

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

BOARD OF TRUSTEES
REGULAR MEETING MINUTES

Tuesday, February 9, 2021 – 6:30 p.m. Open Session (Closed Session at 5:30 p.m.)
Rescue District Office Board Room

In response to the COVID-19 pandemic, Governor Newsom issued Executive Order N-29-20, which temporarily suspends provisions of the Brown Act relating to public meetings.

The Public’s health and well-being are the top priority for the Board of Trustees of the Rescue Union School District and you are urged to take all appropriate health safety precautions. To facilitate this process, the Board of Trustees, complying with social distancing guidelines, met in person and all audience participation was held via Zoom.

DISTRICT MISSION

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

ITEM	ITEM DESCRIPTION
CALL TO ORDER:	Board president called the meeting to order at 5:34 p.m.
ROLL CALL:	<ul style="list-style-type: none"> ✓Nancy Brownell, President ✓Michael Gordon, Vice President ✓Suzanna George, Clerk ✓Tagg Neal, Member ✓Kim White, Member ✓Cheryl Olson, Superintendent and Board Secretary ✓Sean Martin, Assistant Superintendent of Business Services ✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
PUBLIC COMMENT:	There were no comments concerning items on the Closed Session Agenda.
CLOSED SESSION: District Conference Room	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District’s designated negotiators, Sean Martin and Dave Scroggins regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.
OPEN SESSION:	Convened open session in the Board Room at 6:32 p.m.
Welcome	The Board president provided an introduction to Board meeting proceedings.
Flag Salute	The Board vice president 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.

STUDENT SUCCESS / RECOGNITION:	
Green Valley School	Principal, Michelle Winberg, provided a site update and presentation highlighting student successes. Green Valley honored Anna Knox, teacher and Sandra Villalovoz, library media coordinator as the recipients of the Difference Maker Award.
REPORTS AND COMMUNICATION:	
Report from Closed Session	Board president reported no action taken in closed session.
2. Superintendent's Report (Supplement)	<p>The Superintendent provided a report to the Board of Trustees on activities throughout the district.</p> <p>Superintendent Olson reported that it is hard to believe we are already past the half way mark for the school year and into open enrollment. Registration packets will be available online and in school offices on February 10 and can be returned to schools beginning February 17.</p> <p>Mrs. Olson provided information regarding student summer learning opportunities to help students who have experienced learning loss get caught up before the school year begins in August. The intent is to offer an extensive summer learning program entitled R.I.S.E (Readiness. Improvement. Success. Empowerment). Students will be assessed this spring, using select district assessments to determine which students should be invited for first priority participation. The 19-day program would be offered at three sites: Marina Village, Lake Forest, and Rescue. Teachers would be given time between now and the start of the program to create lessons based upon certain essential standards to cover over the course of the program. Students would attend June 8 through July 2, from 8:30 to 1:00 daily with class sizes capped at 16:1.</p> <p>Staff would still need to be hired (teachers, aides, secretaries, custodians, counselor, nurse, food service, transportation). With this huge endeavor an informational survey has been put out for classified and certificated employees to determine the level of interest we may have for these positions. A survey was also sent out to our families to determine their level of interest from parents to have their children participate in these programs. Concurrently, our annual Extended School Year (ESY) program will also be offered for our special education students. This program will be housed at Lake Forest and Marina Village, and will require teachers and support staff as well. In addition to these programs in June, Superintendent Olson stated, we will also offer two-week Boost programs from July 19-30. The first two-week Boost is specifically designed for our EL students and the second Boost program is specifically designed for our special education students. The purpose of the shorter programs will be to give participating students a jumpstart on the new school year. Teachers and support staff will be needed for these short programs as well.</p> <p>Mrs. Olson thanked Larry Garcia and our site principals for all their work on our School Safety Plans that are presented this evening. This has been such an intense year, with challenges, changes and new protocols.</p> <p>Mrs. Olson additionally reported that there is discussion regarding what to do next year with the Frontier Academy. It would not be fiscally feasible to run it the same way we have this year, but we are currently surveying our Frontier families to find out what they found valuable in the program this year, what they wish we would change, and if they would enroll in Frontier again next year should we be able to offer some sort of online program. We will also be checking with our Frontier teachers and staff to get their perspectives.</p>

	<p>Lastly, Superintendent Olson shared that we continue to wait for the CDPH to release the process by which we will be able to work with our county public health department to open fully. CDPH has made it clear that they had not intended to hold any districts back from reopening fully when they released the January 14, 2021 document that required a space of 4 feet between all student chairs. CDPH recognizes that there are districts across the state who have developed mitigation plans that are working very well and those district should be allowed to continue progressing toward a full opening. Our district is one of the districts expected to be allowed to open fully when the process is released and completed in conjunction with public health. We will work directly with Dr. Nancy Williams, our health officer, as soon as the process is released.</p>
<p>PUBLIC COMMENTS:</p>	<p>There were no public comments.</p>
<p>GENERAL:</p>	
<p>3. CSBA Delegate Assembly Election (Supplement) (Consideration for Action) Superintendent</p>	<p>CSBA elects their Delegate Assembly annually and delegates serve two-year terms. The Board as a whole may cast one vote for one candidate.</p> <p>Trustee Neal moved and Trustee Gordon seconded to cast the Board vote for Suzanna George, Incumbent, for CSBA Delegate Assembly Sub-Region, 6-C. The motion passed 4-0 with 1 abstention.</p> <p>Ayes: Trustee White, Neal, Gordon and Brownell Abstentions: Trustee George</p>
<p>4. Board Meeting Minutes and Recordings (Supplement) (Discussion and Possible Consideration for Action) Superintendent</p>	<p>The Board reviewed and discussed Board Bylaw 9324 Minutes and Recordings.</p> <p>Superintendent Olson stated that our current policy has not been updated since 2004. She reviewed that currently it states we <i>may</i> record meetings, if we do it must be stated at the beginning of the meeting and the recording may be kept for a minimum of 30 days, and upon request shall be made available for inspection by members of the public on a district recorder without charge. The CSBA version, provided for review, additionally includes sections regarding how the minutes should be a brief summary of the Board’s discussion rather than a verbatim record of each member’s viewpoints, and that public comments should also be a summary. It also reiterates the 30-day period for recordings and upon request shall be made available for inspection by members of the public on district equipment without charge.</p> <p>The Board asked clarifying questions regarding public records requests, and/or requirements for providing transcripts.</p> <p>The Board discussed the process for keeping recordings of meetings, whether audio and/or video (Zoom could still be used as the platform for recordings), length of time to keep recordings, district storage capacity, availability to public (posting on website), possibility of podcast and how to balance the factual accounting of items discussed.</p> <p>The Board agreed that by recording meetings and making them available on our website it would increase transparency, be valuable in connecting with the community, and provide busy families with more opportunities to be involved and stay well informed. The Board made revisions to the policy determining that a reasonable length of time to keep the recordings would be 3 months (add new recording and remove oldest version), and the format would be an audio recording.</p>

	<p>Public Comment:</p> <table border="1" data-bbox="683 191 1446 373"> <tr> <td data-bbox="683 191 911 373">Lee Kirkpatrick Parent</td> <td data-bbox="911 191 1446 373">At a previous meeting, had asked the Board about this possibility of providing recordings of the meetings and thanked them for their consideration. He agreed it would provide greater transparency, and provide additional opportunities for parent participation.</td> </tr> </table> <p>Board Bylaw 9324 will be brought back to the next meeting, with the suggested revisions for possible consideration of approval.</p>	Lee Kirkpatrick Parent	At a previous meeting, had asked the Board about this possibility of providing recordings of the meetings and thanked them for their consideration. He agreed it would provide greater transparency, and provide additional opportunities for parent participation.
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<p>5. COVID Update (Supplement) (Information Only) Superintendent</p>	<p>The Board received an update on our current COVID status.</p> <p>Superintendent Olson provided an update on information regarding the new COVID – 19 guidance release on January 14, 2021 which included:</p> <ul style="list-style-type: none"> – Students in all grades TK-12 must wear a face covering – School must exclude students from campus if they are not exempt from wearing a face covering under the CDHP guidelines and refuse to wear one. – Physical distancing in classrooms - under no circumstances should the distance between student chairs be less than 4 feet. – Implementation of stable groups of students and staff. Schedule or program changes can be made at ends of trimesters or semesters – Band and choir can may be held outdoors. <p>Mrs. Olson reported that as of 2/5/21 we have received word from Dr. Manansala that CDPH is developing a process to allow local districts to demonstrate evidence and planning to achieve flexibility around certain guidelines like the current 4-foot mandate distance between children’s chairs. When the information is released Dr. Williams is ready to work with us on whatever the process is going to look like.</p> <p>Information was also shared regarding our current case numbers, absences case numbers for El Dorado County, and when additional vaccines may be available.</p> <p>Superintendent Olson also reported that currently we are interviewing/hiring intervention teachers for each site, including Frontier to mitigate learning loss. She also provided an overview of our plans for a robust summer program (R.I.S.E – Readiness. Improvement. Success. Empowerment), focusing on ELA and math for general and special education students. Additionally, the district will be providing a BOOST program for special education and EL students. These programs will focus on filling in the gaps/preparing students for the next school year.</p> <p>Public Comment:</p> <table border="1" data-bbox="683 1497 1500 1591"> <tr> <td data-bbox="683 1497 894 1591">Laura Brady Parent</td> <td data-bbox="894 1497 1500 1591">Question regarding, whether we would be applying for a waiver to reopen as other school districts have been doing?</td> </tr> </table> <p>Superintendent Olson answered stating that has been the discussion this evening and we are waiting for that process to be released by CDHP, it is still in development. As soon as the process is released by CDHP and provided to districts, RUSD will complete the process so that we can open our schools to fulltime status.</p> <p>The Board continued discussion and asked clarifying questions. Comments were made regarding how we have been in a holding pattern waiting for this process, but still not hopeful that it will be released in the immediate future. As we continue to wait, our students continue to miss out educationally as well as emotionally. The Board asked Cabinet, as an alternative avenue, to</p>	Laura Brady Parent	Question regarding, whether we would be applying for a waiver to reopen as other school districts have been doing?
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	<p>reach out to Dr. Williams to see if perhaps she would be willing to provide her assistance, similarly to what the Placer County health official was able to do, to get us back in school sooner than later as precedence has been established. Superintendent shared that in conversations with Dr. Williams and Dr. Manansala they are just as eager as we are to get the ball rolling, however no one is interested in going against what the guidance states at this point, but are waiting for the process to be released.</p> <p>The Board agreed that keeping pressure on, where we can, could be beneficial and would be worth pursuing, including perhaps a letter to the CDHP and State Superintendent from the elected Board members.</p>
PERSONNEL:	
<p>6. Public Hearing Proposals for CSEA Negotiation Openers in 2021-2022</p> <p>(Supplement)</p> <p>(Hearing)</p> <p>Assistant Superintendent of Curriculum and Instruction</p>	<p>To comply with Government Code 3547, the Board is holding a public hearing for comment prior to the adoption of CSEA Negotiation Openers in 2021-2022.</p> <p>OPEN PUBLIC HEARING: 8:38 p.m.</p> <p>CLOSE PUBLIC HEARING: 8:39 p.m.</p> <p>There were no comments.</p>
CONSENT AGENDA:	<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>Trustee Gordon moved and Trustee George seconded to approve the consent agenda as presented. The motion passed 5-0.</p>
(Consideration for Action)	
<p>7. Board Meeting Minutes</p> <p>(Supplement)</p>	Minutes of January 20, 2021 Special Board Meeting.
<p>8. Board Meeting Minutes</p> <p>(Supplement)</p>	Minutes of January 26, 2021 Regular Board Meeting
<p>9. District Expenditure Warrants</p> <p>(Supplement)</p>	Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The supplement reflects expenditures from 12/23/20 through 1/13/21.
<p>10. District Purchase Orders</p> <p>(Supplement)</p>	Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 1/16/21 through 2/2/21.
<p>11. Personnel</p> <p>(Supplement)</p>	Rescue Union School District's long-range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.
<p>A. Certificated Personnel</p> <p>Employment:</p>	James Greule, Teacher – temporary assignment, (1.0 FTE), Pleasant Grove, effective 1/19/21

Resignation:	Christina Brazzel, Teacher, (.7222 FTE), Lake Forest, effective 2/26/21
Retirement:	Susan Ninan, Teacher, (1.0 FTE), Pleasant Grove, effective 2/10/21
Temporary Assignment Ends:	Michele Pease, Teacher – temporary assignment, (.2472 FTE), Green Valley, effective 1/21/21
B. Classified Personnel	
Employment:	Holly Collier, Food Service Worker, (.25 FTE), Food Service, effective 2/2/21 Lina Ghalayini, Instructional Assistant, (.10 FTE), Lake Forest, effective 1/25/21
12. Safe School Plans (Supplement)	The Board considered approval of the Safe School Plans. These plans are updated each year and are developed with the involvement of school, community leaders, staff, parents and students.
ADJOURNMENT:	Trustee White moved to adjourn the meeting at 8:41 p.m.

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

BOARD OF TRUSTEES
STUDY SESSION MINUTES

Tuesday, February 23, 2021 –5:30 P.M. (Closed Session at 4:30 p.m.)
Rescue District Office Board Room

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DISTRICT MISSION

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ITEM	ITEM DESCRIPTION
CALL TO ORDER:	Board president will call the meeting to order.
ROLL CALL:	<ul style="list-style-type: none"> ✓Nancy Brownell, President ✓Michael Gordon, Vice President (not present for closed session) ✓Suzanna George, Clerk ✓Tagg Neal, Member ✓Kim White, Member ✓Cheryl Olson, Superintendent and Board Secretary ✓Sean Martin, Assistant Superintendent of Business Services ✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
PUBLIC COMMENT:	There were no comments concerning items on the Closed Session Agenda.
CLOSED SESSION:	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.
Public Employee Mid-Year Performance Evaluation	Superintendent
OPEN SESSION:	Convened open session in the Board Room at 5:31 p.m.
Welcome	The Board president provided an introduction to Board Study Session format.
1. Adoption of Agenda (Consideration for Action)	Trustee Neal moved and Trustee George seconded to approve the agenda as presented. The motion passed 5-0.
Report from Closed Session:	The Board president reported no action taken in closed session.
PUBLIC COMMENTS:	Public comment will be heard on agenda items at Board Study Sessions.

