Placerville, just north of the Highway 50 corridor.

The district is bordered by the Sacramento County line to the west, Black Oak Mine Unified School District to the north, Mother Lode Union School District to the east, Gold Trail Union School District to the northeast, and Buckeye Union School District to the south. High school age students attend schools operated by the El Dorado Union High School District.

The district presently has five elementary schools and two middle schools:

- Green Valley Elementary School (Grades Transitional K-5)
- Jackson Elementary School (Grades Transitional K-5)
- Lake Forest Elementary School (Grades Transitional K-5)
- Lakeview Elementary School (Grades Transitional K-5)
- Rescue Elementary School (Grades Transitional K-5)
- Marina Village Middle School (Grades 6-8)
- Pleasant Grove Middle School (Grades 6-8)

In order to accommodate growth in the future, the district has one more school site located at Sienna Ridge.

The Rescue Union School District is predominately made up of low-middle to upper income families who place a very high value on education. Because of our relatively homogenous community, our relatively high average income, and our low Aid for Dependent Children qualification, we do not qualify for many additional support programs (i.e., federal and state level grants) that would normally be used to support our efforts toward literacy advancement. Additionally, our district's enrollment has been declining for several years resulting in decreased State funding. All of this creates significant challenges for our district as we look for ways to fund our goals for students.

## LIBRARY COMMITTEE MISSION STATEMENT

The mission of the Rescue Union School District library program is to support the education of all students to their highest potential by ensuring that students are effective users of ideas and information, appreciate and enjoy a variety of literature, become lifelong learners, and are career and college ready.

This mission is accomplished by:

providing intellectual and physical access to technology, resources, and materials;  
providing instruction to foster competence, stimulate interest in reading, viewing, and using information, and ensuring students are digitally literate;  
and collaborating with other educators to design learning strategies that meet the needs of every student.

# SCHOOL AND LIBRARY FUNDING

Funding sources for school libraries located in the Rescue Union School District include funds from the Library Media Program budget, site fundraisers, donations, and grants.

**The Library Media Program Budget** provides funding support to the school libraries in the following manner:

- Annual maintenance agreement for Follett (library management software)
- Library supplies, materials, and equipment
- Magazine subscriptions
- Technology tools, equipment, replacement, and maintenance
- Staff development for library media coordinators
- Temporary assistance as needed
- Miscellaneous expenses

School sites, through the School Site Councils, also provide funding support to the site libraries through the purchase of new circulation materials. Fundraising and donations from parent organizations provide the majority of the funding for new books and library materials.

## LIBRARY PLAN GOALS

1. The Rescue Union School District Library Plan will align with the Board of Trustees Focus Goals and will be coordinated as a Transitional Kindergarten through 8<sup>th</sup> grade effort. All goals and objectives are dependent on available local, state and district funding on a year-to-year basis.

2. The RUSD Library Committee will meet at least one time annually to review and update the District Library Plan, maintain open communication and to discuss current needs of the library media program.

3. The RUSD Library Media Program will assist in the preparation of career and college ready students:

- Through collaboration with colleagues.
- By assisting students to access and evaluate information (print, media and digital resources).
- By demonstrating to students the ethical use and integration of information that results in a creative and functional product.
- Through an ongoing committee consisting of teachers, parents, district representatives, and library/media coordinators. The committee will meet annually in an effort to update this plan and to coordinate library media activities and programs.

## **GOAL ONE**

**THERE WILL BE ONGOING COMMUNICATION AND COLLABORATION BETWEEN ALL LIBRARY MEDIA CENTERS, SCHOOL SITES, THE DISTRICT, PARENTS, STAFF, STUDENTS, AND THE COMMUNITY.**

### **BOARD FOCUS GOAL III: Communication / Community Involvement**

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

#### **OBJECTIVES:**

Rescue Union School District will maintain a District Library Committee whose purpose will be to provide ongoing communication and to ensure program consistency throughout the district. This committee will be composed of the Director of Media and Technology Services, library/media coordinators, parents, teachers, administrators and other district representatives.

#### **Current Conditions:**

1. A Committee was formed in 1998 and meets regularly to develop and/or update the Library Plan.
2. Since its inception, the committee has been the leading force in coordinating District library activities, revising the District Library Plan, and working to achieve the goals of the Library Plan.
3. All schools have a website with a dedicated Library webpage.

#### **Committee Recommendations:**

1. Collaborate with school site personnel and participate in decision making that addresses student access to additional technology resources in the library that are necessary for Information Literacy skills instruction.
2. Communicate needs for printed materials, electronic resources, technology, databases and other resources regularly to site and District leadership.
3. Continue to foster communication and collaboration with the local public libraries for a more integrated learning experience across library environments.
4. The District Library Committee will actively participate in the planning of the library in our new school located on Sienna Ridge Road. The projected opening date of this school is unknown at this time.
5. Committee members will be informed of upcoming library media events on a regular basis throughout the year.

## **GOAL TWO**

### **THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN SUFFICIENT STAFFING AT EACH SITE**

#### **I. BOARD FOCUS GOAL 1: Student Needs**

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

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

#### **BOARD FOCUS GOAL IV: Staff Needs**

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

#### **OBJECTIVES:**

Library staffing will meet the needs of students and staff as necessary for each individual school site.

#### **Current Conditions:**

1. All school site libraries are open five days per week and are staffed by an eight-hour paraprofessional.
2. The library program is coordinated by the Assistant Superintendent, Curriculum & Instruction.
3. Library Services are provided through a Memorandum of Understanding with the El Dorado County Office of Education.
4. Library Media Coordinators perform a variety of services including maintaining the library, assisting staff, providing staff and students with instructional and curriculum materials, and providing students with opportunities to visit the school library in an effort to improve literacy, succeed academically, and develop a lifelong love of learning.

#### **Committee Recommendations:**

1. Evaluate staffing needs in the library media center on a regular basis. Additional staff may be added as necessary and in accordance with the CSEA contract.
2. Utilize the Model School Library Standards for California Public Schools and the Standards and the Guidelines for Strong School Libraries to assist in determining staffing levels and the types of staffing; i.e. certificated and classified.
3. Make every effort to budget for and provide library media coordinator substitutes as needed in order to keep the libraries open for student use.
4. Provide library coordinators with adequate time for staff development, collaboration and networking opportunities.
5. Provide assistance with the distribution of new curriculum adoptions and for other needs as necessary.



## **GOAL THREE**

### **THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN FACILITIES AND EQUIPMENT**

#### **BOARD FOCUS GOAL I: Student Needs**

A. Student Safety and Well Being: Enhance and encourage social, emotional, ethical and civic learning by providing a safe, supportive and diverse environment.

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

#### **BOARD FOCUS GOAL IV: 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.

#### **OBJECTIVES:**

Provide physical and virtual spaces where complex learning can take place.

#### **Current Conditions:**

1. All sites have a library facility that will accommodate a class of 31 plus students and have sufficient space to house the site's library collection.
2. All elementary sites have 8 - 15 computer stations and/or mobile devices for student use. Middle school sites have 22 - 28 computer stations and/or mobile devices for student use. Each site has at least one computer station for library circulation and management.
3. Staff and students have access to G Suite (formerly known as Google Aps for Education Suite), Follett Destiny, Microsoft Office, Scholastic Reading Counts, Typing Agent, and other resources.
4. All sites are currently connected to the District's Local Area Network (LAN) and Wide Area Network (WAN) allowing staff and student access to the network, email, and the Internet. Internet use is filtered throughout the district in compliance with the Children's Internet Permission Act (CIPA) to prevent students from accessing inappropriate sites or sites having no educational value.
5. All sites utilize Follett Destiny, a web-based library management solution with online access for students and teachers. Destiny centralizes and streamlines library management across all schools; provides circulation, cataloging, searching, reporting and management in one easy to use solution.
6. The middle schools utilize Follett Textbook Manager to distribute, manage and inventory textbook materials.
7. All library media coordinators are connected to the Aeries database to provide immediate access to student and classroom data.
8. The District Library Media budget is currently utilized to:
  - a. Update and maintain the Follett Destiny software subscription annually
  - b. Provide supplies and materials to the library media programs
  - c. Update and maintain library equipment and software
  - d. Provide staff development to library media coordinators
  - e. Purchase new books and resources as budget allows

9. New library books and additional library resources are purchased with school funds, parent club donations, community donations, proceeds from book fairs, and site fundraisers.
10. All schools have integrated Scholastic Reading Counts and/or Scholastic Reading Inventory into their Library Media Program resulting in an increased interest in reading and increased circulation.
11. Secure wireless access is available in all school libraries.
12. Connected the library computer stations to projection devices with speakers - completed in February 2016.