GENERAL:					
<p>2. COVID/Safety Review Application Update</p> <p>(Supplement)</p> <p>(Information and Discussion) Superintendent</p>	<p>The Board will receive an update on our current COVID status and the Safety Review Process.</p> <p>Superintendent Olson reported on our absences/quarantine for students and staff through February 22 and during the presentation information was also shared on case numbers in El Dorado County.</p> <p>She went on to report that the Safety Review process was released and it was apparent that any district that was open at all for in-person instruction would not be able to apply, as it was geared toward districts still in complete distance learning. Since that point in time, CDHP has revised the Letter of Intent form so that districts such as ours could apply for a Safety Review. RUSD has submitted the Letter of Intent and we received the application process. Late Friday evening (2/19) CDHP sent out an email to those districts that applied for a waiver which included additional details regarding distancing of student chairs. Additionally, information was received today from Dr. Manansala in an informal email from Dr. Bardach – “4 feet between chairs is measured from mid-point of back of chair to mid-point of back of another chair.” We are expecting official confirmation from Dr. Bardach by Thursday, February 25. Mrs. Olson went on to report that based upon this new distance calculation, we are now auditing all classrooms to confirm we can fit all students and meet the 4’ requirement, in some classes, furniture may need to be moved, and additional tables will be needed. Some student desks may be required to be placed in non-ideal educational options (desks against walls, close to whiteboard, some student work areas may be lost). If all classrooms are able to meet the 4’ distancing requirement, and we receive confirmation from CDHP, a waiver will not be required and by Thursday the formal notification of being able to go to full day should occur. The first day back with all students would then be March 4.</p> <p>Sample diagrams of what the classroom configurations would look like were shared along with the auditing process. Other considerations include teacher concerns that some educational components will be lost with the addition of desks/tables as normal classroom set ups will need to be spread out. Some additional furniture (tables/desks) have been ordered and more may be needed however, items may not arrive by the first day of full reopening.</p> <p>Superintendent Olson also shared that if for any reason we cannot meet the 4-foot calculation then we would proceed with the application process.</p> <p>Public Comment:</p> <table border="1" data-bbox="630 1346 1471 1875"> <tr> <td data-bbox="630 1346 867 1671">Jennifer Bazor Teacher</td> <td data-bbox="867 1346 1471 1671"> <p>Concerns about losing tables for small group instruction and placement of students (unable to see whiteboard) and asked if the Board thought it would be acceptable for teachers to not provide these instructional resources. Asked that in auditing classrooms, to consideration that rooms are worthy of teaching students, not just housing them.</p> <p><i>Mr. Scroggins thanked her for sharing her concerns and stated that they would be looking at classrooms along with principals to find potential solutions.</i></p> </td> </tr> <tr> <td data-bbox="630 1671 867 1875">Collen Triana Parent</td> <td data-bbox="867 1671 1471 1875"> <p>Question regarding band and when will middle school students be able to play again.</p> <p><i>Mr. Scroggins responded to the question and stated that current guidance will not permit band instruments (any instrument that you would blow through) to be played indoors.</i></p> </td> </tr> </table>	Jennifer Bazor Teacher	<p>Concerns about losing tables for small group instruction and placement of students (unable to see whiteboard) and asked if the Board thought it would be acceptable for teachers to not provide these instructional resources. Asked that in auditing classrooms, to consideration that rooms are worthy of teaching students, not just housing them.</p> <p><i>Mr. Scroggins thanked her for sharing her concerns and stated that they would be looking at classrooms along with principals to find potential solutions.</i></p>	Collen Triana Parent	<p>Question regarding band and when will middle school students be able to play again.</p> <p><i>Mr. Scroggins responded to the question and stated that current guidance will not permit band instruments (any instrument that you would blow through) to be played indoors.</i></p>
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Collen Triana Parent	<p>Question regarding band and when will middle school students be able to play again.</p> <p><i>Mr. Scroggins responded to the question and stated that current guidance will not permit band instruments (any instrument that you would blow through) to be played indoors.</i></p>				

	<p>The Board continued discussion that included: consideration of possibly moving outdoors to make up for space that may be lost in the classroom, beginning full reopening meeting the technical guidance but maybe without having all additional furniture orders in place on the first day, moving forward with the Safety Review application process simultaneously as a backup position, and providing additional whiteboards. The Board expressed that although this may not be ideal, they are confident that our teachers would be able to make the adjustments needed to adapt and still provide exceptional learning for our students.</p>				
<p>3. Frontier Program (Supplement) (Information and Discussion) Superintendent Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board received information about the Frontier Academy and the parent survey results.</p> <p>Administration provided information regarding the parent survey results and considerations for the program for the 2020-2022 school year. Currently enrollment for the Frontier Academy is 702 students. Of the 134 responses received approximately 45% indicated they would probably or definitely return. However, reasons for returning showed that 61% would be due to COVID or other health concerns, with 24% unlikely to return and 13% providing other reasons (8% flexibility of schedules, 3% flexibility of schedules and COVID, and 2% because it provides more time for parents to be with students). Considerations for next year include cost equivalent to brick and mortar schools, operation as an independent study program, with parents needing to make a one-year commitment to the program. Multiple subject teachers for all grade levels, so self-contained middle school with teachers working from a school site. Students would have a normal length school day online, adjusted according to the grade level, with recess and lunch similar to in-person schools.</p> <p>Staffing options vary greatly depending on the number of students, and grade levels for the program, and could additionally impact staffing for school sites. Additional financial considerations would include: secretarial support, instructional technology support, prep periods for 4-8 grade teachers, class size would need to mirror the brick and mortar class sizes and instead of consolidating programs, we would be adding programs which increased expenses. Impacts on existing programs for reallocation of counselor, administrative support and impact on special education teachers/aides/services.</p> <p>The Board asked clarifying questions and provided comments regarding, how to have better communication between technology platforms (Aeries, Jupiter Grades etc.), how will breakfast and lunches be provided for Frontier program next year (would be able to continue if waiver is extended for free meals), and expectations/equity for teachers as well as for families/students.</p> <p>Public Comments:</p> <table border="1" data-bbox="630 1482 1471 1881"> <tr> <td data-bbox="630 1482 854 1696">Erin Metcalf Teacher</td> <td data-bbox="854 1482 1471 1696">Frontier teacher using K-12 curriculum and wanted to clarify the misconception that the entire program is all online. There are additional workbook/reproducible materials that are essential for students to complete the courses. Is there reserved money to provide these resources for the program in the future?</td> </tr> <tr> <td data-bbox="630 1696 854 1881">Jen</td> <td data-bbox="854 1696 1471 1881">Thanked the Board for everything they have been doing, and for being constant advocates for our students. Concerns that with some students online and some fully in-person, how will that be equitized so that everyone is on the same page going forward.</td> </tr> </table>	Erin Metcalf Teacher	Frontier teacher using K-12 curriculum and wanted to clarify the misconception that the entire program is all online. There are additional workbook/reproducible materials that are essential for students to complete the courses. Is there reserved money to provide these resources for the program in the future?	Jen	Thanked the Board for everything they have been doing, and for being constant advocates for our students. Concerns that with some students online and some fully in-person, how will that be equitized so that everyone is on the same page going forward.
Erin Metcalf Teacher	Frontier teacher using K-12 curriculum and wanted to clarify the misconception that the entire program is all online. There are additional workbook/reproducible materials that are essential for students to complete the courses. Is there reserved money to provide these resources for the program in the future?				
Jen	Thanked the Board for everything they have been doing, and for being constant advocates for our students. Concerns that with some students online and some fully in-person, how will that be equitized so that everyone is on the same page going forward.				

<p>4. Summer School Program (Supplement) (Information and Discussion) Superintendent Assistant Superintendent of Curriculum and Instruction</p>	<p>The Board reviewed and discussed information regarding the R.I.S.E and Boost Programs. Data from parent and staff surveys was also shared.</p> <p>Administration provided information regarding the summer school opportunities that will be offered for students to help mitigate learning loss and provide a jump start for students for the next school year.</p> <p>R.I.S.E Program</p> <ul style="list-style-type: none"> • June 8-July 2, at Rescue School (8:15 to 12:45), Marina Village and Lake Forest (8:30 to 1:00) • Focus will be on ELA and Math • Class size cap 16:1 • Transportation and Extended Day will be available • Breakfast will be available as well as a grab and go lunch <p>BOOST Program Session 1 and 2 – running concurrently</p> <ul style="list-style-type: none"> • July 19-30, Pleasant Grove (8:15 to 12:15) and Green Valley (8:30 to 12:30) invitation only for unduplicated pupils and special education students both SDC and RSP • Class size cap 16:1 • Transportation and Extended Day will be available • Breakfast will be available as well as a grab and go lunch
<p>ADJOURNMENT:</p>	<p>Trustee White moved to adjourn the meeting at 8:41 p.m.</p>

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

105011/00 TEACHER SYNERGY LLC

215407	PO-210387	01/07/2021	139607681	DIGITAL	1 01-9421-0-4300-1110-1000-021-9000-91-000	NY	P		10.00	10.00
215634	PO-210621	01/19/2021	140976718	DIGITAL	1 01-1100-0-5806-1110-1000-050-0000-00-000	NY	F		198.73	198.73
TOTAL PAYMENT AMOUNT									208.73 *	208.73

105836/00 THE DEVEREUX FOUNDATION

215118	PO-210127	01/19/2020	365422	DEC20 OT BC	3 01-6500-0-5811-5760-3140-066-8000-00-000	N6	P		280.00	280.00
215118	PO-210127	01/20/2021		NOV20 OT BC	3 01-6500-0-5811-5760-3140-066-8000-00-000	N6	P		100.00	100.00
215118	PO-210127	01/20/2021		OCT20 OT BC	3 01-6500-0-5811-5760-3140-066-8000-00-000	N6	P		375.00	375.00
215118	PO-210127	01/20/2021		SEPT20 OT BC	3 01-6500-0-5811-5760-3140-066-8000-00-000	N6	P		360.00	360.00
TOTAL PAYMENT AMOUNT									1,115.00 *	1,115.00

104264/00 WHITNEY DANIELS DESIGNS

PV-210427	01/20/2021	INV 11748	3RD GRADE TSHIRTS	01-9421-0-5806-1110-1000-021-9000-91-000	YN				117.00	117.00
TOTAL PAYMENT AMOUNT									117.00 *	117.00
TOTAL USE TAX AMOUNT										8.48

TOTAL BATCH PAYMENT 22,651.00 *** 0.00 22,651.00
TOTAL USE TAX AMOUNT 8.48

TOTAL DISTRICT PAYMENT 22,651.00 **** 0.00 22,651.00
TOTAL USE TAX AMOUNT 8.48

TOTAL FOR ALL DISTRICTS: 22,651.00 **** 0.00 22,651.00
TOTAL USE TAX AMOUNT 8.48

Number of checks to be printed: 43, not counting voids due to stub overflows. 22,651.00
Number of zero dollar checks: 3, will be printed.

✓
③

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 1/21/21
District Designee Date

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 _____

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

105420/00	STORMENT, JEANNA								
PV-210444	01/27/2021	CSNO MBRSHIP CONF	JSTORMENT	01-0000-0-5200-0000-3140-089-0000-00-000	NN				465.00
			TOTAL PAYMENT AMOUNT					465.00 *	465.00

105836/00 THE DEVEREUX FOUNDATION

215118	PO-210127	01/11/2021	149378365422DEC20	BC ED	1	01-6500-0-5811-5760-1180-066-8000-00-000	NN	P	2,789.22	2,789.22
215118	PO-210127	01/11/2021	149378365422DEC20	BC MHS	2	01-6512-0-5811-5760-3110-066-8000-00-000	N6	P	4,192.13	4,192.13
215118	PO-210127	01/11/2021	149376365422DEC20	BC R&B	6	01-3327-0-5811-5760-1180-066-8000-00-000	NN	P	7,149.22	7,149.22
			TOTAL PAYMENT AMOUNT						14,130.57 *	14,130.57

075823/00 THOMPSON'S AUTO AND TRUCK

215040	PO-210011	01/27/2021	INC PER DEE		1	01-0842-0-4360-0000-3600-083-0000-00-000	NN	C	667.79	0.00
215040	PO-210011	01/27/2021	INC PER DEE		1	01-0842-0-4360-0000-3600-083-0000-00-000	NN	O	-4,267.79	0.00
			TOTAL PAYMENT AMOUNT						0.00 *	0.00

104986/00 TPX COMMUNICATIONS

215226	PO-210163	01/09/2021	138804622-0	010921-020821	1	01-0000-0-5901-0000-7600-081-0000-00-000	NN	P	1,614.61	1,614.61
215226	PO-210163	01/09/2021	138804622-0	ADJ	1	01-0000-0-5901-0000-7600-081-0000-00-000	NN	M	-99.90	-99.90
			TOTAL PAYMENT AMOUNT						1,514.71 *	1,514.71

105977/00 ZHAO, XIN

PV-210446	01/27/2021	PARENT REFUND REQUEST		13-5310-0-8634-0000-0000-000-0000-00-000	NN				91.50
			TOTAL PAYMENT AMOUNT						91.50 *

TOTAL BATCH PAYMENT	108,279.79 ***	0.00	108,279.79
TOTAL DISTRICT PAYMENT	108,279.79 ****	0.00	108,279.79
TOTAL FOR ALL DISTRICTS:	108,279.79 ****	0.00	108,279.79

Number of checks to be printed: 36, not counting voids due to stub overflows.
Number of zero dollar checks: 15, will be printed.