**Committee Recommendations:**

1. Create a plan to modernize our library media centers to incorporate more collaboration areas, flexibility, and technology tools.
2. Continue to create and maintain a comfortable and safe library setting that meets the diverse needs of all learners.
3. Provide adequate funding to assist with the replacement, upgrading and/or maintenance of outdated library furniture, shelving, equipment and software.
4. The District Library Committee will continue to pursue alternative funding sources to supplement the budget for purchasing books at the site level.

## **GOAL FOUR**

### **THE RESCUE UNION SCHOOL DISTRICT WILL MAINTAIN QUALITY PRINT AND DIGITAL RESOURCES THAT SUPPORT THE CALIFORNIA STATE STANDARDS**

#### **BOARD FOCUS GOAL I: Student Needs**

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

#### **OBJECTIVES:**

Maintain the library collections to meet the needs of students and staff.

#### **Current Conditions:**

1. The collection at each site is varied and supports the district curriculum. Size of book collections vary due to age, support by parent groups, grants, choices made at the site level with available funding, and school improvement plans. The recommended State standard is 20 up-to-date, relevant, enticing books for each student.
2. All sites utilize Follett Destiny, a web-based, electronic catalog, for organizing and researching library materials.
3. A collection of eBooks is now available for students and staff to use at school and at home.

#### **Committee Recommendations:**

1. Promote increased funding for the Media budget in an effort to provide and maintain adequate, quality, up-to-date library collections.
2. Educate and encourage school site councils of the need to utilize funding for the school library.
3. Weed and replace outdated and worn materials. An on-going weeding process will assure review of all collections. Library coordinators will provide the Assistant Superintendent of Curriculum and Instruction with a list of books that have been weeded at the end of the current school year.
4. Continue to replace paperback format with more durable library editions. The District goal is no more than 15% of the collection in paperback format.
5. Continue to improve the average copyright date in all library collections.
6. Continue to strive towards our District-wide goal of 25 relevant, interesting, up-to-date books for each student at all sites.
7. Provide exceptional fiction and non-fiction titles to support the information needs and recreational reading interests of students and staff.

8. Continue to purchase books that have Scholastic Reading Counts quizzes associated with them.
9. Promote the use of eBooks to students and staff in the classroom and from home.
10. Continue to purchase recommended titles to support the current district adopted curriculums, Reading Counts and the California State Standards.
11. Seek out funding sources to improve the average copyright date of the collections.
12. Research and implement quality online resources for students and staff such as:
  - a. Streaming video
  - b. Online databases such as GALE
  - c. Safe, age appropriate, web-based research resources
13. Support Makerspaces for students to engage in planning, design, and engineering activities.

## **GOAL FIVE**

### **THE RESCUE UNION SCHOOL DISTRICT WILL SUPPORT INSTRUCTION**

#### **BOARD FOCUS GOAL I: Student Needs**

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

#### **OBJECTIVES:**

Utilize digital and print resources to support instructional goals for literacy and technology implementation.

#### **Current Conditions:**

Library Media Coordinators currently support students and staff in the following areas:

1. Training students and staff on the use of Follett Destiny, a web-based, electronic catalog for organizing and researching library materials.
2. Promoting the use of information literacy skills, including the ability to identify what information is needed, understand how the information is organized, identify the best sources of information for a given need, locate those sources, evaluate the sources critically, and share that information.
3. Integrating library and Internet resources with adopted District curriculum.
4. Promoting safe and ethical use of the Internet: (AB 307)
  - a. Appropriate and ethical use of information technology
  - b. Internet safety
  - c. The avoidance of plagiarism
  - d. The concept, purpose, and significance of a copyright so that pupils can distinguish between lawful and unlawful online downloading
  - e. Knowledge regarding the implications of illegal peer-to-peer network file sharing.
5. Providing staff with resources and materials as necessary to support instruction and the California State Standards.

#### **Committee Recommendations:**

1. Increase collaboration with classroom teachers in support of California State Standards.
2. Explore district level subscriptions to database services providing students with resources necessary to be successful with the California State Standards.
3. Continue to develop school library websites that provide information and off campus access to databases, eBooks, research resources and links to other credible sources necessary for 21<sup>st</sup> Century learning.
4. Evaluate and seek the addition of current and relevant print and electronic resources for fiction and literary nonfiction in support of California State Standards.  
Provide Library Media Coordinators with appropriate staff development that will assist them in continuing to support instruction utilizing information literacy skills Provide students and staff with curriculum and resources necessary to instruct students on the use of online resources such as electronic encyclopedias, video streaming, and online research databases.

## **GOAL SIX**

### **THE RESCUE UNION SCHOOL DISTRICT WILL CREATE LIBRARIES FOR THE GLOBALLY COMPETITIVE STUDENT**

#### **BOARD FOCUS GOAL I: Student Needs**

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

#### **BOARD FOCUS GOAL III: Communication / Community Involvement**

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

#### **BOARD FOCUS GOAL IV: Staff Needs**

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

#### **BOARD FOCUS GOAL V: Facility / Housing**

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

#### **OBJECTIVES:**

Strive to provide an exceptional learning environment in the Rescue Union School District library media centers for ALL students.

#### **Committee Recommendations:**

1. Continue to research and strive to be the “library media center of the future”.
2. Transform the school library media center into a physical and virtual learning center for global competitiveness by providing:
  - a. Emphasis on information handling skills that are critical to the processes of critical thinking and problem solving.
  - b. Inviting and flexible room accommodations for reading, research and collaboration.
  - c. Projection offering the Library Media Specialist and classroom teachers the ability to provide instruction in the Library Media Center.
  - d. Mobile devices such as tablets, Chromebooks, and/or iPads for collaboration and research.
  - e. S.T.E.A.M. Ahead with support for Makerspaces.

# COLLECTION HISTORY AND STATISTICS

\*Note: When analyzing the number of books per student, consider the student population and the average copyright date.

## Green Valley School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2019/2020	386	14,905	38.6	n/a yet	n/a yet	12.8%	1999	6 / 4
2018/2019	403	14,982	37.2	19,425	48.2	13.2%	1998	6 / 4
2017/2018	418	14,570	34.9	19,398	46.4	13.5%	1997	6 / 4
2016/2017	445	14,642	32.9	22,156	49.8	13.2%	1997	6 / 4
2015/2016	433	14,220	32.8	22,563	52.1	13.3%	1996	6 / 4
2014/2015	511	13,942	27.3	27,116	53.1	13.3%	1996	6
2013/2014	551	14,406	26.1	21,287	38.6	14.5%	1996	6
2012/2013	600	14,507	24.2	26,267	43.8	15.7%	1995	6
2011/2012	659	14,662	22.2	25,104	38.1	16.4%	1995	6
2010/2011	687	14,304	20.8	23,273	33.9	17.2%	1994	6
2009/2010	711	13,586	19.1	22,374	31.5	18.1%	1994	6
2008/2009	687	13,394	19.5	19,403	28.2	19.1%	1993	6
2007/2008	662	13,080	19.8	16,434	24.8	19.0%	1992	4
2006/2007	643	12,596	19.6	16,709	26.0	19.1%	1991	5
2005/2006	643	12,173	18.9	16,171	25.2	17.6%	1991	5
2004/2005	688	11,480	16.6			17.9%	1991	4
2003/2004	673	11,177	16.3			17.0%	1990	3
2002/2003	612	10,706	17.5			16.8%	1990	5
2001/2002	586	10,430	17.8			19.5%	1988	1
2000/2001	587	10,800	18.4			21.3%	1987	1

## Jackson School Collection History:

	<b>Student Population</b>	<b>Total Books in Collection</b>	<b># of Books Per Student</b>	<b>Circulation Statistics</b>	<b>Avg. Circulation Per Student</b>	<b>% of Books in Paperback</b>	<b>Avg. Copyright Date</b>	<b># of Student Computers / Chromebooks</b>
2019/2020	451	15,516	34.4	n/a yet	n/a yet	14.4%	2001	5 / 4
2018/2019	483	15,191	31.5	17,251	35.7	14.6%	2000	5 / 4
2017/2018	461	15,051	32.7	16,454	35.7	14.4%	2000	5 / 9
2016/2017	463	15,131	32.7	16,411	35.4	16.7%	1999	5 / 4
2015/2016	434	14,816	34.1	16,460	37.9	17.2%	1998	5 / 4
2014/2015	420	15,029	35.8	15,337	36.5	17.9%	1998	5
2013/2014	410	14,840	36.2	11,678	28.5	18.1%	1997	5
2012/2013	452	14,558	32.2	15,571	34.4	18.8%	1996	5
2011/2012	424	14,422	34.0	14,130	31.3	19.3%	1996	5
2010/2011	411	14,082	34.3	12,569	30.6	19.3%	1995	5
2009/2010	417	14,449	34.7	10,438	25.0	19.3%	1994	5
2008/2009	420	14,269	34.0	10,628	25.3	18.5%	1994	5
2007/2008	460	14,035	30.5	11,248	24.5	18.0%	1993	5
2006/2007	437	14,150	32.4	11,272	25.8	19.3%	1993	5
2005/2006	427	13,758	32.2	10,742	25.2	17.1%	1993	5
2004/2005	590	13,271	22.5			17.2%	1992	6
2003/2004	574	12,844	22.3			17.1%	1992	5
2002/2003	698	12,124	17.4			16.9%	1991	5
2001/2002	700	11,200	16			15.7%	1989	2
2000/2001	670	11,390	17			18.5%	1988	2