108,279.79

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 1/27/21
District Designee Date

015 RESCUE UNION SCHOOL DISTRICT J66181
0043 02_04_2021 LQ

ACCOUNTS PAYABLE PRELIST
BATCH: 0043 0043 02_05_2021 LQ

APY500 L.00.19 02/03/21 18:52 PAGE 14
<< Held for Audit >>

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				
001293/00	ZEP SALES & SERVICE								
215045	PO-210006	01/19/2021	9005893024	1 01-0842-0-4360-0000-3600-083-0000-00-000	NN P			95.45	95.45
TOTAL PAYMENT AMOUNT						95.45 *			95.45

TOTAL BATCH PAYMENT	207,815.52 ***	0.00	207,815.52
TOTAL USE TAX AMOUNT			70.69
TOTAL DISTRICT PAYMENT	207,815.52 ****	0.00	207,815.52
TOTAL USE TAX AMOUNT			70.69
TOTAL FOR ALL DISTRICTS:	207,815.52 ****	0.00	207,815.52
TOTAL USE TAX AMOUNT			70.69

Number of checks to be printed: 76, not counting voids due to stub overflows.

207,815.52

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

Cheryl Olson 2/4/21
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	

100070/00 ULMER, ELIZABETH							
PV-210472 02/10/2021 AMAZON WIRELESS MICROPHONE		01-1100-0-4300-1110-1000-099-0000-00-000	NN			52.97	52.97
TOTAL PAYMENT AMOUNT						52.97 *	52.97

102582/00 US BANK EQUIPMENT FINANCE

215205 PO-210143 01/26/2021 434519252 012021-022021	1	01-0000-0-5633-0000-7200-080-0000-00-000	NN P			36.87	36.87
215205 PO-210143 01/26/2021 434519252 012021-022021	3	01-1100-0-5633-1110-1000-020-0000-90-000	NN P			68.74	68.74
215205 PO-210143 01/26/2021 434519252 012021-022021	4	01-1100-0-5633-1110-1000-021-0000-91-000	NN P			195.84	195.84
215205 PO-210143 01/26/2021 434519252 012021-022021	5	01-1100-0-5633-1110-1000-022-0000-92-000	NN P			212.81	212.81
215205 PO-210143 01/26/2021 434519252 012021-022021	6	01-1100-0-5633-1110-1000-027-0000-97-000	NN P			210.17	210.17
215205 PO-210143 01/26/2021 434519252 012021-022021	7	01-1100-0-5633-1110-1000-028-0000-98-000	NN P			139.63	139.63
215205 PO-210143 01/26/2021 434519252 012021-022021 FREIGHT	8	01-8150-0-5633-0000-8110-085-0000-00-000	NN P			16.12	16.12
215205 PO-210143 01/26/2021 434519252 012021-022021	4	01-1100-0-5633-1110-1000-021-0000-91-000	NN P			15.67	15.67
215205 PO-210143 01/26/2021 434519252 012021-022021	2	01-0842-0-5633-0000-3600-083-0000-00-000	NN P			5.08	5.08
215205 PO-210143 01/26/2021 434519252 012021-022021	8	01-8150-0-5633-0000-8110-085-0000-00-000	NN P			5.07	5.07
215208 PO-210146 01/26/2021 434519252 012021-022021 PD	3	01-1100-0-5690-1110-1000-021-0000-91-000	NN P			12.86	12.86
215208 PO-210146 01/26/2021 434519252 012021-022021 L	3	01-1100-0-5690-1110-1000-021-0000-91-000	NN P			80.49	80.49
215208 PO-210146 01/26/2021 434519252 012021-022021 PD	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN P			12.74	12.74
215208 PO-210146 01/26/2021 434519252 012021-022021 L	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN P			79.70	79.70
215208 PO-210146 01/26/2021 434519252 012021-022021 PD	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN P			44.79	44.79
215208 PO-210146 01/26/2021 434519252 012021-022021 L	1	01-0000-0-5690-0000-7200-081-0000-00-000	NN P			332.79	332.79
215208 PO-210146 01/26/2021 434519252 012021-022021 PD	2	01-0000-0-5690-1110-1000-081-0000-00-000	NN P			223.95	223.95
215208 PO-210146 01/26/2021 434519252 012021-022021 L	2	01-0000-0-5690-1110-1000-081-0000-00-000	NN P			1,663.96	1,663.96
TOTAL PAYMENT AMOUNT						3,357.28 *	3,357.28

102998/00 WELLS FARGO FINANCIAL LEASING

215223 PO-210160 01/28/2021 5013653045	1	01-0000-0-5690-1110-1000-081-0000-00-000	NN P			235.95	235.95
TOTAL PAYMENT AMOUNT						235.95 *	235.95

100180/00 WENGER CORPORATION

215596 PO-210586 01/27/2021 800563	1	01-9426-0-4300-1110-1000-026-9034-96-000	NN F			4,913.06	4,913.06
215596 PO-210586 01/27/2021 800563	2	01-9426-0-4300-1110-1000-026-0034-96-000	NN F			6,124.51	6,107.87
TOTAL PAYMENT AMOUNT						11,020.93 *	11,020.93

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

Cheryl Olson 2/11/21
District Designee Date

TOTAL BATCH PAYMENT	202,472.27 ***	0.00	202,472.27
TOTAL DISTRICT PAYMENT	202,472.27 ****	0.00	202,472.27
TOTAL FOR ALL DISTRICTS:	202,472.27 ****	0.00	202,472.27

Number of checks to be printed: 57, not counting voids due to stub overflows.

202,472.27

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

100054/00	VINTAGE TRANSPORT INC							
	PV-210494 02/19/2021	258987 JACK, CASTER WELD	01-0000-0-5610-0000-8210-084-0000-00-000	NN	NN			55.56
		TOTAL PAYMENT AMOUNT			55.56 *			55.56

105378/00	WELLNESS TOGETHER							
215621	PO-210600 02/04/2021	27-0622A	1 01-9422-0-5806-1110-1000-022-9068-92-000	NN F		300.00		300.00
215621	PO-210600 02/04/2021	27-0622A	2 01-1100-0-5806-1110-1000-028-0000-98-000	NN F		300.00		300.00
215621	PO-210600 02/04/2021	27-0622A	3 01-9421-0-5806-1110-1000-021-9000-91-000	NN F		300.00		300.00
215621	PO-210600 02/04/2021	27-0622A	4 01-9420-0-5806-1110-1000-020-9000-90-000	NN F		300.00		300.00
215621	PO-210600 02/04/2021	27-0622A	5 01-1100-0-5806-1110-1000-024-0000-94-000	NN F		700.00		700.00
215621	PO-210600 02/04/2021	27-0622A	6 01-1100-0-5806-1110-1000-026-0000-96-000	NN F		300.00		300.00
215621	PO-210600 02/04/2021	27-0622A	7 01-9427-0-5806-1110-1000-027-9000-97-000	NN F		300.00		300.00
		TOTAL PAYMENT AMOUNT			2,500.00 *			2,500.00

TOTAL BATCH PAYMENT	34,803.60 ***	0.00	34,803.60
TOTAL DISTRICT PAYMENT	34,803.60 ****	0.00	34,803.60
TOTAL FOR ALL DISTRICTS:	34,803.60 ****	0.00	34,803.60

Number of checks to be printed: 48, not counting voids due to stub overflows.
 Number of zero dollar checks: 6, will be printed.

34,803.60

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 2/19/21
 District Designee Date

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
210640	AMAZON CAPITAL SERVICES INC	Amazon Blanket PO- D. AVID	1,600.53	Pleasant Grove Middle School
210648	AMAZON CAPITAL SERVICES INC	cable & mounting bracket kits	221.54	DISTRICTWIDE SERVICES
210660	AMAZON CAPITAL SERVICES INC	Amazon for Teachers	500.00	Green Valley School
210666	AMAZON CAPITAL SERVICES INC	employee reimbursements	3,000.00	Rescue School
210680	AMAZON CAPITAL SERVICES INC	3 phones, memory, ssd card	631.40	DISTRICTWIDE SERVICES
210682	AMAZON CAPITAL SERVICES INC	EL Supplies	107.25	DISTRICTWIDE SERVICES
210664	AMERICAN RIVER SPEECH	ACC assessmentto	1,500.00	DISTRICTWIDE SERVICES
210655	BANNER BUZZ	PBIS banners / Myrna Harp	148.34	Marina Village School
210658	BULK BOOKSTORE	Books for Kathy Steffano	167.63	Jackson School
210649	CAMERON PARK AUTOMOTIVE		500.00	Transportation
210393	CDW-G	200 Chromebooks	155,667.81	DISTRICTWIDE SERVICES
210642	CDW-G	4 LCD projecors	2,998.71	DISTRICTWIDE SERVICES
210650	CDW-G	3 lcd projectors	1,573.36	DISTRICTWIDE SERVICES
210673	DEMCO INC	Bookmarks - GV, R, LF	92.10	DISTRICTWIDE SERVICES
210674	DEMCO INC	Bookmarks - PG, LV	61.56	DISTRICTWIDE SERVICES
210663	DIPIETRO & ASSOCIATES INC	AED Pad Monitoring	75.00	DISTRICTWIDE SERVICES
210667	FOLLETT SCHOOLS SOLUTIONS INC	scanner-credit voucher purchas	226.82	DISTRICTWIDE SERVICES
210647	GOPHER SPORT	P.E. Equipment	743.14	Jackson School
210643	GORDON MOTT ROOFING CO INC		6,980.00	Maintenance
210644	GORDON MOTT ROOFING CO INC		2,340.00	Maintenance
210645	GORDON MOTT ROOFING CO INC		5,880.00	Maintenance
210638	GROWING HEALTHY CHILDREN	IEE-Speech for J.C.	1,350.00	DISTRICTWIDE SERVICES
210668	GUITAR CENTER STORES INC	DO-Guitar Center	5,000.00	Pleasant Grove Middle School
210675	LAKESHORE	Nicole Name Plates	53.09	Jackson School
210656	LEARNING PATHWAYS	IEE Evaluation for student	3,500.00	DISTRICTWIDE SERVICES
210662	LEARNING WITHOUT TEARS	MPB for Hedman + spares	325.61	DISTRICTWIDE SERVICES
210651	LEE'S FEED & WESTERN STORE		500.00	Maintenance
210677	METEOR EDUCATION LLC		21,260.98	DISTRICTWIDE SERVICES
210671	ORIENTAL TRADING COMPANY INC	J. Lewis Supplies	51.94	Lakeview
210639	PACIFIC OFFICE AUTOMATION	Riso Supplies	346.95	Lakeview
210641	PACIFIC OFFICE AUTOMATION	Master & Toner for Library	143.50	Jackson School
210661	REALLY GOOD STUFF	Frontier: Tamera Peeters	167.86	DISTRICTWIDE SERVICES
210681	SCHOLASTIC BOOK CLUBS	Book Order for Nicole	119.05	Jackson School
210653	SIGN CHEF INC	New "Open Enrollment" banner	69.71	Lake Forest School
210646	SITELOGIQ	BLANKET PO FOR HVAC AT MV	1,000.00	DISTRICTWIDE SERVICES
210654	SWEETWATER SOUND INC	Guitars / Ben Cain	7,175.34	Marina Village School
210678	SWEETWATER SOUND INC	Sweetwater- Band supplies-DO \$	5,376.90	Pleasant Grove Middle School
210657	TeachersPayTeachers		138.66	DISTRICTWIDE SERVICES
210659	TeachersPayTeachers	Teacher's TPT	250.00	Green Valley School
210669	TeachersPayTeachers	Frontier: Julie Burkhart	92.81	DISTRICTWIDE SERVICES
210670	TeachersPayTeachers	Frontier: Melissa Henninger	60.68	DISTRICTWIDE SERVICES
210672	TeachersPayTeachers	Fontier: Karen Nickell	86.08	DISTRICTWIDE SERVICES
210683	TeachersPayTeachers	Frontier: Melissa Heninger	15.00	DISTRICTWIDE SERVICES
210684	TeachersPayTeachers	Frontier: Tamera Peeters	47.00	DISTRICTWIDE SERVICES
210685	TeachersPayTeachers	Frontier: Ashley Crane	45.00	DISTRICTWIDE SERVICES
210676	WINSOR LEARNING INC	sonday 2	1,635.64	DISTRICTWIDE SERVICES
TOTAL FUND			233,826.99	

13 CAFETERIA FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
210665	EDWARDS INSTALLATIONS INC		920.00	Maintenance
		TOTAL FUND	920.00	
		TOTAL DISTRICT	234,746.99	

FUND		AMOUNT
01	GENERAL FUND	233,826.99
13	CAFETERIA FUND	920.00
	TOTAL DISTRICT	234,746.99

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Certificated Personnel

BACKGROUND:

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

STATUS:

The following certificated personnel changes are listed on the agenda.