## Lake Forest School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2019/2020	456	15,368	33.7	n/a yet	n/a yet	6.7%	2002	0 / 9 + 7 iPads
2018/2019	409	15,339	37.5	13,513	33.0	6.6%	2001	0 / 9 + 6 iPads
2017/2018	425	15,200	35.8	13,922	32.8	7.8%	2000	0/10 + 6 iPads
2016/2017	457	15,308	33.5	15,351	33.6	7.7%	1999	0/10 + 6 iPads
2015/2016	437	14,916	34.1	15,836	36.2	7.7%	1998	0 / 10
2014/2015	430	14,599	34.0	14,888	34.6	7.9%	1997	4
2013/2014	430	13,830	32.2	14,401	33.5	7.9%	1996	4
2012/2013	444	13,048	29.4	11,678	26.3	5.3%	1996	4
2011/2012	491	13,783	28.1	15,691	32.0	8.4%	1995	4
2010/2011	515	13,714	26.6	13,861	26.9	8.9%	1995	4
2009/2010	539	12,797	23.7	14,768	23.7	8.9%	1994	4
2008/2009	561	13,030	23.2	15,544	27.7	8.9%	1994	4
2007/2008	593	13,217	22.3	15,291	25.8	8.2%	1993	4
2006/2007	600	13,446	22.4	14,754	24.6	8.2%	1993	4
2005/2006	606	13,397	22.1	17,466	28.8	8.7%	1992	4
2004/2005	632	12,815	20.2			9.1%	1992	3
2003/2004	636	12,792	20.1			7.6%	1992	3
2002/2003	802	12,384	15.4			5.9%	1992	3
2001/2002	734	11,156	15.2			6.1%	1990	2

## Lakeview School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2019/2020	560	14,939	26.7	n/a yet	n/a yet	16.8%	2004	6 / 2
2018/2019	534	15,290	28.6	23,003	43.1	17.3%	2004	6 / 2
2017/2018	548	14,635	26.7	18,755	34.2	15.5%	2004	6 / 2
2016/2017	549	14,018	25.5	16,539	30.1	15.3%	2003	6 / 2
2015/2016	528	14,078	26.7	17,874	33.9	16.5%	2003	6 / 2
2014/2015	549	13,414	24.4	18,117	33.0	15.7%	2002	6
2013/2014	588	12,431	21.1	18,041	30.7	22.2%	2002	6
2012/2013	600	11,625	19.4	19,036	31.7	21.2%	2001	6
2011/2012	588	11,012	18.7	18,832	32.0	23.4%	2001	6
2010/2011	607	10,625	17.5	18,376	30.3	23.2%	2001	6
2009/2010	626	9,478	15.1	18,799	30.0	21.2%	2000	4
2008/2009	566	8,062	14.2	17,175	30.3	20.6%	2000	3
2007/2008	502	6,637	13.2	13,988	27.9	16.7%	2000	5
2006/2007	420	4,859	11.6	12,311	29.3	6.5%	2000	5
2005/2006	307	4,222	13.8	8,530	27.8	16.6%	2000	5

## Rescue School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers/ Chromebooks
2019/2020	465	12,361	26.6	n/a yet	n/a yet	14.5%	2001	6 / 4
2018/2019	479	12,359	25.8	17,678	36.9	14.4%	2001	6 / 2
2017/2018	447	12,175	27.2	18,570	41.5	14.6%	2000	6 / 4
2016/2017	446	12,132	27.2	18,494	41.4	14.3%	1999	6 / 4
2015/2016	430	12,167	28.3	17,979	41.8	13.6%	1998	6 / 4
2014/2015	398	12,341	31.0	16,577	41.7	13.6%	1997	6
2013/2014	391	12,055	30.8	15,108	38.6	13.4%	1996	6
2012/2013	390	11,952	30.7	14,364	36.8	13.6%	1996	6
2011/2012	398	11,927	30.0	14,043	35.3	13.2%	1995	6
2010/2011	415	11,911	28.7	15,234	36.7	12.6%	1995	6
2009/2010	425	11,922	28	13,761	32.4	13.0%	1994	6
2008/2009	462	12,603	27.3	15,797	34.2	13.1%	1993	5
2007/2008	508	12,204	24.0	10,872	21.0	13.3%	1992	10
2006/2007	504	11,757	23.3	16,096	32.0	16.2%	1992	10
2005/2006	503	11,151	22.2	14,526	28.9	16.3%	1991	10
2004/2005	485	10,361	21.4			11.5%	1991	12
2003/2004	419	9,684	23.1			11.2%	1990	12
2002/2003	589	9,539	16.2			10.6%	1990	8
2001/2002	557	9,023	16.2			11.4%	1989	2
2000/2001	525	8,662	16.5			11.5%	1989	2

### Marina Village Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
2019/2020	829	12,088	14.6	n/a yet	n/a yet	13.0%	1997	0 / 15
2018/2019	809	11,884	14.7	3,934	4.9	13.0%	1997	13 / 15
2017/2018	768	11,947	15.6	2,844	3.7	13.4%	1997	15 / 14
2016/2017	782	12,153	15.5	2,649	3.4	13.8%	1996	15 / 0
2015/2016	776	12,186	15.7	3,070	4.0	13.6%	1996	15 / 4
2014/2015	808	12,151	15.0	2,637	3.3	13.4%	1995	15
2013/2014	798	12,044	15.1	2,701	3.4	14.1%	1995	16
2012/2013	780	11,645	15.0	2,155	2.8	15.0%	1994	17
2011/2012	785	11,776	15.0	2,178	2.8	13.9%	1994	6
2010/2011	793	11,507	14.5	2,571	3.2	12.9%	1994	6
2009/2010	729	12,581	17.0	3,377	4.6	12.1%	1991	8
2008/2009	748	12,067	16.1	3,671	4.9	12.7%	1989	8
2007/2008	709	12,290	17.3	3,168	4.5	12.2%	1989	8
2006/2007	660	11,959	18.1	4,106	6.2	12.3%	1989	10
2005/2006	649	11,791	18.2	2,788	4.3	12.4%	1989	10
2004/2005	639	11,444	17.9			12.5%	1988	10
2003/2004	691	11,026	16.0			12.3%	1987	9
2002/2003	812	10,750	13.2			11.6%	1987	16
2001/2002	772	9,264	12.0			13.9%	1984	16
2000/2001	709	9,217	13.0			14.6%	1983	14

\*Middle school circulation statistics will traditionally be lower than elementary statistics due to a variety of factors.

### Pleasant Grove School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers/ Chromebooks /
2019/2020	482	10,842	22.5	n/a yet	n/a yet	16.4%	2002	2 / 20
2018/2019	513	10,480	20.4	7,613	14.8	15.6%	2002	0 / 22
2017/2018	555	10,332	18.6	9,986	18.0	15.8%	2002	2 / 13
2016/2017	574	10,000	17.4	10,302	18.6	15.8%	2001	2 / 13
2015/2016	610	9,771	16.0	5,529	9.0	14.8%	2001	12 / 0
2014/2015	603	9,539	15.8	4,145	6.9	15.0%	2001	12
2013/2014	611	9,041	14.8	5,971	9.8	15.0%	2000	14
2012/2013	626	8,873	14.2	4,808	7.7	14.7%	2000	15
2011/2012	647	8,140	12.6	3,841	6.1	12.6%	2000	15
2010/2011	664	7,950	12.0	4,116	6.2	6.6%	2000	12
2009/2010	665	7699	11.5	3,289	4.9	7.0%	2000	12
2008/2009	682	7,129	10.5	4,083	6.0	5.6%	1999	15
2007/2008	667	6,864	10.3	3,846	5.8	5.2%	1999	18
2006/2007	658	5,965	9.1	3,115	4.7	5.0%	1998	9
2005/2006	636	5,465	8.6	2,645	4.2	4.9%	1998	4
2004/2005	624	4,641	7.4	3,149	5.0	3.2%	1997	4
2003/2004	655	3,346	5.1	1,904	2.9	1.0%	1999	4

\*Middle school circulation statistics will traditionally be lower than elementary statistics due to a variety of factors.

## BOARD FOCUS GOAL V: Financial Planning

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

### Community and School Site Funding Library Media Program Budget, 2018-2019

	Green Valley	Jackson	Lake Forest	Lakeview	Rescue	Marina Village	Pleasant Grove
Site Funds	\$483					\$700	\$1,889
Book Fairs	\$3,154	\$3,212	\$7,726	\$3,087	\$6,432	\$675	\$1,291
Parent Organizations	\$380	\$2,500		\$500	\$250		
Celebration/ Birthday Club		\$1,904	\$980	\$2,885	\$700		
Fundraiser	\$380						
<b>TOTAL FUNDS</b>	\$4,397	\$7,616	\$8,706	\$6,472	\$7,382	\$1,375	\$3,180
Students Served	403	483	409	534	479	809	513

Funds were spent on new books and reading incentives.

Funds were spent on new books, supplies, incentives, and decorations.

Funds were spent on new books, supplies, and incentives.

Funds were spent on new books, supplies, and incentives.

Funds were spent on new books.

Funds were spent on new books.

Funds were spent on new books.

**RUSD District Funding  
Library Media Program Budget**

Object	Description	<u>2018 - 2019</u>	<u>2019 - 2020</u>	Purpose
4200	Books Other than Textbooks	\$1,000	\$3,500	New books
4300	Supplies	\$5,000	\$2,000	Book repair materials, library enhancement materials, magazine subscriptions, chromebooks, and other miscellaneous library supplies
4400	Non-Capitalized Equipment			
5200	Travel & Conference	\$1,500	\$2,000	What's New in Children's Literature and in Young Adult Literature conferences and Destiny Training
5806	Other Services & Op Expense			
	<b>TOTAL</b>	\$7,500	\$7,500	
4200	**Books Other Than Textbooks	**\$3,000	**\$3,000	** Lost/Damaged Book Replacement Funds from parent reimbursements

## EVALUATION

The long-range plan of the library media program focuses on providing both physical and intellectual access to informational, recreational and instructional resources from within and beyond the school. To evaluate whether the additional resources have a substantial impact on staff and students, the following is recommended:

1. Satisfaction with library services to be included on LCAP surveys for staff, students and parents.
2. Circulation statistics will be monitored to see if circulation increases with additional materials.
3. Sign-up sheets and class schedules will be reviewed to determine the number of classes using the library.
4. Re-evaluate the books per student ratio at the end of each year.

# RESOURCES FOR PLANNING

**California Department of Education:** Barbara Jeffus, School Library Consultant, 916-319-0445.

**Implementing the Common Core State Standards: The Role of the School Librarian**

<http://www.achieve.org/files/CCSSLibrariansBrief-FINAL.pdf>

**California School Library Association Web site** offers links to key library documents, staff development opportunities, and more.

Particularly helpful on this site for planning teams is *Good Ideas*, published annually to spotlight quality school library programs. Planning team visits to these programs can be extremely helpful. [www.schoollibrary.org](http://www.schoollibrary.org)

**Information Power: Building Partnerships for Learning** contains national standards for school library media centers, particularly as they pertain to student learning. Emphasis is placed on collaboration, leadership, and the use of technology. Call 800-545-2433, then press 7, or see [www.ala.org/aasl/ip\\_products.html](http://www.ala.org/aasl/ip_products.html).

**Literature for Science and Mathematics : Kindergarten Through Grade Twelve** offers an annotated collection of recommended literature in the content areas of science and mathematics.

**A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment**

**Rubric for the 21st Century** is particularly helpful when the school library program is evaluated as part of the teaching and learning environment. Call 800-545-2433, then press 7, or see [www.ala.org/aasl/ip\\_products.html](http://www.ala.org/aasl/ip_products.html).

**School Library Media Impact Studies** provides evidence based on research studies conducted in Alaska, Colorado, and Pennsylvania in 2000 that students perform better on standardized tests when they have access to a well-stocked school library staffed with certificated school library media teachers. It is published by Colorado Library Research Studies (LRS) and is available online at [www.lrs.org/](http://www.lrs.org/).

**Standards and Guidelines for Strong School Libraries** by the California School Library Association. This 2004 publication brings together in text, tables, and bibliographies topics such as facilities, resources, staffing, and information literacy. To view the table of contents, sample pages, and ordering information see [www.schoollibrary.org](http://www.schoollibrary.org)

**California Reading List** located at <http://www.cde.ca.gov/ta/tg/sr/readinglist.asp>. This list is filled from the 2000 Recommended Readings list. It has not been updated since then and does not include the titles from the Mathematics and Science list.

**Recommended Literature: Kindergarten Through Grade Twelve** is a collection of outstanding literature for children and adolescents. The recommended titles reflect the quality and the complexity of the types of material students should be reading at school and outside of class.

New NETS (Nat'l Educational Technology Standards) from ISTE (Int'l Society for Technology in Education) for teachers.

<http://www.iste.org/>

Model School Library Standards for California Public Schools were adopted by the State Board of Education in September 2010.

School Library Standards Supporting Common Core contain examples of Model School Library Standards supporting Common Cores State Standards (CCSS) in English Language Arts. <http://www.rescueusd.org/LibraryMedia>

The Library Standards on iTunes U now offers four narrated presentations: an overview, an analysis of the library standards and the Common Core State Standards, an introduction to the student standards, and an introduction to the program standards. Access the presentations through the Apple Store/iTunes U/K-12/California Department of Education.

Brokers of Expertise "the place where California educators go to get connected." Best practices, strategies and resources are shared.



**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Out-of-State Travel**

**BACKGROUND:**

This conference, put on by the Association of California School Administrators, will provide opportunities for Rescue Union School District's administrators to learn more about best practices related to leadership and service that can help to maximize students' academic performance, improve school climate, promote campus safety, and address other areas related to school operations.

**STATUS:**

Sean Martin, Assistant Superintendent of Business Services and Dave Scroggins, Assistant Superintendent of Curriculum and Instruction would participate in the North State Spring Conference, an ACSA Regional Professional Development Conference, April 23-26, 2020 in Reno Nevada.

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2019-2020 budget.

**BOARD GOAL:**

Board Focus Goal IV - STAFF NEEDS:

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

**RECOMMENDATION:**

The Board of Trustees approve participation at the ACSA North State Conference in Reno Nevada for the Assistant Superintendent of Business Services and the Assistant Superintendent of Curriculum and Instruction..

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: School Accountability Report Cards (SARCs)**

**BACKGROUND:**

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

**STATUS:**

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

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

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

**RECOMMENDATION:**

District administration recommends the Board of Trustees approve the proposed 2018-2019 School Accountability Report Cards (published in 2019-2020).

# Green Valley Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Green Valley Elementary School
<b>Street</b>	2380 Bass Lake Rd.
<b>City, State, Zip</b>	Rescue, CA 95672
<b>Phone Number</b>	530.677.3686
<b>Principal</b>	Michelle Winberg
<b>Email Address</b>	Mwinberg@rescueusd.org
<b>Website</b>	www.mygreenvalleyschool.com
<b>County-District-School (CDS) Code</b>	09619786098693

Entity	Contact Information
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
Email Address	colson@rescueusd.org
Website	www.rescueusd.org

## School Description and Mission Statement (School Year 2019-20)

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. Our teacher to student ratio averages 24:1 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.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	75
Grade 1	60
Grade 2	63
Grade 3	61
Grade 4	79
Grade 5	65
<b>Total Enrollment</b>	<b>403</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	1.5
Filipino	0.7
Hispanic or Latino	29.3
Native Hawaiian or Pacific Islander	0.2
White	62
Two or More Races	6.2
Socioeconomically Disadvantaged	39
English Learners	15.4
Students with Disabilities	13.6
Foster Youth	2.5
Homeless	0.5

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	22	23	176
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

### Year and month in which data were collected:

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

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

At Green Valley Elementary School we are continually committed to the improvement of the school's facilities. We strive to make the facility as great as it can be. Over the last few years we have improved our facility in many different and important ways. All of the playground shade structures are now repaired and in full working condition. Our parent teacher organization has completed a seating area around our outdoor stage area. We have an ADA handicapped accessible outdoor lunch table. We were recently able to update our sound system in the Plumb Center. We are proud of our school facilities at Green Valley, and it is our desire to continue to improve the campus for our students. We look forward to our upper field being resurfaced and replanted sometime in the near future. The lower campus E wing portables are in very poor condition and need to be replaced or removed including the E wing restroom.