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Genevieve Andrews	100% LOA	0.0	Teacher	Jackson	7/1/2021
Gretchen Belleci	100% LOA (Revision)	1.0	Teacher	Rescue	2/8/2021
Moira Carpenter	Employment, Temp	1.0	Teacher	Rescue	3/1/2021
Loren Hines	Employment, Temp	1.0	Teacher	Lakeview	2/18/2021
Joy Hoffman	Employment, Temp	1.0	Teacher	Green Valley	3/1/2021
Dayna Jean-Crompton	Employment, Temp	1.0	Teacher	Jackson	2/22/2021
Paulina Roman	Employment, Temp	1.0	Teacher	Lake Forest	2/16/2021
Julie Samrick	Employment, Temp	1.0	Teacher	Marina Village	2/10/2021
Daniel Torres	Employment, Temp	1.0	Teacher	Frontier	2/25/2021
Monica Baker	Job Share / .20 LOA	.80	Teacher	Lake Forest	7/1/2021
Jodi Laird	Job Share / .20 LOA	.80	Teacher	Green Valley	7/1/2021
Alyssa Pierce	Job Share / .20 LOA	.80	Teacher	Lake Forest	7/1/2021
Stephanie Polnasek	Job Share / .80 LOA	.20	Teacher	Lakeview	7/1/2021
Jennifer White	Job Share / .60 LOA	.40	Teacher	Lake Forest	7/1/2021
Jennifer Wooster	Job Share / .80 LOA	.20	Teacher	Green Valley	7/1/2021
Lynette Berry	Resignation	1.0	Teacher	Lake Forest / LOA	5/28/2021
James Carr	Resignation	1.0	Teacher	Pleasant Grove	5/28/2021
Melissa Heninger	Resignation	1.0	Teacher	Frontier	3/26/2021
Elizabeth Ulmer	Retirement	1.0	Teacher	Marina Village	3/26/2021
Megan Alvarado	Temp Employment Ends	1.0	Teacher	Jackson	5/28/2021
Kristi Blondino	Temp Employment Ends	1.0	Teacher	Lake Forest	5/28/2021
Kyle Burkhardt	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/28/2021
Moira Carpenter	Temp Employment Ends	1.0	Teacher	Rescue	5/28/2021
Amanda Crowley	Temp Employment Ends	.50	Teacher	Marina Village	5/28/2021
Sara Dull	Temp Employment Ends	1.0	Teacher	Jackson	5/28/2021
Danielle DeSimoni	Temp Employment Ends	1.0	Teacher	Jackson/Lakeview	5/28/2021
Cara Diaz	Temp Employment Ends	1.0	Teacher	Lakeview	5/28/2021
Deborah Faleschini	Temp Employment Ends	1.0	Teacher	Jackson	5/28/2021
Carla Gomann	Temp Employment Ends	.2454	Teacher	Green Valley	5/28/2021
James Greule	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/28/2021

Charisse Harris	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/28/2021
Gene Harris	Temp Employment Ends	1.0	Teacher	Marina Village	5/28/2021
Loren Hines	Temp Employment Ends	1.0	Teacher	Lakeview	5/28/2021
Joy Hoffman	Temp Employment Ends	1.0	Teacher	Green Valley	5/28/2021
Dayna Jean-Crompton	Temp Employment Ends	1.0	Teacher	Jackson	5/28/2021
Jennifer Kunkle	Temp Employment Ends	1.0	Teacher	Lakeview	5/28/2021
Matthew Lubic	Temp Employment Ends	.80	Teacher	Marina Village	5/28/2021
Teresa Merrill	Temp Employment Ends	1.0	Teacher	Marina Village	5/28/2021
Kristen McKelvey	Temp Employment Ends	.62	Teacher	Lake Forest	5/28/2021
Erin Metcalf	Temp Employment Ends	1.0	Teacher	Frontier	5/28/2021
Kristin Morones	Temp Employment Ends	.3593	Teacher	Rescue	5/28/2021
Theresa Nichols	Temp Employment Ends	1.0	Teacher	Lakeview	5/28/2021
Kristen Petty	Temp Employment Ends	.5389	Teacher	Lakeview	5/28/2021
Paulina Roman	Temp Employment Ends	1.0	Teacher	Lake Forest	5/28/2021
Traci Rudolf	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/28/2021
Julie Samrick	Temp Employment Ends	1.0	Teacher	Marina Village	5/28/2021
Danielle Semlow	Temp Employment Ends	1.0	Teacher	Jackson	5/28/2021
Jennifer Smith	Temp Employment Ends	1.0	Teacher	Frontier	5/28/2021
Heather Tittle	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/28/2021
Daniel Torres	Temp Employment Ends	1.0	Teacher	Frontier	5/28/2021
Amy Witte	Temp Employment Ends	1.0	Teacher	Marina Village	5/28/2021

FISCAL IMPACT:

Fiscal impact will be reflected in the 2020-21 and the 2021-22 budget.

BOARD GOAL:

Board Focus Goal IV – STAFF NEEDS:

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

RECOMMENDATION:

The Superintendent recommends the Board approve the above personnel actions.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel

BACKGROUND:

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

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School/Dept.	Effective Date
Hill, Kelli	Employment	1.0	Behaviorist	Student Support Services	2/22/21

FISCAL IMPACT:

Fiscal impact will be reflected in the 2020-2021 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.

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Classified Personnel

BACKGROUND:

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

STATUS:

The following classified personnel changes are listed on the agenda:

Name	Personnel Action	Position FTE	Position	School/Dept.	Effective Date
Burvant, Amy	Employment	.39	Yard Supervisor	Lake Forest	2/23/21
Cortez, Christina	Employment	1.0	Districtwide Custodian – Short term	Lakeview	3/01/21
Diaz, Alicia	Employment	.38	Food Service Worker – Short term	Food Service	3/01/21
Hampton, Kate	Employment	.38	Food Service Worker – Short term	Food Service	3/01/21
Porter, Larissa	Employment	.13	Instructional Assistant-TK	Lakeview	3/04/21
Valdez, Kimberly	Employment	.72	Instructional Assistant-SDC	Pleasant Grove	2/16/21
Carnes, Cathrine	100% LOA	.50	Student Services Secretary	Marina Village	2/18/21
Blair, William	Resignation	.31	Yard Supervisor	Marina Village	3/05/21

FISCAL IMPACT:

Fiscal impact will be reflected in the 2020-2021 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.

Rescue Union ESD

Board Bylaw

Minutes And Recordings

BB 9324

Board Bylaws

The Governing Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by district staff and the public.

(cf. 9000 - Role of the Board)

(cf. 9005 - Governance Standards)

(cf. 9323 - Meeting Conduct)

The secretary of the Board shall keep minutes and record all official Board actions. The Board's minutes shall be public records and shall be made available to the public upon request **and on District website**. (Education Code 35145, 35163)

(cf. 1340 - Access to District Records)

(cf. 9122 - Secretary)

(cf. 9323.2 - Actions by the Board)

The minutes of Board meetings shall include, but not be limited to:

1. A notation of which Board members are present, in person or by teleconference, and whether a member is not present for part of the meeting due to late arrival and/or early departure

(cf. 9250 - Remuneration, Reimbursement and Other Benefits)

(cf. 9320 - Meetings and Notices)

2. A brief summary of the Board's discussion on each agenda topic, rather than a verbatim record of each Board member's specific points of view during the discussion

3. A summary of the public comments made on agendized items and unagendized topics

4. The specific language of each motion and the names of the Board members who made and seconded the motion

5. Any action taken by the Board, and the vote or abstention on that action of each Board member present (Education Code 35145; Government Code 54953)

Upon request by a student's parent/guardian, or by the student if age 18 or older, the minutes

shall not include the student's or parent/guardian's address, telephone number, date of birth, or email address, or the student's name or other directory information as defined in Education Code 49061. The request to exclude such information shall be made in writing to the secretary or clerk of the Board. (Education Code 49073.2)

(cf. 5125.1 - Release of Directory Information)

The Board agenda shall include a statement of the option and process for students and parents/guardians to request that such information be excluded from the minutes.

The Superintendent or designee shall distribute a copy of the "unapproved" minutes of the previous meeting(s) with the agenda for the next regular meeting, or as soon as possible. The Board shall approve the minutes as circulated or with necessary amendments.

Upon approval by the Board, the minutes shall be signed by the **Board President and Board Clerk**.

Official Board minutes and recordings shall be stored in a secure location and shall be retained in accordance with law.

(cf. 3580 - District Records)

Any minutes or recordings kept for Board meetings held in closed session shall be kept separately from the minutes or recordings of regular and special meetings. Minutes or recordings of closed sessions are not public records. (Government Code 54957.2)

(cf. 9321.1 - Closed Session Actions and Reports)

Recording or Broadcasting of Meetings

The district **shall ~~tape, film, stream,~~ record** or broadcast any open Board meeting. At the beginning of the meeting, the Board president shall announce that a recording or broadcasting is being made at the direction of the Board and that the recording or broadcast may capture images and sounds of those attending the meeting. As practicable, the recorder or camera shall be placed in plain view of meeting participants.

Any district recording may be erased or destroyed **30 days 3 months** after the meeting. Recordings made at the direction of the Board during a meeting are public records and, upon request, shall be made available for inspection by members of the public on district equipment **and on the district website** without charge. (Government Code 54953.5)

Legal Reference:

EDUCATION CODE

- 35012 Number of members; terms; student board members
- 35145 Public meetings
- 35163 Official actions, minutes and journals
- 35164 Vote requirements
- 49061 Student records; definitions
- 49073.2 Privacy of student and parent/guardian personal information

GOVERNMENT CODE

- 54952.2 Meeting defined
- 54953 Meetings
- 54953.5 Audio or video recording of proceedings
- 54953.6 Broadcasting of proceedings
- 54957.2 Closed sessions; clerk; minute book
- 54960 Violations and remedies

PENAL CODE

- 632 Unlawful to intentionally record a confidential communication without consent

CODE OF REGULATIONS, TITLE 5

- 16020-16027 Classification and retention of records

Management Resources:

CSBA PUBLICATIONS

- Call to Order: A Blueprint for Great Board Meetings, 2015
- The Brown Act: School Boards and Open Meeting Laws, rev. 2014

WEB SITES

- CSBA, Agenda Online: <http://www.agendaonline.com>

Bylaw RESCUE UNION SCHOOL DISTRICT

adopted: September 2004 Rescue, California

revised: March 9, 2021

RESCUE UNION SCHOOL DISTRICT

**AGENDA ITEM: El Dorado County Investment Portfolio Report
for Quarter Ended December 31, 2020**

BACKGROUND:

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

STATUS:

The report for the quarter ended December 31, 2020 is included with this agenda item. All County investments meet the requirements of the District's investment policy.

FISCAL IMPACT:

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

BOARD GOAL:

Board Focus Goal V – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

The Board of Trustees review the quarterly report.



EL DORADO COUNTY

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

Date: January 28, 2021

To: Depositors to County Investment Pool

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

A handwritten signature in black ink, appearing to read "K. E. Coleman", is written over the printed name in the "From:" field.

RE: Investment Portfolio Report - quarter ending December 31, 2020

Attached herewith is the Investment Portfolio Report for the quarter ending December 31, 2020 per Government Code 53646(b) (1) and 53646(e).

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

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

under "Pooled Money Investment Board" report.



EL DORADO COUNTY

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

Date: January 28, 2021

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

From: Ginnie Hibert, Treasury Quantitative Specialist

A handwritten signature in black ink, appearing to be "Ginnie Hibert", is written over the name in the "From:" field.

RE: Investment Portfolio Report - quarter ending December 31, 2020

The El Dorado County Pooled Investment Portfolio Report for the quarter ending December 31, 2020 is attached for your review.

Average remaining life to maturity is 535 days. The effective rate of return is .63%. Market values for securities held in third-party custody are provided by the safekeeper. Certificates of Deposit and funds in State of California Local Agency Investment Fund are marked at face value.

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




EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - SUMMARY

December 31, 2020

Investments	Book Value	Percent of Portfolio	Average Term	Avg Days to Maturity	
State of CA Local Agency Invest Fund	94,701,272.00	13.91	1	1	LA1
Treasury Securities - Coupon	60,050,743.63	8.82	429	212	TRC
Treasury Securities - Discount	15,996,930.55	2.35	74	71	TRD
Certificates of Deposit - Bank	39,342,750.00	5.78	509	303	BCD
Commercial Paper - Discount	20,988,406.94	3.08	116	104	COM
Negotiable CD's - Bank	20,000,489.71	2.94	51	36	NCB
Federal Agency Issues - Coupon	235,665,919.89	34.61	1,224	1,130	FAC
CA Asset Management	29,365,000.00	4.31	1	1	LA2
Municipal Bond	13,353,230.10	1.96	940	891	MUN
TLGP - Temp Liquidity Guarantee Prog	73,409,125.12	10.78	824	778	MC2
Money Market Account	77,979,866.84	11.45	1	1	RRP
Total Investments and Averages	680,853,734.78	100.00%	605	535	

Month End

Effective Rate of Return .63%


 BY: GINNIE HIBERT, TQS
 FOR: K. E. COLEMAN, TREASURER/TAX COLLECTOR



EL DORADO COUNTY TREASURY
Portfolio Management
Portfolio Summary
December 31, 2020

El Dorado County

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM 360 Equiv.
State of CA Local Agency Invest Fund	94,701,272.00	94,701,272.00	94,701,272.00	13.91	1	1	0.568
Treasury Securities - Coupon	60,000,000.00	60,091,769.34	60,050,743.63	8.82	429	212	0.863
Treasury Securities - Discount	16,000,000.00	15,997,620.00	15,996,930.55	2.35	74	71	0.087
Certificates of Deposit - Bank	39,342,750.00	39,342,750.00	39,342,750.00	5.78	510	303	0.766
Commercial Paper - Discount	21,000,000.00	20,986,632.00	20,988,406.94	3.08	116	104	0.166
Negotiable CD's - Bank	20,000,000.00	20,000,766.67	20,000,489.71	2.94	51	36	0.209
Federal Agency Issues - Coupon	235,695,000.00	235,813,060.94	235,665,919.89	34.61	1,224	1,130	0.362
CAMP	29,365,000.00	29,365,000.00	29,365,000.00	4.31	1	1	0.128
Municipal Bond	13,208,604.00	13,365,215.58	13,353,233.49	1.96	940	891	0.727
Medium Term Note	72,580,000.00	73,361,321.29	73,409,125.12	10.78	824	778	0.404
Money Market Account	77,979,866.84	77,979,866.84	77,979,866.84	11.45	1	1	0.291
Investments	679,872,492.84	681,005,274.66	680,853,738.17	100.00%	605	535	0.435

Total Earnings	December 31	Period
Current Year	857,112.97	
Average Daily Balance	537,525,965.27	
Effective Rate of Return	0.63%	