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month of the most recent FIT report:** 1/9/20

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replace old surfaces
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Poor	Lighting needs to be replaced
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Removed portable restroom
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Dry rot, portables need to be replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	57	74	74	50	50
Mathematics (grades 3-8 and 11)	57	53	66	65	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	204	98.08	1.92	56.65
Male	106	103	97.17	2.83	50.00
Female	102	101	99.02	0.98	63.37
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	68	97.14	2.86	44.12
Native Hawaiian or Pacific Islander					
White	123	121	98.37	1.63	62.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	66.67
Socioeconomically Disadvantaged	88	87	98.86	1.14	48.28
English Learners	38	36	94.74	5.26	41.67
Students with Disabilities	42	41	97.62	2.38	36.59
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	204	98.08	1.92	52.94
Male	106	102	96.23	3.77	50.98
Female	102	102	100.00	0.00	54.90
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	69	98.57	1.43	44.93
Native Hawaiian or Pacific Islander					
White	123	120	97.56	2.44	54.17
Two or More Races	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	88	87	98.86	1.14	43.68
English Learners	38	37	97.37	2.63	37.84
Students with Disabilities	42	41	97.62	2.38	39.02
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.1	28.1	50.0

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.4	1.3	1.2	2.4	2.0	1.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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

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

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		20	2	2		19	4		
1	22		3		22		3		20	2	1	
2	25		3		21	1	2		26		2	
3	22		3		26		3		24		3	
4	23		3		17	1	2		30		2	
5	28		3		27		3		28		3	
Other**												

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

\*\* “Other” category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	403.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	

Title	Number of FTE* Assigned to School
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,581.00	\$2,992.00	\$7,589.00	\$81,719.00
District	N/A	N/A	\$7,332.00	\$78,162.00
Percent Difference - School Site and District	N/A	N/A	3.4	4.4
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	1.1	5.1

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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

In addition to the Base Funding described above, schools in the Rescue Union School District receive Supplemental funding roughly proportional to the number of unduplicated pupils (English Learners, Socioeconomically Disadvantaged, and Foster/Homeless Youth) they serve. Furthermore, school sites receive allocations from other state and federal categorical programs, including Title I and Title II. The purpose of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students. Title III funds are budgeted for at the district level, but provide direct support to the school sites. Title III funds are used to employ bilingual instructional assistants and an EL Coordinator who provides professional development and instructional support as well as monitors the progress of our English learners.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,536	\$49,378
Mid-Range Teacher Salary	\$72,114	\$77,190
Highest Teacher Salary	\$94,100	\$96,607
Average Principal Salary (Elementary)	\$118,074	\$122,074
Average Principal Salary (Middle)	\$120,219	\$126,560
Average Principal Salary (High)	\$0	\$126,920

Category	District Amount	State Average For Districts In Same Category
Superintendent Salary	\$181,800	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			2

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

# Jackson Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Jackson Elementary School
<b>Street</b>	2561 Francisco Dr.
<b>City, State, Zip</b>	El Dorado Hills, CA 95762-8201
<b>Phone Number</b>	916-933-1828
<b>Principal</b>	Michele Williamson
<b>Email Address</b>	mwilliamson@my.rescueusd.org
<b>Website</b>	www.myjacksonelementary.com
<b>County-District-School (CDS) Code</b>	09619786005706



Entity	Contact Information
District Name	Rescue Union Elementary District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
Email Address	colson@rescueusd.org
Website	www.rescueusd.org

### School Description and Mission Statement (School Year 2019-20)

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

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

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

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

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

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	95
Grade 1	69
Grade 2	80
Grade 3	69
Grade 4	84
Grade 5	85
<b>Total Enrollment</b>	<b>482</b>

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.4
Asian	5.4
Filipino	2.1
Hispanic or Latino	14.5
Native Hawaiian or Pacific Islander	0.8
White	73.2
Two or More Races	1.5
Socioeconomically Disadvantaged	8.9
English Learners	2.9
Students with Disabilities	15.4
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	25	23	21	176
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected:

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

## School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 1/9/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replaced old surfaces

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Replaced old fixtures
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Dry rot, portables need replaced
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	
<b>Overall Rating</b>		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	73	79	74	74	50	50
<b>Mathematics (grades 3-8 and 11)</b>	69	70	66	65	38	39

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	227	97.84	2.16	79.30
Male	117	114	97.44	2.56	69.30
Female	115	113	98.26	1.74	89.38
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	81.25
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	161	158	98.14	1.86	81.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	5.26	72.22
English Learners	--	--	--	--	--
Students with Disabilities	48	45	93.75	6.25	62.22
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018-19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	232	227	97.84	2.16	70.04
Male	117	114	97.44	2.56	69.30
Female	115	113	98.26	1.74	70.80

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	62.50
Filipino	--	--	--	--	--
Hispanic or Latino	40	39	97.50	2.50	64.10
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	161	158	98.14	1.86	70.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	19	18	94.74	5.26	72.22
English Learners	--	--	--	--	--
Students with Disabilities	48	45	93.75	6.25	48.89
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

#### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.6	21.2	37.6

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2019-20)

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

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

Contact Person: Michele Williamson

Contact Phone: 916-933-1828

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.0	1.6	0.4	2.4	2.0	1.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
<b>K</b>	21	1	3		22		4		24	1	3	
<b>1</b>	22		3		24		3		23		3	
<b>2</b>	26		3		20	2	1		25		3	
<b>3</b>	20	1	3		26		3		22		3	
<b>4</b>	20	1	2		25		3		27		3	
<b>5</b>	24	1	3		20	1	3		28		3	
<b>Other**</b>					7	1			8	2		

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
<b>Academic Counselors*</b>	602.5

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



### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.8
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,923.00	\$2,483.00	\$7,440.00	\$74,956.00
District	N/A	N/A	\$7,332.00	\$78,162.00
Percent Difference - School Site and District	N/A	N/A	1.5	-4.2
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-0.9	-3.5

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,536	\$49,378
Mid-Range Teacher Salary	\$72,114	\$77,190

Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$94,100	\$96,607
Average Principal Salary (Elementary)	\$118,074	\$122,074
Average Principal Salary (Middle)	\$120,219	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$181,800	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

# Lake Forest Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Lake Forest Elementary School
<b>Street</b>	2240 Sailsbury Dr.
<b>City, State, Zip</b>	El Dorado Hills, CA 95762-6984
<b>Phone Number</b>	(916) 933-0652
<b>Principal</b>	Bruce Peters
<b>Email Address</b>	bpeters@my.rescueusd.org
<b>Website</b>	lakeforestlakers.com
<b>County-District-School (CDS) Code</b>	09619786109441

Entity	Contact Information
<b>District Name</b>	Rescue Union School District
<b>Phone Number</b>	530.677.4461
<b>Superintendent</b>	Cheryl Olson
<b>Email Address</b>	colson@my.rescueusd.org
<b>Website</b>	rescueusd.org

## School Description and Mission Statement (School Year 2019-20)

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

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

Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The campus overlooks views of the surrounding hills and attractive neighborhoods, which have grown with the enrollment of the school over the past two decades. At one point in the late 90's our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School changed to a traditional calendar after being on a multi-track year round calendar for nine years. Currently, Lake Forest Elementary is a Transitional K-5 school serving approximately 447 students with 20 classrooms with a Learning Center to support students with Special Education needs run by a resource teacher. The district located two SDC classrooms on the Lake Forest campus in 2019.

Student successes at Lake Forest have resulted in state and national recognition. In 2012, our school's Academic Performance Index (API) score was 937. This achievement was the highest score in Rescue Union School District history, ranked in the top 10 for all elementary schools in the Sacramento region and was the highest recorded in El Dorado Hills. In 2004 and 2014, our school was chosen for the California Distinguished School Award as one of the top achieving elementary schools in the state. This trend continued in 2013 and 2014, with academic scores consistently ranking among the highest achieving schools in El Dorado County. Initial scores from the SBAC testing from the spring of 2015 indicated continued success. The overall percentage of students scoring at grade level standard or higher was 73% in ELA and 69% in math. Both of these percentages were among the highest in the region found in elementary schools. Our results from SBAC testing conducted in the spring of 2016 showed continued success and improvement. Lake Forest students achieved an 83% ELA met or exceeded score and a 74% in math. Both scores were among the very highest in the region. In May 2018, ELA and Math SBAC scores were 69% and 64% respectively, but overall Lake Forest remained in the high achieving schools in the region. In 2019, Lake Forest students continued to achieve at a high level on SBAC assessments. Overall, children in grades 3-5 scored proficient at a rate of 77% in ELA (an improvement of 7%) and 69% in math (growth of 5% over 2018).

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 addition to services provided by our counselor, we also support Social and Emotion Learning through our I SWIM program, which promotes positive traits and offers opportunities for students to participate in school and community service.