K. E. COLEMAN, TREASURER/TAX COLLECTOR

Reporting period 10/01/2020-12/31/2020

Run Date: 01/19/2021 - 11:34

No fiscal year history available

Portfolio CNTY
AC
PM (PRF_PM1) 7.3.11
Report Ver. 7.3.11



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

December 31, 2020

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
State of CA Local Agency Invest Fund						
071-000000-1	State of California	75,000,000.00	75,000,000.00	75,000,000.00	1	
072-000000-1	State Of California CARES Act	19,701,272.00	19,701,272.00	19,701,272.00	1	
Treasury Securities - Coupon						
001-210131-1	U.S. Treasury	30,000,000.00	30,061,500.00	29,993,187.43	30	01/31/2021
001-210430-1	U.S. Treasury	10,000,000.00	10,054,659.67	10,042,829.33	119	04/30/2021
001-220331-1	U.S. Treasury	5,000,000.00	5,017,465.30	5,017,465.30	454	03/31/2022
001-220630-1	U.S. Treasury	6,000,000.00	5,999,040.00	5,997,606.35	545	06/30/2022
001-220630-2	U.S. Treasury	3,000,000.00	2,999,775.52	2,999,775.52	545	06/30/2022
001-220731-1	U.S. Treasury	6,000,000.00	6,000,662.61	5,999,879.70	576	07/31/2022
Treasury Securities - Discount						
001-210114-1	U.S. Treasury	10,000,000.00	9,999,622.22	9,999,622.22	13	01/14/2021
001-210601-1	U.S. Treasury	6,000,000.00	5,997,308.33	5,997,308.33	167	06/17/2021
Certificates of Deposit - Bank						
019-240824-1	River City Bank	1,400,000.00	1,400,000.00	1,400,000.00	1,329	08/22/2024
027-210611-1	Farmers & Merchants Bk LB	1,693,000.00	1,693,000.00	1,693,000.00	161	06/11/2021
027-211206-2	Farmers & Merchants Bk LB	5,000,000.00	5,000,000.00	5,000,000.00	339	12/06/2021
027-211218-1	Farmers & Merchants Bk LB	3,000,000.00	3,000,000.00	3,000,000.00	351	12/18/2021
027-211223-3	Farmers & Merchants Bk LB	3,000,000.00	3,000,000.00	3,000,000.00	356	12/23/2021
027-220619-1	Farmers & Merchants Bk LB	4,000,000.00	4,000,000.00	4,000,000.00	534	06/19/2022
028-210403-1	First Bank	5,000,000.00	5,000,000.00	5,000,000.00	92	04/03/2021
028-210421-1	First Bank	5,000,000.00	5,000,000.00	5,000,000.00	110	04/21/2021
028-211206-1	First Bank	7,000,000.00	7,000,000.00	7,000,000.00	339	12/06/2021
079-210328-1	Umpqua Bank	4,000,000.00	4,000,000.00	4,000,000.00	86	03/28/2021
079-220206-1	Umpqua Bank	249,750.00	249,750.00	249,750.00	401	02/06/2022
Commercial Paper - Discount						
160-210301-1	MUFG Bank LTD/NY	5,000,000.00	4,999,000.00	4,999,000.00	59	03/01/2021
160-251230-1	MUFG Bank LTD/NY	6,000,000.00	5,994,600.00	5,994,600.00	178	06/28/2021
510-210309-1	NATISIX NY	5,000,000.00	4,998,000.00	4,998,000.00	67	03/09/2021
510-210409-1	NATISIX NY	5,000,000.00	4,996,806.94	4,996,806.94	98	04/09/2021

XXXXXXXXXXXXXXXXXX



EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2020

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
560-21015-1	Toronto Dominion Bank NY	10,000,000.00	10,000,000.00	10,000,000.00	14	01/15/2021
560-210216-1	Toronto Dominion Bank NY	5,000,000.00	5,000,000.00	5,000,000.00	46	02/16/2021
560-210311-1	Toronto Dominion Bank NY	5,000,000.00	5,000,489.71	5,000,489.71	69	03/11/2021
Federal Agency Issues - Coupon						
002-231207-1	Fannie Mae	6,000,000.00	6,000,000.00	6,000,000.00	1,070	12/07/2023
002-231207-2	Fannie Mae	5,000,000.00	5,000,000.00	5,000,000.00	1,070	12/07/2023
002-231215-1	Fannie Mae	5,000,000.00	5,000,000.00	5,000,000.00	1,078	12/15/2023
002-240202-1	Fannie Mae	5,000,000.00	4,996,800.00	5,000,000.00	1,127	02/02/2024
002-240202-2	Fannie Mae	6,000,000.00	5,996,160.00	6,000,000.00	1,127	02/02/2024
002-240726-1	Fannie Mae	4,750,000.00	4,750,000.00	4,750,000.00	1,302	07/26/2024
002-250721-1	Fannie Mae	14,000,000.00	13,904,380.00	13,961,733.33	1,662	07/21/2025
002-250729-1	Fannie Mae	18,000,000.00	17,933,940.00	18,000,000.00	1,670	07/29/2025
002-251118-1	Fannie Mae	5,000,000.00	5,013,050.00	5,000,000.00	1,782	11/18/2025
029-210721-1	Federal Home Loan Bank	10,000,000.00	9,998,344.44	9,999,894.63	201	07/21/2021
029-210721-2	Federal Home Loan Bank	5,000,000.00	4,999,187.50	4,999,961.93	201	07/21/2021
029-220909-1	Federal Home Loan Bank	3,000,000.00	3,096,150.00	3,018,226.01	616	09/09/2022
029-251230-1	Federal Home Loan Bank	6,000,000.00	6,000,000.00	6,000,000.00	1,824	12/30/2025
030-220516-1	Federal Farm Credit Bank	5,000,000.00	4,999,441.67	4,998,661.56	500	05/16/2022
030-221013-1	Federal Farm Credit Bank	5,000,000.00	4,998,626.39	4,997,347.67	650	10/13/2022
030-221013-2	Federal Farm Credit Bank	5,000,000.00	5,001,383.33	4,998,644.10	650	10/13/2022
030-221130-1	Federal Farm Credit Bank	4,000,000.00	3,995,040.00	3,999,425.83	698	11/30/2022
030-231103-1	Federal Farm Credit Bank	5,000,000.00	4,995,050.00	5,000,000.00	1,036	11/03/2023
030-231130-1	Federal Farm Credit Bank	4,000,000.00	3,995,800.00	3,999,417.22	1,063	11/30/2023
030-250527-1	Federal Farm Credit Bank	20,000,000.00	20,005,800.00	19,995,592.00	1,607	05/27/2025
030-250812-1	Federal Farm Credit Bank	6,000,000.00	5,987,220.00	6,000,000.00	1,684	08/12/2025
032-221123-1	Freddie Mac	5,000,000.00	4,999,750.00	5,000,000.00	691	11/23/2022
032-221123-2	Freddie Mac	8,200,000.00	8,199,590.00	8,200,000.00	691	11/23/2022
032-221123-3	Freddie Mac	2,000,000.00	2,000,040.00	2,000,000.00	691	11/23/2022
032-230216-1	Freddie Mac	10,000,000.00	10,000,900.00	10,000,000.00	776	02/16/2023
032-230314-1	Freddie Mac	5,000,000.00	5,000,000.00	5,000,000.00	802	03/14/2023
032-230516-1	Freddie Mac	6,250,000.00	6,246,375.00	6,250,000.00	865	05/16/2023
032-230804-1	Freddie Mac	6,000,000.00	6,001,260.00	6,000,000.00	945	08/04/2023



EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2020

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
032-230823-1	Freddie Mac	3,150,000.00	3,149,578.25	3,149,578.25	964	08/23/2023
032-231013-1	Freddie Mac	5,000,000.00	4,996,600.00	4,998,608.33	1,015	10/13/2023
032-231201-1	Freddie Mac	15,000,000.00	14,990,700.00	15,000,000.00	1,064	12/01/2023
032-231201-2	Freddie Mac	3,000,000.00	3,000,000.00	3,000,000.00	1,064	12/01/2023
032-231211-1	Freddie Mac	5,000,000.00	5,000,000.00	5,000,000.00	1,074	12/11/2023
032-240805-1	Freddie Mac	2,345,000.00	2,350,704.21	2,349,515.30	1,312	08/05/2024
032-240812-1	Freddie Mac	3,000,000.00	3,005,377.50	3,003,736.81	1,319	08/12/2024
032-250528-1	Freddie Mac	10,000,000.00	10,007,300.00	9,995,576.92	1,608	05/28/2025

CA Asset Management

011-000000-1	California Asset Management Pr	29,365,000.00	29,365,000.00	29,365,000.00	1	
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Municipal Bond

048-230801-1	Southwestern Cmnty College	100,000.00	100,216.67	100,322.51	942	08/01/2023
050-210515-1	LA International Airport	250,000.00	252,100.00	251,756.36	134	05/15/2021
105-220701-1	City of Coachella CA	235,000.00	236,106.71	236,106.71	546	07/01/2022
105-230701-1	City of Coachella CA	255,000.00	257,016.52	257,016.52	911	07/01/2023
120-231201-1	ED Union High School	125,000.00	126,203.75	125,704.84	1,064	12/01/2023
120-240801-1	Hayward CA Unif School Distric	280,000.00	313,199.29	314,762.99	1,308	08/01/2024
120-241201-1	ED Union High School	430,000.00	436,063.00	433,328.30	1,430	12/01/2024
139-230801-1	Los Angeles Cmnty College	3,000,000.00	3,004,020.00	3,003,384.40	942	08/01/2023
139-240801-1	Los Angeles Cmnty College	2,500,000.00	2,508,750.00	2,506,445.19	1,308	08/01/2024
140-211201-1	Los Angeles Cnty Public Works	3,000,000.00	3,082,500.00	3,073,382.22	334	12/01/2021
155-230801-1	Mojave CA Unif School Dist	265,000.00	266,050.92	266,050.92	942	08/01/2023
155-230801-2	Mojave CA Unif School Dist	1,100,000.00	1,106,534.61	1,106,534.61	1,308	08/01/2024
160-230801-1	Pleasant Hill CA Rec & Parks	100,569.00	100,569.00	100,569.00	942	08/01/2023
175-240101-1	San Buenaventura CA	503,035.00	503,035.00	503,035.00	1,095	01/01/2024
185-220801-1	Tulare CA JT Unif Sch Dist	465,000.00	462,210.71	462,210.71	577	08/01/2022
195-230401-1	Ukiah CA Public Financing Auth	600,000.00	612,619.82	612,619.82	820	04/01/2023

TLGP - Temp Liquidity Guarantee Prog

005-221021-1	Bank of America	10,771,000.00	10,978,126.33	10,983,846.60	658	10/21/2022
006-230621-1	Bank of America	6,000,000.00	6,000,000.00	6,000,000.00	901	06/21/2023
006-231218-1	Bank of America	8,000,000.00	8,000,000.00	8,000,000.00	1,081	12/18/2023
069-210408-1	Toyota Motor Credit	5,500,000.00	5,539,587.78	5,533,433.93	97	04/08/2021



EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2020

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
069-220526-1	Toyota Motor Credit	5,000,000.00	5,063,100.00	5,061,267.14	510	05/26/2022
069-221014-1	Toyota Motor Credit	4,950,000.00	4,955,889.13	4,959,772.81	651	10/14/2022
069-230330-1	Toyota Motor Credit	6,119,000.00	6,472,617.01	6,459,468.64	818	03/30/2023
072-221209-1	Union Bank of CA	3,100,000.00	3,201,928.00	3,197,902.17	707	12/09/2022
400-231207-1	Bank of New York Mellon Corp	6,000,000.00	6,002,933.33	6,002,933.33	1,070	12/07/2023
410-231113-1	Bristol Myers Squibb (BMY)	4,000,000.00	4,009,672.72	4,009,672.72	1,046	11/13/2023
420-220819-1	Honeywell International	5,000,000.00	5,015,343.62	5,015,343.62	595	08/19/2022
424-231222-1	JPMorgan Chase Corp	6,000,000.00	6,000,000.00	6,000,000.00	1,085	12/22/2023
430-230406-1	John Deere Capital Corp	2,140,000.00	2,188,385.40	2,185,484.16	825	04/06/2023
Money Market Account						
019-000000-1	River City Bank	13,700,000.00	13,700,000.00	13,700,000.00	1	
021-000000-1	Citizens Business Bank	106,700.00	106,700.00	106,700.00	1	
025-000000-1	East West Bank	27,000,000.00	27,000,000.00	27,000,000.00	1	
027-000000-1	Farmers & Merchants Bk LB	25,000,000.00	25,000,000.00	25,000,000.00	1	
028-000000-1	First Bank	1,573,166.84	1,573,166.84	1,573,166.84	1	
079-000000-1	Umpqua Bank	1,250,000.00	1,250,000.00	1,250,000.00	1	
244-000000-1	Five Star Bank	9,350,000.00	9,350,000.00	9,350,000.00	1	
Total Investments and Average		679,872,492.84	680,917,146.75	680,853,734.78	535	

Rescue Union School District

AGENDA ITEM: School Plans for Student Achievement

BACKGROUND:

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

STATUS:

Each School Site Council, working with stakeholder input, has developed and approved a School Plan for Student Achievement based on individual and specific site needs identified using assessment data from multiple sources, including ELPAC Scores, Lexile Measures, DIBELS, the California Healthy Kids Survey, and other locally defined metrics. It should be noted that some of the data typically reported in the SPSAs, such as CAASPP summative data, was not available this year due to the closure of schools last March. The SPSAs address the academic achievement of all students and is aligned with the goals and actions contained in the Local Control Accountability Plan (LCAP).

FISCAL IMPACT:

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

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS

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

RECOMMENDATION:

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Green Valley Elementary School
Address	2380 Bass Lake Rd. Rescue, CA 95672
County-District-School (CDS) Code	09619786098693
Principal	Michelle Winberg
District Name	Rescue Union Elementary School District
SPSA Revision Date	February 2021
Schoolsite Council (SSC) Approval Date	February 25, 2021
Local Board Approval Date	

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

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School Vision and Mission

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

School Profile

This year, the COVID-19 Pandemic has resulted in the need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAL OSHA'S industry guidance for schools. As a result, certain assessments and programs have been suspended for the 2020-2021 school year. These programs and assessments are expected to resume in the 2021-2022 school year or when it is appropriate to do so.

Beginning in the summer of 2020, our school team worked diligently to develop comprehensive reopening plans to mitigate the spread of the coronavirus. These plans can be accessed at www.rescueusd.org.

Due to COVID-19, a hybrid schedule allowed one-half of students to be on campus during an AM session while the other half of students attended a PM session. Students participated in asynchronous learning during the time when they were not on campus. Families who were not comfortable attending in person were provided the opportunity to learn virtually through our Frontier Virtual Academy.

While operating within the COVID-19 Pandemic guidelines, our focus and commitment to students and quality instruction has not wavered. As we plan for the future, we will work to develop in-depth intervention plans to ensure that any social emotional or academic deficits resulting from this pandemic are addressed.