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

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

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

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

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

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	80
Grade 1	56
Grade 2	71
Grade 3	67
Grade 4	69
Grade 5	66
<b>Total Enrollment</b>	<b>409</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
Asian	3.7
Filipino	0.5
Hispanic or Latino	15.4
White	73.6
Two or More Races	6.6
Socioeconomically Disadvantaged	8.6
English Learners	2.9
Students with Disabilities	10
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
<b>With Full Credential</b>	22	19	23	176
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 \*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected:

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month of the most recent FIT report:** 1/9/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replace old surfaces
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Dry rot replaced, old portables
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Underground leak, repair in progress
<b>Overall Rating</b>		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	69	78	74	74	50	50
Mathematics (grades 3-8 and 11)	64	69	66	65	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	205	98.09	1.91	77.56
Male	109	107	98.17	1.83	74.77
Female	100	98	98.00	2.00	80.61
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	65.71
Native Hawaiian or Pacific Islander					
White	153	150	98.04	1.96	80.00

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	0.00	41.18
English Learners	--	--	--	--	--
Students with Disabilities	39	37	94.87	5.13	51.35
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	209	206	98.56	1.44	68.93
Male	109	107	98.17	1.83	72.90
Female	100	99	99.00	1.00	64.65
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	35	35	100.00	0.00	51.43
Native Hawaiian or Pacific Islander					
White	153	151	98.69	1.31	72.85
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	17	17	100.00	0.00	52.94
English Learners	--	--	--	--	--
Students with Disabilities	39	37	94.87	5.13	43.24
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	18.8	33.3	36.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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

Contact Person: Bruce Peters

Contact Phone No. (916) 933-0652

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.6	0.2	0.0	2.4	2.0	1.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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

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

Our School Safety Plan is updated yearly and includes goals and objectives for improving the physical environment and the school climate. This includes promoting our Character Counts program, anti-bullying lessons and assemblies, encouraging student participation in community service activities, creating a safe, nurturing environment, and celebrating our increasing cultural diversity. Students contribute to the community through service learning projects, which extend classroom learning time and increase students’ personal involvement in academics and active citizenry. In addition, the school special education staff (teacher and psychologist) have conducted lessons in social development in order to increase "emotional intelligence" on the playground. In 2017, Lake Forest added a school counselor to assist at risk students in dealing with playground and other social issues. The counselor runs groups and provides classroom social lessons three days a week.

Student recognition is an important part of honoring our students. Our district-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers emphasize each character trait on a monthly basis, discuss concepts and share lessons that explore the positive aspects that relate to student life. Lake Forest, though work with PBIS (Positive Behavior Interventions and Supports) has developed a program titled "I SWIM". This is an acronym for Inclusiveness, Safety, Work Hard, Integrity and Mindfulness, that is the foundation for all school rules and expectations. As an extension of this program, we have developed a leadership group for 4th and 5th graders named the I SWIM team, which models good behavior and participates in school and community service through many groups (Garden/Beautification, Safety, School Leadership, Library Support and Community Outreach). Academic achievement is recognized through our school Honor Roll program. Fourth and fifth grade students receive certificates of recognition for earning a grade point average of 3.5 (B+) or above. In 2017, Lake Forest added a reading incentive program through the school library. Students track their words read throughout the year and receive certificates and other recognition for their dedication to reading. In the first year of this program, three students had already surpassed 4,000,000 words read!

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

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	2		22	1	2		20	1	3	
1	28		2		27		2		28		2	
2	28		2		24		3		24		3	
3	27		3		22		3		22		3	
4	27		3		26		2		28		2	
5	27		4		29		4		27		3	
Other**												

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	681.7

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,140.00	\$1,834.00	\$7,306.00	\$73,782.00
District	N/A	N/A	\$7,332.00	\$78,162.00
Percent Difference - School Site and District	N/A	N/A	-0.4	-5.8

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
State	N/A	N/A	\$7,506.64	\$77,619.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	-2.7	-5.1

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,536	\$49,378
Mid-Range Teacher Salary	\$72,114	\$77,190
Highest Teacher Salary	\$94,100	\$96,607
Average Principal Salary (Elementary)	\$118,074	\$122,074
Average Principal Salary (Middle)	\$120,219	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$181,800	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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



# Lakeview Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Lakeview Elementary School
<b>Street</b>	3371 Brittany Way
<b>City, State, Zip</b>	El Dorado Hills, CA 95762
<b>Phone Number</b>	916-941-2600
<b>Principal</b>	Kathy Miracle
<b>Email Address</b>	kmiracle@rescueusd.org
<b>Website</b>	mylakevieweagles.com
<b>County-District-School (CDS) Code</b>	09619780108258

Entity	Contact Information
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
Email Address	colson@rescueusd.org
Website	rescueusd.org

## School Description and Mission Statement (School Year 2019-20)

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

Lakeview Elementary School received the California Distinguished School Award in 2018. Our beautiful school sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 570 students in grades Transitional Kindergarten through fifth grade. The enrollment continues to grow as our reputation for offering excellence in education travels throughout the community, prompting new families to relocate to nearby neighborhoods. Lakeview is a place where our school motto, "Soaring to Success," is a true reflection of what is taking place each and every day.

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

Twenty-seven teachers work to support our wonderful Lakeview student body, alongside two secretaries, one librarian, three custodians, two nurses, two part-time counselors, one school psychologist, two Special Education teachers, 14 instructional aides, one speech/language pathologist and one principal. Our librarian is available eight hours a day, each school day. A District nurse is on campus one day each week, while our site nurse assists with medical and health related issues daily. Our psychologist is on site two days each week. Our counselors serve Lakeview students three days each week. Our speech/language pathologist offers services to students five days per week. Our Special Education teachers are on site daily with seven full-time aides to serve those students with identified learning disabilities. Our support program serves students, using both the pull-out and push-in models to meet their individual needs in the least restrictive environment. Our all-day kindergarten program offers one two hour aide for each class. Our Learning Intervention Program provides three specialized instructional aides to support those in need of intervention. Our English Learner aide supports EL students three days each week, as well.

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

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Classes are offered to provide extensions and enrichment for all students before/after school. All Lakeview classroom teachers are certified in GLAD (Guided Language Assessment & Development) to allow all students access to even more research based language-rich instructional strategies. K-3 teachers have been trained in SIPPS phonics and sight words research-based instruction. Through SIPPS, all K-3 students receive strong, leveled instruction in reading foundation skills.

The School Plan for Student Achievement will continue to support three reading intervention aides, additional curriculum materials (including, SIPPS - Systematic Instruction in Phonological Awareness, Phonics and Sight Words), in grades K-3, to offer students strong, leveled, research-based phonics, and educational opportunities to support and enhance student achievement. Lakeview Elementary School community is proud of the accomplishments achieved at our school.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	91
Grade 1	82
Grade 2	83
Grade 3	82
Grade 4	88
Grade 5	107
<b>Total Enrollment</b>	<b>533</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	10.3
Filipino	1.5
Hispanic or Latino	9.4
White	68.9
Two or More Races	8.4
Socioeconomically Disadvantaged	6.6
English Learners	5.4
Students with Disabilities	10.1
Foster Youth	0.2
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	24	24	25	176
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected:

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language			
Health	Botvin's LifeSkills Grades 3-5	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

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

### School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 1/14/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Stained ceiling tiles
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Track down roof leaks and repair
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	79	74	74	74	50	50
Mathematics (grades 3-8 and 11)	78	80	66	65	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	279	276	98.92	1.08	74.28
Male	142	140	98.59	1.41	75.00
Female	137	136	99.27	0.73	73.53
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	32	30	93.75	6.25	73.33
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	73.68
Native Hawaiian or Pacific Islander					
White	200	200	100.00	0.00	72.50

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	19	19	100.00	0.00	89.47
Socioeconomically Disadvantaged	21	21	100.00	0.00	42.86
English Learners	15	13	86.67	13.33	53.85
Students with Disabilities	36	35	97.22	2.78	42.86
Students Receiving Migrant Education Services					
Foster Youth					
Homeless					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	279	278	99.64	0.36	79.50
Male	142	142	100.00	0.00	84.51
Female	137	136	99.27	0.73	74.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	32	32	100.00	0.00	81.25
Filipino	--	--	--	--	--
Hispanic or Latino	20	19	95.00	5.00	68.42
Native Hawaiian or Pacific Islander					
White	200	200	100.00	0.00	79.50
Two or More Races	19	19	100.00	0.00	84.21
Socioeconomically Disadvantaged	21	21	100.00	0.00	47.62
English Learners	15	15	100.00	0.00	80.00
Students with Disabilities	36	35	97.22	2.78	48.57
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless					

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

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	14.8	27.8	48.1

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



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents are viewed as valued partners in their children's education. At Lakeview, this partnership is strongly advocated! Parent volunteers are both encouraged and welcomed on a regular basis. Parent input and contributions to our learning community are an integral part of our decision-making process. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. The PTO organizes wonderful events and fundraisers, designed to offer financial support and bring families together in a positive, child-centered, social setting. Math, science, physical education, technology, language arts, and after school enrichment opportunities have been the focus of our PTO during the school year and will continue for the 2019-20 school year. The SSC develops Lakeview's School Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help supplement the cost of programs and resources.

Contact Person: Kathy Miracle  
Contact Phone No. 916-941-2600

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	0.3	0.4	0.5	2.4	2.0	1.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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

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

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

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

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

Our school-wide character program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers work to promote the monthly character trait and teach students how to exhibit positive behavior.

The three personal standards, Show Respect, Make Good Decisions and Solve Problems are taught to all students. Eagle Manners are taught and encouraged, as well. A school-wide quiet signal is practiced daily and used for safety and procedures. Grade level expectations assemblies (SOAR assemblies) are held throughout the year, where students are also recognized for positive behavior. Anti-bullying lessons, as well as social-emotional lessons are delivered to all classes by our counselors.