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

Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Reading Counts, core literature, guided reading and Sonday. Math instruction is supplemented with ST Math, Reflex Math and IXL. 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. All of our 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. Due to the pandemic, all students were also assigned a device to use for the asynchronous part of their day. 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.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.24%	%	0%	1		0
Asian	1.91%	1.49%	2.04%	8	6	8
Filipino	0.48%	0.74%	1.02%	2	3	4
Hispanic/Latino	30.14%	29.28%	31.81%	126	118	125
Pacific Islander	%	0.25%	0.25%		1	1
White	61.72%	62.03%	58.02%	258	250	228
Multiple/No Response	%	%	6.87%			0
Total Enrollment				418	403	393

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	80	75	87
Grade 1	65	60	53
Grade 2	63	63	61
Grade3	78	61	52
Grade 4	63	79	65
Grade 5	69	65	75
Total Enrollment	418	403	393

Conclusions based on this data:

1. Our two largest subgroups are White and Hispanic/Latino

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	72	62	57	17.2%	15.4%	14.5%
Fluent English Proficient (FEP)	3	5	9	0.7%	1.2%	2.3%
Reclassified Fluent English Proficient		3	5	0	4.2%	8.1%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	68	78	63	65	76	62	65	76	61	95.6	97.4	98.4
Grade 4	69	61	81	69	60	79	69	60	79	100	98.4	97.5
Grade 5	85	69	64	83	69	63	83	69	63	97.6	100	98.4
All Grades	222	208	208	217	205	204	217	205	203	97.7	98.6	98.1

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

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

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

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

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

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

Conclusions based on this data:

1. Due to COVID-19, there are no scores for the 2019-2020 school year available. While we have no state test scores available, we are using site assessments to drive our instruction.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

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

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

Conclusions based on this data:

1. Due to COVID-19, there are no scores for the 2019-2020 school year available. While we have no state test scores available, we are using site assessments to drive our instruction.

School and Student Performance Data

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the ELPAC was not administered in the 2019-2020 school year.

School and Student Performance Data

Student Population

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

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

This is the total number of students enrolled.

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

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

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

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

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

Conclusions based on this data:

- English Learners (15.4%), Foster Youth (2.5%), Socioeconomically Disadvantaged (39%) and Students with Disabilities (13.6%) collectively account for 71% of Green Valley Elementary's enrollment. We will continue to use Title I and Supplemental funds to support these students.
- Students categorized as White (62%) and Hispanic (29.3%) account for 91.3% of Green Valley Elementary student enrollment.
- The above data is based on the 2018-2019 school year. Due to COVID-19 we do not have data for the 2019-2020 school year.

School and Student Performance Data


Overall Performance

2019 Fall Dashboard Overall Performance for All Students


Academic Performance

English Language Arts


Green

Mathematics

Green

Academic Engagement

Chronic Absenteeism

Yellow

Conditions & Climate

Suspension Rate

Yellow

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.8 points below standard Maintained ++2.5 points 66	 No Performance Color 39.7 points above standard 12	 No Performance Color 0 Students	 Green 23.4 points above standard Declined Significantly -16.4 points 114

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

1. This data and conclusions are based on the information from the 2018-2019 school year. We do not have current data due to the COVID-19 pandemic. The supports being offered to our English Learners appear to be working as they showed an increase of 24.1 points.
2. Our Socioeconomically Disadvantaged students increased by 5.1 points.
3. Grades 3-5 continue to utilize the Interim Assessment Blocks and analyze the data received from these assessments as well as classroom assessment data to assess student mastery of standards.

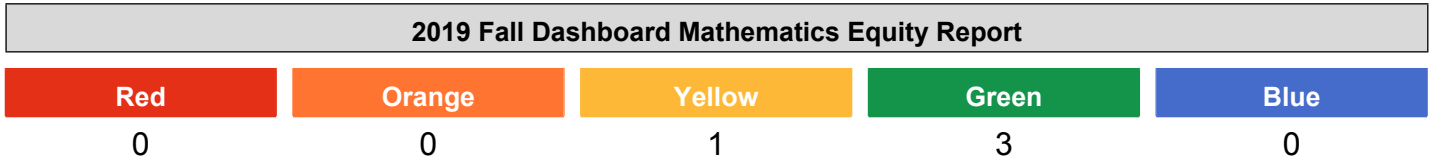
School and Student Performance Data

Academic Performance Mathematics







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








This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

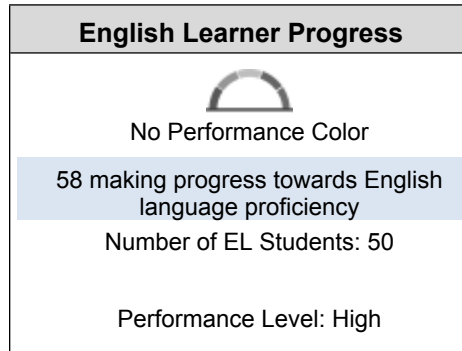
1. This data and conclusions are from the 2018-2019 school year. Due to the COVID-19 pandemic, we do not have data for 2019-2020 school year. Our English Learners increased by 4.8 points.
2. Our Socioeconomically Disadvantaged students maintained. Because they did not make progress, the color changed from green to yellow.
3. Grades 3-5 continue to administer the Interim Comprehensive Math Assessment as well as classroom assessments. They utilize the data from these assessments to assess student mastery of standards and to provide intervention as needed.

School and Student Performance Data

Academic Performance English Learner Progress

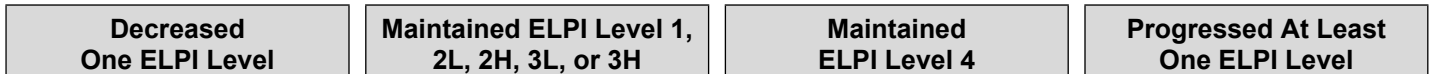
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

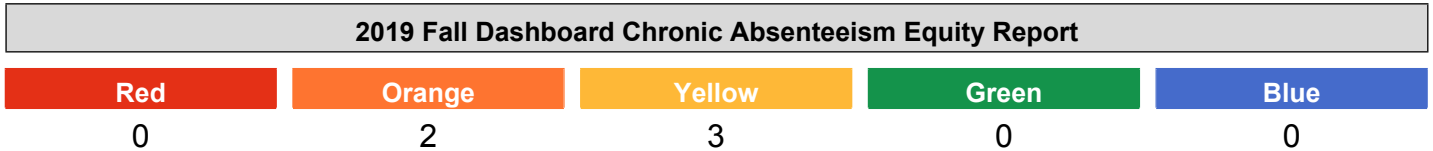
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. Due to COVID-19, we do not have current data on absenteeism. These conclusions are based off the data from the 2018-2019 school year. Green Valley currently has a 3.22% chronic absenteeism rate.
2. All students groups either maintained or showed a slight increase in chronic absenteeism.
3. Green Valley continues to provide support to all our families to ensure that all students have good attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

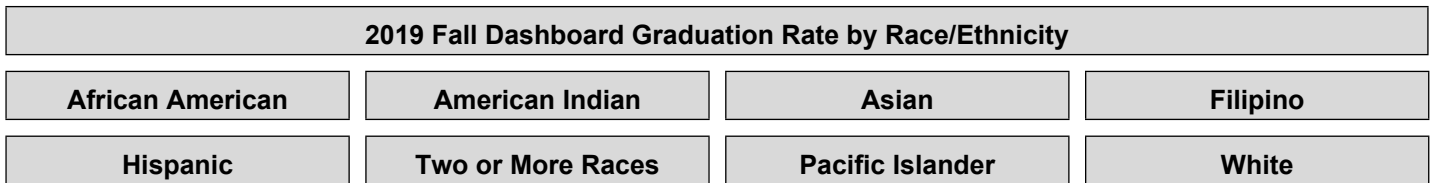
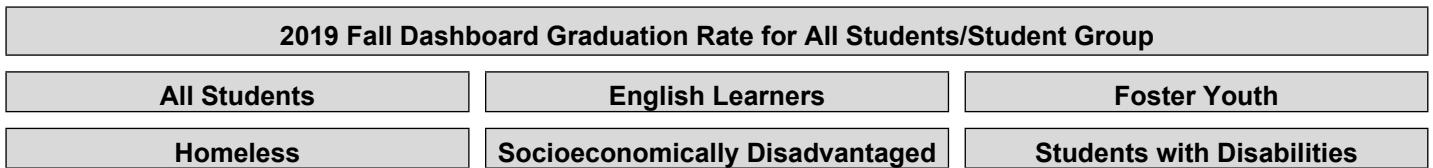
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

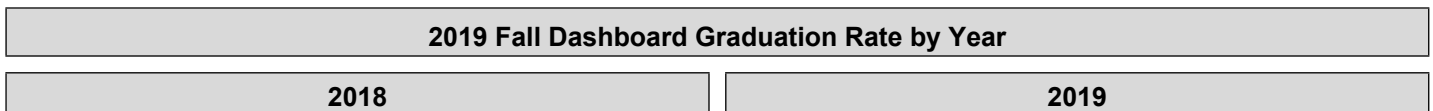
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

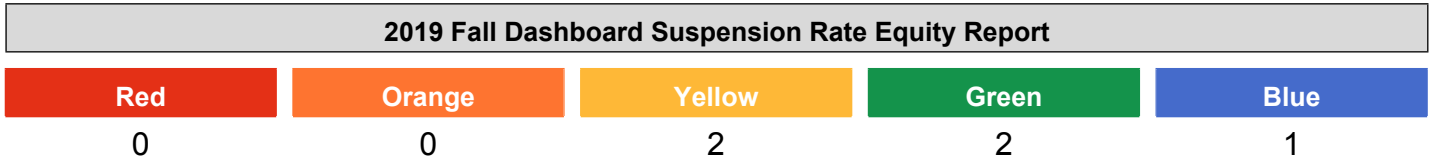
School and Student Performance Data

Conditions & Climate Suspension Rate







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









This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	1.2

Conclusions based on this data:

1. Due to COVID-19, we do not have data for the 2019-2020 school year. The conclusions below are based off the 2018-2019 school year.
2. The number of suspensions at Green Valley maintained or declined in all subgroups.
3. Green Valley Elementary continuously evaluates the effectiveness of our programs and implements supports to ensure the safety of all our students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results (2019)	Due to COVID-19, this data is based on 2019 scores. School-wide Smarter Balanced Assessment data revealed that 56.65% of students in grades 3-5 met or exceeded the standards for English Language Arts and 52.94% of students in grades 3-5 met or exceeded the standards in Math	Due to COVID, expected outcomes will likely vary. These goals are based on 2019 data and outcomes are for a "typical" year. The percentage of students meeting / exceeding standards will increase by 5% in English Language Arts and by 7% in Math.
District Benchmark Assessment Results (2019)	Due to COVID-19, District Assessments were not administered in the Spring of 2020. The following data results information from 2019. Kindergarten- Dibels data showed that 59% of our Kindergarten students met the benchmark for NWF (Nonsense Word Fluency) and 29% of our English Learner students met the benchmark. In the area of Phoneme Segmentation 76% of students met the benchmark and 57% of our English Learners met the benchmark. First Grade- In 1st grade, 39% of the students met the benchmark for	Due to COVID-19, expected outcomes will likely vary. These goals are based on 2019 data and outcomes for a typical year. Student proficiency will increase on all Dibels benchmark assessments by 5% for all grade levels.

Metric/Indicator

Baseline

Expected Outcome

Nonsense Word Fluency, 64% met the benchmark for Whole Words Read and 58% met the Oral Reading Fluency Benchmark and 58% of students met the accuracy benchmark. Our English Learners scored lower on these benchmark assessments.

Second Grade- 81% of our second grade students met the Dibels Oral Reading Fluency Benchmark and 33% of our English Learners met the fluency benchmark. 84% of students met the accuracy benchmark and 33% of our English Learners met the accuracy benchmark. In Math, 84% of second grade students scored 80% or higher on the Go Math End of Year Assessment.

Third Grade- 67% of all students met the Dibels Oral Reading Fluency Benchmark and 53% of our English Learners met the benchmark. 73% of all students met the accuracy benchmark and 60% of our English Learners met the benchmark.

Fourth Grade- 79% of all students met the Dibels Oral Reading Fluency Benchmark and 71% of our English Learners met the benchmark. 91% of all students met the accuracy benchmark and 86% of our English Learners met the benchmark.

Fifth Grade- 81% of all students met the Dibels Oral Reading Fluency Benchmark and 67% of our English Learners met the benchmark. 78% of all students met the accuracy benchmark and 67% of our English Learners met the benchmark.

Student Reading Inventory (SRI) Lexile Scores (2019)

Due to COVID-19, District Assessments were not administered in Spring 2020. The following data results reflect 2019 information.

Second Grade: 69 % of all 2nd grade students' Lexile is within the grade level band (450-790)

Third Grade: 56% of all 3rd grade students' Lexile is within the grade level band (620-790)

By the end of the 2020-2021 school year the number of students whose lexile is within the grade level range will increase by 5%

Metric/Indicator	Baseline	Expected Outcome
	<p>Fourth Grade: 49% of all 4th grade students' Lexile is within the grade level band (790-875)</p> <p>Fifth Grade: 67% of all 5th grade students' Lexile is within the grade level band (875-980)</p>	
Interim Comprehensive Assessment-Math (2019)	Will be administered in February 2020 to establish a baseline	Administered in February 2020 to establish a baseline Due to COVID-19, we do not have the results of the assessment.

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	NGSS Science Materials
Amount	8000.00
Source	District Funded

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for teacher release time for trimester assessments

Strategy/Activity 2

Improvement of instructional strategies and materials:

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

COVID related learning loss will be considered when adjusting instructional plans throughout the year. Data analysis and ongoing student assessment will drive our instruction. The Academic Recovery teacher will work with the principal and teachers to support students in need of reading and math remediation.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2688.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Glad Training- 8 sub days for 2 teachers
Amount	3700.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Training
Amount	29000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Kindergarten Classroom Paraeducators- 2 hours daily for 3 classrooms
Amount	4500.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Transitional Kindergarten Classroom Paraeducator- one hour per day for one class
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	ESGI License for Kindergarten teachers

Strategy/Activity 3

Extended Learning Time, Opportunities and Support Services

Most aspects of this goal will occur post COVID. Virtual field trips will be offered when available and appropriate. Our librarian will travel to each classroom for a COVID friendly weekly book checkout.