Year 2 of Positive Behavioral Intervention Support (PBIS) is being implemented this year to further enhance student understanding and staff consistency of our school procedures and expectations.

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	3		23	1	3		21	1	4	
1	26		3		26		3		23		3	
2	25		3		27		3		24		3	
3	26		4		28		3		23		4	
4	26		4		27		4		29		3	
5	25		4		27		4		27		4	
Other**												

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

\*\* “Other” category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	1332.5

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,036.00	\$2,014.00	\$7,022.00	\$80,003.00
District	N/A	N/A	\$7,332.00	\$78,162.00
Percent Difference - School Site and District	N/A	N/A	-4.3	2.3
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-6.7	3.0

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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

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Superintendent Salary	\$181,800	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

K-3 teachers were trained in SIPPS (Systematic Instruction of Phonological Awareness, Phonics and Sight Words) this fall, by trainers from the El Dorado County Office of Education, allowing all K-3 Lakeview students to receive critical phonics/sight word instruction at their assessed level.

All 3-5 grade teachers are released one half day, yearly, to meet and plan with the principal. The intent of this time is to analyze their quality instruction, consistency, pacing for SBAC, differentiation of instruction and parent communication strategies.

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

# Rescue Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Rescue Elementary School
<b>Street</b>	3880 Green Valley Road
<b>City, State, Zip</b>	Rescue, CA 95672
<b>Phone Number</b>	530-677-2720
<b>Principal</b>	Dustin Haley
<b>Email Address</b>	dhaley@rescueusd.org
<b>Website</b>	www.rescueelementary.org
<b>County-District-School (CDS) Code</b>	09619786005714

Entity	Contact Information
<b>District Name</b>	Rescue Union Elementary School District
<b>Phone Number</b>	530-677- 4461
<b>Superintendent</b>	Cheryl Olson
<b>Email Address</b>	colson@rescueusd.org
<b>Website</b>	www.rescueusd.org

## School Description and Mission Statement (School Year 2019-20)

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.

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

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	113
Grade 1	85
Grade 2	67
Grade 3	73
Grade 4	68
Grade 5	72
<b>Total Enrollment</b>	<b>478</b>

### Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.8
Asian	1
Filipino	0.4
Hispanic or Latino	13
Native Hawaiian or Pacific Islander	0.6
White	83.1
Two or More Races	0.2
Socioeconomically Disadvantaged	25.1
English Learners	2.9
Students with Disabilities	9.4
Foster Youth	0.6
Homeless	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	20	21	176
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



## Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2018

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Grades K-5 - 2016	Yes	0
Mathematics	K-5 Houghton Mifflin Harcourt: Go Math - 2014	Yes	0
Science	Scott Foresman Science Grades K-5	Yes	0
History-Social Science	Scott Foresman History-Social Science for California Grades K-5	Yes	0
Health	Botvin's LifeSkills Grades 3-5	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

During 2019, new roofs were installed on our C-wing buildings and new ramps were installed in our D-wing and E-wing portables. The upper blacktop was scraped, replaced, and restriped providing a brand new, level, and safe play area.

Monthly playground equipment inspections and report and written monitoring the condition of our play area.

**School Facility Good Repair Status (Most Recent Year)**

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

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

**Year and month of the most recent FIT report:** 1/15/20

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replaced worn out surfaces/wall board
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Replace portable siding
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Replace rusting doors, field renovation
<b>Overall Rating</b>		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	76	75	74	74	50	50
Mathematics (grades 3-8 and 11)	70	65	66	65	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	213	209	98.12	1.88	75.12
Male	109	107	98.17	1.83	77.57
Female	104	102	98.08	1.92	72.55
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	69.70
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	168	165	98.21	1.79	77.58

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	63	62	98.41	1.59	67.74
English Learners	--	--	--	--	--
Students with Disabilities	18	16	88.89	11.11	50.00
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	212	209	98.58	1.42	65.07
Male	109	107	98.17	1.83	71.03
Female	103	102	99.03	0.97	58.82
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	51.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	168	165	98.21	1.79	68.48
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	63	62	98.41	1.59	54.84
English Learners	--	--	--	--	--
Students with Disabilities	18	16	88.89	11.11	43.75
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	11.0	20.5	56.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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

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

Our student council provides many opportunities for parents to participate in their child's educational experience. Muffins for Mom and Donuts for Dad are the morning reading event that brings our parents to school to share good literature with their children. Our student council raises funds to support their goals, school-wide activities, and many causes to support those in need in the community. The council also sponsors school spirit days and special events. Families are encouraged to participate in our Grandparents' Day in September and our Veterans' Day event in November. We encourage our families to volunteer in their student's classrooms, attend field trips, and participate in various school extracurricular activities.

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

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	1.0	1.4	0.6	2.4	2.0	1.2	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

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

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

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	2		24	1	3		23	1	4	
1	24		3		22		3		25		3	
2	28		2		24		3		26		3	
3	27		3		24		3		24		3	
4	25		3		23		3		28		2	
5	28		3		24		3		28		3	
Other**												

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

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	796.7

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.2
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,596.00	\$2,466.00	\$7,130.00	\$74,681.00
District	N/A	N/A	\$7,332.00	\$78,162.00
Percent Difference - School Site and District	N/A	N/A	-2.8	-4.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-5.1	-3.9

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,536	\$49,378
Mid-Range Teacher Salary	\$72,114	\$77,190



Category	District Amount	State Average For Districts In Same Category
Highest Teacher Salary	\$94,100	\$96,607
Average Principal Salary (Elementary)	\$118,074	\$122,074
Average Principal Salary (Middle)	\$120,219	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$181,800	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

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

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

# Marina Village Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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

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## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Marina Village Middle School
<b>Street</b>	1901 Francisco Dr
<b>City, State, Zip</b>	El Dorado Hills, CA 95762
<b>Phone Number</b>	916-933-3993
<b>Principal</b>	Levi Cambridge
<b>Email Address</b>	lcambridge@rescueusd.org
<b>Website</b>	www.marinamustangs.com
<b>County-District-School (CDS) Code</b>	09619786103527

Entity	Contact Information
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
Email Address	colson@rescueusd.org
Website	www.rescueusd.org

### School Description and Mission Statement (School Year 2019-20)

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

Marina Village School is located north of Highway 50 in El Dorado Hills. The school is 37 years old. It is a sixth/seventh/eighth grade school with an enrollment of 829 students. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule which provides students with more enrichment choices than on a semester schedule. Progress reports are mailed home shortly after the middle of each trimester. Grades are mailed home at the end of each trimester.

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

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. Class size is small to allow for individual attention. Additional support is provided by a school counselor, a district nurse (1 day per week), a district psychologist (4 days per week), and a county speech/language specialist (2 days per week). Services include academic counseling, crisis intervention, and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods, and after school through the Homework Club program for those students in need of extra help. A mandatory assignment to Homework Club is provided for students who are academically failing. Marina Village teachers work closely with the support staff.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	292
Grade 7	269
Grade 8	248
Total Enrollment	809

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.2
Asian	9.4
Filipino	1.6
Hispanic or Latino	11.5
Native Hawaiian or Pacific Islander	0.2
White	71.1
Two or More Races	5.1
Socioeconomically Disadvantaged	7.2
English Learners	1.1
Students with Disabilities	7
Foster Youth	0.1
Homeless	

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	35	35	38	176
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected:

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

The student leadership program and Marina Ohana Committee program have each installed storage units for supplies. The District has completed a full remodel of the school gym, adding a new wood floor, two new scoreboards, new record boards, and painting the gym interior. The District has also completed the remodel of the main office in order to provide a private health office space, an additional security exit, and a larger conference room. Construction has been completed of a new two-story building that facilitates two new science classrooms, a new Project Lead the Way classroom, and approximately 9 general education classrooms.

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 1/14/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Carpets need replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Leaking fixtures
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Fair	Old portables rotting and leak
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Replace damaged doors and hardware
<b>Overall Rating</b>		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	78	78	74	74	50	50
Mathematics (grades 3-8 and 11)	71	70	66	65	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	813	801	98.52	1.48	78.40
Male	414	408	98.55	1.45	74.02
Female	399	393	98.50	1.50	82.95
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	78	77	98.72	1.28	87.01
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	92	91	98.91	1.09	72.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	578	571	98.79	1.21	77.41

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	43	41	95.35	4.65	87.80
Socioeconomically Disadvantaged	60	59	98.33	1.67	55.93
English Learners	22	21	95.45	4.55	42.86
Students with Disabilities	63	57	90.48	9.52	40.35
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	813	801	98.52	1.48	70.29
Male	414	410	99.03	0.97	73.17
Female	399	391	97.99	2.01	67.26
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	78	78	100.00	0.00	84.62
Filipino	11	11	100.00	0.00	72.73
Hispanic or Latino	92	90	97.83	2.17	62.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	578	570	98.62	1.38	69.30
Two or More Races	43	42	97.67	2.33	76.19
Socioeconomically Disadvantaged	60	59	98.33	1.67	40.68
English Learners	22	22	100.00	0.00	54.55
Students with Disabilities	63	58	92.06	7.94	29.31
Students Receiving Migrant Education Services					



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless					

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

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

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

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	9.7	21.3	63.8

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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

Contact Person: Levi Cambridge, Principal

Contact Phone No. (916) 933-3993

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	5.2	3.0	2.1	2.4	2.0	1.2	3.6	3.5	3.5
Expulsions	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

Parents and students consistently provide feedback indicating that Marina Village promotes a positive learning environment and that students are challenged in all academic areas. Positive behavior and achievement are recognized in numerous ways. Staff members nominate students for "Student Recognition" at the end of every trimester. These students are acknowledged for their special achievement at school assemblies. Teachers provide tickets for outstanding behavior (Ohana Tickets and Mustang Pride Tickets) that may be redeemed for prizes and are entered into monthly drawings. Academic achievement is recognized through Honor Roll and Principal's Honor Roll awards each trimester; and the school's chapter of Honor Society. 8th-grade students are eligible for the Mustang Pride Award for academic excellence over 3 years and are awarded at 8th-grade promotion.

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

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

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

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	26	2	20		27	4	16		26	2	18	
Mathematics	6	3			27	2	16	1	27	3	13	3
Science	29	1	19		30		17		28	2	17	1
Social Science	30		19		29	2	17		29		18	1

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	809.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	

Title	Number of FTE* Assigned to School
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,843.00	\$1,872.00	\$6,971.00	\$77,801
District	N/A	N/A	\$7,332.00	\$78,162.00
Percent Difference - School Site and District	N/A	N/A	-5.0	-0.5
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-7.4	0.2

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

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

### Types of Services Funded (Fiscal Year 2018-19)

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

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

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,536	\$49,378
Mid-Range Teacher Salary	\$72,114	\$77,190
Highest Teacher Salary	\$94,100	\$96,607
Average Principal Salary (Elementary)	\$118,074	\$122,074
Average Principal Salary (Middle)	\$120,219	\$126,560

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$181,800	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

# Pleasant Grove Middle School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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#### **Internet Access**

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## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Pleasant Grove Middle School
<b>Street</b>	2540 Green Valley Road
<b>City, State, Zip</b>	Rescue, CA 95672
<b>Phone Number</b>	530-672-4400
<b>Principal</b>	Vera Rue Morris
<b>Email Address</b>	vmorris@rescueusd.org
<b>Website</b>	www.pleasantgrovepumas.org
<b>County-District-School (CDS) Code</b>	09619780101519

Entity	Contact Information
District Name	Rescue Union Elementary School District
Phone Number	530.677.4461
Superintendent	Cheryl Olson
Email Address	colson@rescueusd.org
Website	www.rescueusd.org

## School Description and Mission Statement (School Year 2019-20)

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.

#### **Student Enrollment by Grade Level (School Year 2018-19)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	166
<b>Grade 7</b>	185
<b>Grade 8</b>	161
<b>Total Enrollment</b>	512



## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	0.2
Asian	1.6
Filipino	1
Hispanic or Latino	22.1
Native Hawaiian or Pacific Islander	0.2
White	73
Two or More Races	1.6
Socioeconomically Disadvantaged	29.1
English Learners	7.4
Students with Disabilities	16
Foster Youth	0.2
Homeless	1.8

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	25	25	176
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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

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

## School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

### School Facility Good Repair Status (Most Recent Year)

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

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

**Year and month of the most recent FIT report:** 1/14/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Poor	Replace failed windows
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Poor	Many small roof leaks, replace stucco
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repair window sills after windows are replaced
<b>Overall Rating</b>		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	72	70	74	74	50	50
Mathematics (grades 3-8 and 11)	53	51	66	65	38	39

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

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

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	512	500	97.66	2.34	70.20
Male	250	244	97.60	2.40	66.39
Female	262	256	97.71	2.29	73.83
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	105	94.59	5.41	56.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	373	368	98.66	1.34	73.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	154	148	96.10	3.90	52.03
English Learners	45	39	86.67	13.33	33.33
Students with Disabilities	76	72	94.74	5.26	18.06
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	511	498	97.46	2.54	50.91
Male	249	243	97.59	2.41	54.13
Female	262	255	97.33	2.67	47.84
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	111	105	94.59	5.41	32.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	372	366	98.39	1.61	55.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	154	147	95.45	4.55	32.19
English Learners	45	39	86.67	13.33	20.51
Students with Disabilities	76	72	94.74	5.26	13.89
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2018-19)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	14.8	16.9	45.4

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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

Contact Person: Vera Rue Morris, Principal

Contact Phone No. 530-672-4400

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	4.5	4.8	3.0	2.4	2.0	1.2	3.6	3.5	3.5
Expulsions	0.5	0.2	0.4	0.1	0.1	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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

In addition to academic recognitions, students are recognized for positive behavior with our Puma Pride Awards. This is part of our Positive Behavior Intervention Supports program also known as PBIS. Additionally, through PBIS, students with qualifying merit counts are recognized at various times throughout the year. The PBIS program is in the initial phase of incorporating Best Practice Rules lessons to establish positive, clear, and regularly communicated expectations for students.

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of ten members: Both classified and certificated staff. The school Safety committee meets tri-annually throughout the school year and the plan was last reviewed and updated in November 2019. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our parking lot, asphalt courts, and play fields and we have evaluated, revised, and improved policies related to campus supervision, anti-bullying programs, and positive recognition events.

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	22	5	14		20	8	11		19	8	13	
Mathematics	8	5			20	10	8		19	7	12	
Science	24	4	15		26	2	12		24	2	12	
Social Science	26	2	14		26	1	13		25	1	13	

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

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	512.0

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

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

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



## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,953.00	\$2,904.00	\$8,049.00	\$80,211.00
District	N/A	N/A	\$7,332.00	\$78,162.00
Percent Difference - School Site and District	N/A	N/A	9.3	2.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	7.0	3.3

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

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

## Types of Services Funded (Fiscal Year 2018-19)

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

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

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50,536	\$49,378
Mid-Range Teacher Salary	\$72,114	\$77,190
Highest Teacher Salary	\$94,100	\$96,607
Average Principal Salary (Elementary)	\$118,074	\$122,074
Average Principal Salary (Middle)	\$120,219	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$181,800	\$189,346
Percent of Budget for Teacher Salaries	39%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

**Professional Development (Most Recent Three Years)**

Measure	2017-18	2018-19	2019-20
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			

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

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

Additionally, we provide two days for parent conferences, one and a half days for report card preparation and collaboration, and IEP/504 transition and collaboration days between the middle school and high school.

**Item: 21**

**Date: January 28, 2020**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: Report of Surplus Property**

**BACKGROUND:**

Board policy allows staff to identify District property which is unusable, obsolete, or no longer needed by the District to be declared surplus so disposal and/or public sale can proceed

**STATUS:**

The enclosed Report of Surplus District Equipment lists equipment that is unusable, unsafe or too costly to repair. The estimated value of most of the equipment is of insufficient value to defray the costs of arranging a sale. The property may be donated to a charitable organization or disposed of in the local public materials recovery facility.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

The district will keep furniture and equipment in good working order.

**RECOMMENDATION:**

The Board of Trustees approve the attached declaration of surplus property.

**Rescue Union School District**  
**Report of Surplus Equipment**

Date: 12/12/19

**School / Department Data**

**District Use Only**

Name of School / Department: <u>Lakeview</u>	Type of Disposition:
Name / Title of Person to Contact for Further Information: <u>Anna Doughty</u>	Board Approval Date:
Building / Room Number Which Equipment Was Assigned: <u>Kinder Rooms + Primary</u>	Disposition Contact:

Inventory Number*	Condition Code	Description	Total Units	Estimated Value (Per Unit)	Estimated Cost of Disposition	Estimated Total Price	DISTRICT USE ONLY	
							Asset Number	Disposition Code
<u>1210AV-PS</u>	<u>A</u>	<u>Caliphone Listening Center</u>	<u>3</u>	<u>255.00</u>				
<u>3432AV</u>	<u>A</u>	<u>Caliphone Cassette Player</u>	<u>1</u>	<u>69.95</u>				

K. Muan  
Principal / Supervisor Signature ✓

Code	Description
A	Fair Equipment that is usable without repairs, but is somewhat worn or deteriorated and soon may require repair.
B	Poor Equipment that is usable but is considerably worn or deteriorated. The remaining utility is limited or major repairs will be required.
C	Unusable, cannot be repaired.

\* If there is no inventory number on the equipment, please record the serial number or model number in its place.