Once COVID precautions will allow typical guidelines, Green Valley Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Second thru fifth grade students have the opportunity to be part of our school choir, 3rd grade students will learn to play the recorder and 4th/5th grade students have the opportunity to participate in band. All students will receive six weeks of dance instruction with a schoolwide dance performance in the Spring. Extracurricular learning opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, and Yearbook club for 5th grade students. We have a part time reading intervention teacher who provides support to students. Our intervention program runs three days a week. We have seven paraeducators who provide 40 minutes of support to grades 1-5 under the supervision of the Intervention teacher. All classes visit the library weekly. Primary students hear a story and upper grade students listen to stories as well as have mini lessons on research etc. All students have a weekly opportunity to check out library books. Students participate in the Reading Counts program to improve their reading lexiles. The librarian tracks the number of words read by students. We celebrate words read each trimester with grade level assemblies. We also set a school wide word goal and celebrate with a Reading Carnival at the end of the year when we meet our goal. In February, the school celebrates "I Love Reading Week" to promote literacy. Green Valley also participates in the Six Flags Read to Succeed Reading Challenge.

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	25000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Intervention Aides
Amount	4000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Dance Instruction TK-5
Amount	4450.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaching Stipends (Volleyball, Cross Country, Basketball) and Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl
Amount	1050.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Choir Teacher Stipend
Amount	21000.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Para Educators for Intervention Support Grades 1-5
Amount	5000.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reading Counts Carnival, Prizes Reading Rewards, PBIS incentives, wheel prizes
Amount	3935.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math and Read Live Licenses
Amount	4000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ST Math

Amount	1200.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	STEAM Arcade Assembly
Amount	35000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Part time Intervention Teacher

Strategy/Activity 4

Staff Development and Professional Collaboration

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1512.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tier 2 PBIS training subs for 3 teachers x 3 days
Amount	1930.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Math Consultant- Jenny Maguire- 2 days of professional development for all teachers

Amount	3100.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for Jenny Maguire Math training
Amount	3100.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	One day release time for grade level planning (1/2 day GLAD, 1/2 day Math)
Amount	1680.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub cost for Step up to Writing refresher training grades 2-5. (10 teachers)
Amount	750.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Registration cost for 10 teacher for Step Up to Writing refresher training
Amount	2300.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Math Conference for one teacher and administrator (registration and hotel costs)

Strategy/Activity 5

Involvement of Staff, Parents and Community

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the 2020-2021 school year. The survey indicated that 94% of students feel safe at school most or all of the time. No students responded they never feel safe. 82% of the students surveyed reported that teachers and other grown ups at school tell them when they do a good job and that 87% listen to them when they have something to say. 62% of students responded yes most or all of the time to the question, "Do you do things to be helpful at school?"	For the 2020-2021 school year, the goal is for the following: Students feeling safe will not drop below 90% most or all of the time. The number of students responding all or most of the time to being acknowledged for doing a good job will increase by 3% to 85%. The number of students responding that they do things to be helpful will increase by a minimum of 8% to 70%.
LCAP Survey	The 2019 Parent LCAP Survey Results indicate the families feel their is a strong climate and positive culture at Green Valley. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students to they know what to do in the event of an emergency. Green Valley	Communicating to parents and our community via newsletters, social media and text messages that safety is our priority. All decisions are made with student safety being a top priority. We expect that parents will feel more comfortable regarding the safety of their child while at school.

Metric/Indicator	Baseline	Expected Outcome
	Elementary has assured our community that emergency preparedness drills are conducted and emergency procedures are in place for staff and students.	
Aeries Discipline and Attendance Report	According to Aeries reports, Green Valley Elementary's average suspension rate for the 2018-2019 school year was 1.24% . The average attendance rate for 2018-2019 was 96.78%	The suspension rate will decrease to 1% and the average attendance rate will increase to 97% for the 2019-2020 school year.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

School Climate and Community Building:

Green Valley Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavior Interventions and Supports (PBIS) framework is being

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Staff Collaboration and Professional Development:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
FIT Report (Facilities Inspection Tool)	The overall rating from the FIT report was poor.	Our rating will increase to fair.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2019-2020 school year.	If received during the 2020-2021 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.
Green Valley Staff Survey	The staff report high feelings of support from administration, and each other but have concerns regarding the changing needs of our students.	As we continue to implement PBIS and professional development surrounding SEL and Trauma Informed Practices, staff will feel more comfortable meeting student needs.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration and Professional Development:

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities and Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2020-06/30/2021

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Results	During the 2019-2020 school year the percentage of students meeting / exceeding standards will increase by 5% in English Language Arts and by 7% in Math.	Due to COVID-19, no results are available for the 2019-2020 school year.
District Benchmark Assessment Results	By the end of the 2019-2020 school year, student proficiency will increase on all Dibels benchmark assessments by 5% for all grade levels.	Due to COVID-19, no results are available for the 2019-2020 school year.
Student Reading Inventory (SRI) Lexile Scores	By the end of the 2019-2020 school year the number of students whose lexile is within the grade level range will increase by 5%	Due to COVID-19, no results are available for the 2019-2020 school year.
Interim Comprehensive Assessment-Math	Administered in February 2020 to establish a baseline	Due to COVID-19, no results are available for the 2019-2020 school year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instruction with Content Standards: Green Valley Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a		NGSS Science Materials 4000-4999: Books And Supplies Site Formula Funds 1000.00 Subs for teacher release time for trimester assessments 1000-1999: Certificated Personnel Salaries District Funded 8000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p>			
<p>Improvement of instructional strategies and materials:</p> <p>Green Valley Elementary School will utilize proven instructional methods including, but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to</p>		<p>Glad Training- 8 sub days for 2 teachers 1000-1999: Certificated Personnel Salaries District Funded 2688.00</p> <p>GLAD Training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3700.00</p> <p>Kindergarten Classroom Paraeducators- 2 hours daily for 3 classrooms 2000-2999: Classified Personnel Salaries LCFF - Supplemental 29000.00</p> <p>Transitional Kindergarten Classroom Paraeducator- one hour per day for one class 2000-2999: Classified Personnel Salaries</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes. Limited before and after school tutoring is provided for students that need support in ELA and Math. The ELPAC assessment will be administered annually to English Learners to determine mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p>		LCFF - Supplemental 4500.00	
		ESGI License for Kindergarten teachers 4000-4999: Books And Supplies District Funded	
<p>Extended Learning Time, Opportunities and Support Services</p> <p>Green Valley Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Second thru fifth grade students have the opportunity to be part of</p>		Intervention Aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 25000.00	
		Dance Instruction TK-5 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000.00	
		Coaching Stipends (Volleyball, Cross Country, Basketball) and Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl 1000-1999:	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>our school choir, 3rd grade students will learn to play the recorder and 4th/5th grade students have the opportunity to participate in band. All students will receive six weeks of dance instruction with a schoolwide dance performance in the Spring. Extracurricular learning opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, and Yearbook club for 5th grade students. We have a part time reading intervention teacher who provides support to students. Our intervention program runs three days a week. We have seven paraeducators who provide 40 minutes of support to grades 1-5 under the supervision of the Intervention teacher. All classes visit the library weekly. Primary students hear a story and upper grade students listen to stories as well as have mini lessons on research etc. All students have a weekly opportunity to check out library books. Students participate in the Reading Counts program to improve their reading lexiles. The librarian tracks the number of words read by students. We celebrate words read each trimester with grade level assemblies. We also set a school wide word goal and celebrate with a Reading Carnival at the end of the year when we meet our goal. In February, the school</p>		Certificated Personnel Salaries Site Formula Funds 4450.00	
		Choir Teacher Stipend 1000-1999: Certificated Personnel Salaries Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1050.00	
		Para Educators for Intervention Support Grades 1-5 1000-1999: Certificated Personnel Salaries Title I 21000.00	
		Reading Counts Carnival, Prizes Reading Rewards, PBIS incentives, wheel prizes 5000-5999: Services And Other Operating Expenditures Site Formula Funds 5000.00	
		Reflex Math and Read Live Licenses 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3935.00	
		ST Math 5000-5999: Services And Other Operating Expenditures Title I 4000.00	
		STEAM Arcade Assembly 5000-5999: Services And Other Operating Expenditures PTO 1200.00	
		Part time Intervention Teacher 2000-2999: Classified Personnel Salaries Title I 35000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
celebrates "I Love Reading Week" to promote literacy. Green Valley also participates in the Six Flags Read to Succeed Reading Challenge.			
<p>Staff Development and Professional Collaboration</p> <p>Green Valley Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. We will continue training and implementation of PBIS Tiers 1 and 2.</p>		<p>Tier 2 PBIS training subs for 3 teachers x 3 days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1512.00</p> <p>Math Consultant- Jenny Maguire- 2 days of professional development for all teachers 5800: Professional/Consulting Services And Operating Expenditures Title I 1930.00</p> <p>Subs for Jenny Maguire Math training 1000-1999: Certificated Personnel Salaries Title I 3100.00</p> <p>One day release time for grade level planning (1/2 day GLAD, 1/2 day Math) 1000-1999: Certificated Personnel Salaries Title I 3100.00</p> <p>Sub cost for Step up to Writing refresher training grades 2-5. (10 teachers) 1000-1999: Certificated Personnel Salaries Title I 1680.00</p> <p>Registration cost for 10 teacher for Step Up to Writing refresher training 5800: Professional/Consulting Services And Operating Expenditures Title I 750.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Math Conference for one teacher and administrator (registration and hotel costs) 5800: Professional/Consulting Services And Operating Expenditures Title I 2300.00	
<p>Involvement of Staff, Parents and Community</p> <p>Green Valley Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in our site English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

opportunities for students and to enhance the campus. We will continue to offer the Raising Reader Program in partnership with the Community Hub for children ages 0-5 and their families.

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	<p>For the 2020-2021 school year, the goal is for the following:</p> <p>Students feeling safe will increase by 5% to 90% most or all of the time.</p> <p>The number of students responding all or most of the time to being acknowledged for doing a good job will increase by 5% to 85%.</p> <p>The number of students who will find someone to talk with when they need help will increase by 6% to at least 50%</p>	<p>94% of students reported feeling safe at school most or all of the time.</p> <p>The number of students responding all or most of the time to being acknowledged for doing a good job increased from 80% to 82%.</p> <p>The number of students who will find someone to talk with when they need h helped increased to 79%</p>
LCAP Survey	<p>Communicating to parents and our community via newsletters, social media and text messages that safety is our priority. All decisions are made with student safety being a top priority. We expect that parents will feel more comfortable regarding the safety of their child while at school.</p>	
Aeries Discipline and Attendance Report	<p>The suspension rate will decrease to 1% and the average attendance rate will increase to 97% for the 2019-2020 school year.</p>	<p>Due to the COVID-19 pandemic the average attendance rate has decreased due to students needing to be quarantined.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Safety:</p> <p>Green Valley Elementary School will work to ensure that all students and staff are safe on campus. All employees and students</p>		<p>Red Ribbon Week Activities 0000: Unrestricted Site Formula Funds 250.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan..</p>			
<p>School Climate and Community Building:</p> <p>Green Valley Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavior Interventions and Supports (PBIS)</p>		<p>Dental Puppet Show Assembly None Specified None Specified 0</p> <p>Gator Way Incentives (PBIS) 4000-4999: Books And Supplies Donations 500.00</p> <p>Books and Resources for Counseling Center 4000-4999: Books And</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>framework is being used to create systems that explicitly teach students expected and appropriate behaviors for all locations of our school. The school's PBIS team has developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Calm Zones and other areas will be established on campus as de-escalation zones where children can go to feel safe. Monthly assemblies will be held to recognize students with outstanding citizenship. Our school counselors will be available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and character development. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.</p>		Supplies Site Formula Funds 500.00	
<p>Staff Collaboration and Professional Development: Green Valley Elementary School will provide teachers and classified</p>		SEL Conference 5000-5999: Services And Other Operating Expenditures Title I 1500.00	

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
FIT Report (Facilities Inspection Tool)	Our rating will increase to fair.	
Williams Act/Uniform Complaints	If received during the 2019-2020 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	No complaints were received
Green Valley Staff Survey	As we continue to implement PBIS and professional development surrounding SEL and Trauma Informed Practices, staff will feel more comfortable meeting student needs.	Staff continue to desire more professional development to meet students SEL needs.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Staff Collaboration and Professional Development:</p> <p>Green Valley Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non instructional personnel will also be included in trainings pertaining to Social Emotional Learning, Trauma Informed Practices,</p>		<p>Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded</p> <p>Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded</p> <p>Health Aide Training 2000-2999: Classified Personnel Salaries District Funded</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Positive Behavior Interventions and Supports, and elements of Restorative Justice.			
<p>Facilities and Technology Infrastructure:</p> <p>Green Valley Elementary School will provide facilities, technology, furniture and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance Personnel. We will engage in school beautification projects with the support of our PTO and our student leadership team.</p>		<p>Paint for US Map on blacktop 4000-4999: Books And Supplies Site Formula Funds 300.00</p> <p>Installation of new sound system in the Plumb Center 5000-5999: Services And Other Operating Expenditures Donations 10000.00</p> <p>Curtains for stage 5000-5999: Services And Other Operating Expenditures Donations 5000.00</p>	

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

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

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

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

Expenditures by Budget Reference

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

Expenditures by Budget Reference and Funding Source

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

School Site Council Membership

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

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

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

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

Attested:

Principal, Michelle Winberg on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Jackson Elementary School
Address	2561 Francisco Dr. El Dorado Hills, CA 95762-8201
County-District-School (CDS) Code	09619786005706
Principal	Michele Williamson
District Name	Rescue Union Elementary District
SPSA Revision Date	2/20/21
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

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

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

Jackson Staff Core Values

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

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

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

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

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

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

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

School Profile

School Profile

This year, the COVID-19 Pandemic has resulted in the need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAL OSHA's industry guidance for schools. As a result, certain assessments and programs have been suspended for the 2020-2021 school year. These programs and assessments are expected to resume in 2021-2022 or when it is appropriate to do so.

Beginning in the summer of 2020, our school team worked diligently to develop comprehensive reopening plans to mitigate the spread of the coronavirus. These plans can be accessed at www.rescueusd.org.

Due to COVID-19, a hybrid schedule allowed one-half of students to be on campus during an AM session while the other half of students attended a PM session. Students then participated in asynchronous learning during the time when they were not on campus. Students from our school who did not feel comfortable attending in-person classes were provided with the opportunity to learn remotely in our new Virtual Frontier Academy.

While operating within the COVID-19 Pandemic, our focus and commitment to students and quality instruction has not wavered. As we plan for the future and gather data in the weeks to come, we will work to develop in-depth intervention plans to ensure that any social emotional or academic deficits resulting from this pandemic are quickly and efficiently addressed.

Jackson School is a TK-5 elementary school which serves a student body of 382 students. Jackson School is located twenty-five miles northeast of Sacramento in the foothills of the Sierra Nevada Mountains. The school campus is surrounded by neighborhood homes and many families walk to school each day. Jackson houses three programs for the El Dorado County Office of Education (EDCOE). These programs include a State Preschool program, an Extended Day program, and the Multiple Abilities class which are housed at the center of our campus. Jackson School is a school with a Visual and Performing Arts emphasis. Children have access to a variety of VAPA programs during the course of their school day, as well as before and after school.

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

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

- Jackson School received a California Distinguished School Honorable Mention in 2006.

The educational program is supported by a staff of 17 classroom teachers, including one music teacher, and one PE teacher. Fourth and fifth graders receive 120 minutes of Physical Education each week from a certificated P.E. teacher. Fourth and fifth graders also have the option to participate in Instrumental Band each week with a certificated music teacher. All students receive music instruction once a week in TK-5 classes with a music teacher within their school day. Upper grade students have elective choices each trimester. Class choices include, but are not limited to: dance, leadership, science exploration, technology, robotics, coding, video production, 3-D printing, and world cultures. Primary classes have library once a week to build literacy skills and upper grade students have times available to check out books and do research. Students have the opportunity to participate in many enrichment activities which include: Junior Choir, Senior Choir, Junior Jackson Actors Guild, Senior Jackson Actors Guild, Garden Club, Sign Language Club, Nature Bowl, Drum Club, Spelling Bee, Oral Interpretation, volleyball, basketball, and cross-country. In addition, the Community Services District offers a variety of programs after school for children throughout the year in the Ruppel Center .

Academic rigor is a focus in every classroom. Teachers deliver a differentiated curriculum to students based on the specific needs of each student. Small group instruction through the use of K-3 Intervention Aides and Credentialed Volunteers is delivered several times a week to students based on assessment results. In addition, programs such as iXL math are designed and used to support individualized instruction for students, whether it be through acceleration or remediation of grade level concepts. Students use Reading Counts weekly and are encouraged to challenge themselves as they work to increase their lexile scores and complete comprehension assessments. All students in 2nd-5th grade participate in the "Reading Raceway" in the library. Students accumulate words read and move their race car along the speedway in the library. The principal presents monthly reading certificates for "words read" benchmarks in every classroom. Students that reach the Millionaires' Winner's Circle are treated to a ride in the JAG-Y Mobile out to lunch at the "In and Out" restaurant in Folsom. Teachers use district adopted materials including Go Math and the new ELA adoption Benchmark Advance to deliver standards-based instruction. Teachers meet regularly during collaboration time to discuss curriculum implementation, review samples of student work, and to analyze data. Teachers are encouraged to attend staff development workshops through EDCOE on topics of interest. Professional Development this year has centered around Trauma Informed Teaching Practices, Restorative Practices, Step Up to Writing, GLAD, Love & Logic, Math Instruction, and Social-emotional Learning; teachers have received training both at the district level and site level this year on both topics. Every classroom has a Comfort Corner and teachers have received training on how to manage the Comfort Corner with students. The school counselor has used teacher data for the district's SEL Inventory to establish counseling groups and individual counseling sessions for Tier 3 students requiring more intensive support.

Jackson School maintains a strong commitment to increasing access for students to technology. Currently, students in K-1 classes have access to an iPad center in each classroom and students in 2nd-5th grade have access to Chromebooks daily. Upper grade teachers are embedding the District Technology Standards into their lessons via the use of Chromebooks in the classrooms. Upper grade classrooms have Promethean boards and all classrooms have a projection system and a document camera. We currently have a 1:1 ratio for Chromebook devices for students in third, fourth, and fifth grades. We continue to use a variety of technology-based programs to enhance learning, including: Reflex Math, Typing Agent, iXL Math, Reading Counts, Jupiter Grades, SBAC Interim and Comprehensive Assessments, and Discovery Learning. We offer technology-based electives including: robotics, 3-D Printing, and coding for 4th and 5th graders each trimester and we participate in the "Hour of Code" coding program each year. We offer a Video Production elective to 4th/5th graders which also utilizes state of the art equipment and editing software, including ipads, a green screen, and a 360 degree camera.

School Climate is another area of pride for Jackson School. Each month students are recognized for the Character Counts JAG-Y Gem trait that the school is focusing on in classrooms and on the yard. Approximately 35 students are recognized monthly in individual classrooms, as school wide assemblies have been suspended for this school year due to COVID-19. In addition, students are also recognized for behavior by yard supervisors and receive virtual JAG-Y GEMS that are tallied in the classrooms. Students with the most JAG-Y gems are recognized each week with an announcement on the PA system and a prize from the principal. Our new PBIS program includes positive expectations signage, new songs/chants, classroom videos, new spirit wear with our umbrella values, and our new "JAG-Y-Gem" positive reinforcement program! Folsom Lake College students come each fall and present a play based on a Character Counts trait- this will resume in fall of 2021. The Multiple Abilities Class has a mentor program available at lunch for students as well, this program has been suspended for this school year but will resume in the fall of 2021. In the 19-20 school year 125 General Education students in 2nd-5th grade served as mentors in this program. All fourth graders participate in the "A Touch of Understanding" program every October (Disability Awareness Month) which sensitizes children to others who may have disabilities and helps them understand what it feels like to live with a disability. The program reinforces the fact that people with disabilities are capable citizens who compensate for their challenges and lead full, productive lives. Our Multiple Abilities teacher, Bev Baker, goes into all classrooms each October to present Disability Awareness lessons to help students understand and empathize with children who have disabilities. Jackson School has a school

counselor three days per week. The counselor meets with individual students for support. Beginning in the fall of 2021 she will resume facilitating social groups at both lunches. Finally, the 4th and 5th graders have the opportunity to participate in the Leadership elective each trimester. In this elective, the students focus on Community Service Projects to help benefit organizations that the students choose through discussions. The students also decide how they will fund the project and carry out their plan of action. At Jackson School, students have many opportunities to SHINE and share their talents including: Recorder Concerts, Band Concerts, Drum Club Performances, Character Counts Assemblies, K-5 Talent Show, Choir performances, JAG musicals, Spring Art Show, Honor Roll, and organized sports teams. Teachers and staff continue to embrace the "We Care" district-wide focus and participate regularly in our gratitude tree program, our Family Science Night, our Fall Festival, our Families in Need donations, our Giving Gala, and our staff Halloween Parade theme. Our staff Sunshine Club collects funds from staff and gives cards and flowers to staff members in need.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0.41%	0.22%	1	2	1
African American	1.74%	2.07%	1.34%	8	10	6
Asian	5.42%	5.39%	5.15%	25	26	23
Filipino	1.74%	2.07%	2.46%	8	10	11
Hispanic/Latino	15.40%	14.52%	13.87%	71	70	62
Pacific Islander	0.65%	0.83%	0.89%	3	4	4
White	73.32%	73.24%	74.72%	338	353	334
Multiple/No Response	%	%	1.34%			0
Total Enrollment				461	482	447

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	88	95	76
Grade 1	72	69	78
Grade 2	65	80	70
Grade3	81	69	80
Grade 4	79	84	65
Grade 5	76	85	78
Total Enrollment	461	482	447

Conclusions based on this data:

1. Enrollment is currently at 382 students for the 20-21 school year.
2. Student group data has been fairly consistent over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	17	14	10	3.7%	2.9%	2.2%
Fluent English Proficient (FEP)	10	9	9	2.2%	1.9%	2.0%
Reclassified Fluent English Proficient		2	3	0	11.8%	21.4%

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area. All EL students who took the SBAC in spring of 2019 scored in the met or exceeded bands in both ELA and Math with the exception of one student who is receiving intervention support.
2. Our English Learner Coordinator will continue to provide assistance to our EL students and the staff who instructs them.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	80	67	70	77	67	70	77	67	93.3	96.3	100
Grade 4	72	84	80	68	79	77	68	79	77	94.4	94	96.3
Grade 5	79	77	85	77	75	83	77	75	83	97.5	97.4	97.6
All Grades	226	241	232	215	231	227	215	231	227	95.1	95.9	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2481.	2478.	2487.	41.43	46.75	53.73	40.00	23.38	23.88	11.43	18.18	14.93	7.14	11.69	7.46
Grade 4	2534.	2522.	2521.	52.94	50.63	48.05	26.47	22.78	25.97	16.18	17.72	12.99	4.41	8.86	12.99
Grade 5	2536.	2548.	2571.	27.27	38.67	56.63	44.16	37.33	28.92	16.88	13.33	4.82	11.69	10.67	9.64
All Grades	N/A	N/A	N/A	40.00	45.45	52.86	37.21	27.71	26.43	14.88	16.45	10.57	7.91	10.39	10.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.86	45.45	55.22	48.57	40.26	34.33	8.57	14.29	10.45
Grade 4	54.41	48.10	41.56	41.18	44.30	49.35	4.41	7.59	9.09
Grade 5	32.47	48.00	53.66	54.55	41.33	40.24	12.99	10.67	6.10
All Grades	42.79	47.19	50.00	48.37	41.99	41.59	8.84	10.82	8.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.43	40.26	46.27	50.00	48.05	44.78	8.57	11.69	8.96
Grade 4	48.53	40.51	32.47	45.59	50.63	62.34	5.88	8.86	5.19
Grade 5	42.86	45.95	47.56	48.05	43.24	41.46	9.09	10.81	10.98
All Grades	44.19	42.17	42.04	47.91	47.39	49.56	7.91	10.43	8.41

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.57	44.16	44.78	71.43	48.05	47.76	0.00	7.79	7.46
Grade 4	35.29	36.71	45.45	55.88	58.23	49.35	8.82	5.06	5.19
Grade 5	27.27	30.67	42.68	66.23	62.67	51.22	6.49	6.67	6.10
All Grades	30.23	37.23	44.25	64.65	56.28	49.56	5.12	6.49	6.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	31.43	45.45	40.30	64.29	46.75	53.73	4.29	7.79	5.97
Grade 4	41.18	37.97	31.17	57.35	54.43	54.55	1.47	7.59	14.29
Grade 5	28.57	40.00	57.32	57.14	44.00	35.37	14.29	16.00	7.32
All Grades	33.49	41.13	43.36	59.53	48.48	47.35	6.98	10.39	9.29

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.
The previous school year, our ELA scores increased by 8% at 3rd grade, stayed the same at 4th grade, and increased by 10% in 5th grade.
2. In the fall of 2019 the teachers analyzed ELA data from the 2019 CAASPP Smarter Balanced Assessment and discovered the lack of growth was due to a relatively small number of students at the fourth grade level who underperformed on the test. Work to provide individualized supports, appropriate to every child's needs, remains a focus. As a whole, we will continue to design targeted instruction to be delivered in small group settings to help students improve student mastery of ELA State Standards.
3. We will continue to work diligently to implement ELA curricular materials and focus on targeted instruction with our students to improve our students' understanding of the grade level concepts in the ELA standards..

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	75	80	67	70	77	67	70	77	67	93.3	96.3	100
Grade 4	72	84	80	67	79	77	67	79	77	93.1	94	96.3
Grade 5	79	77	85	77	75	83	77	75	83	97.5	97.4	97.6
All Grades	226	241	232	214	231	227	214	231	227	94.7	95.9	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2472.	2464.	2483.	31.43	35.06	38.81	48.57	33.77	37.31	15.71	20.78	17.91	4.29	10.39	5.97
Grade 4	2533.	2512.	2513.	35.82	31.65	25.97	43.28	43.04	38.96	17.91	17.72	29.87	2.99	7.59	5.19
Grade 5	2547.	2549.	2548.	35.06	41.33	44.58	28.57	21.33	25.30	29.87	25.33	14.46	6.49	12.00	15.66
All Grades	N/A	N/A	N/A	34.11	35.93	36.56	39.72	32.90	33.48	21.50	21.21	20.70	4.67	9.96	9.25

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	50.00	49.35	53.73	37.14	35.06	40.30	12.86	15.58	5.97	
Grade 4	58.21	50.63	41.56	32.84	34.18	44.16	8.96	15.19	14.29	
Grade 5	42.86	49.33	56.63	44.16	28.00	24.10	12.99	22.67	19.28	
All Grades	50.00	49.78	50.66	38.32	32.47	35.68	11.68	17.75	13.66	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.57	37.66	46.27	40.00	51.95	44.78	11.43	10.39	8.96
Grade 4	43.28	36.71	31.17	47.76	44.30	58.44	8.96	18.99	10.39
Grade 5	29.87	40.00	31.33	58.44	41.33	53.01	11.69	18.67	15.66
All Grades	40.19	38.10	35.68	49.07	45.89	52.42	10.75	16.02	11.89

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.43	40.26	52.24	52.86	48.05	38.81	5.71	11.69	8.96
Grade 4	53.73	44.30	42.86	40.30	45.57	46.75	5.97	10.13	10.39
Grade 5	31.17	33.33	37.35	55.84	52.00	48.19	12.99	14.67	14.46
All Grades	41.59	39.39	43.61	50.00	48.48	44.93	8.41	12.12	11.45

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

There was an increase of 7% in 3rd grade math scores. There was a decrease of 9% in 4th grade math scores and an increase of 8% in 5th grade math scores. This year, the teachers analyzed ELA data from the 2019 CAASPP Smarter Balanced Assessment and discovered the lack of growth in 4th grade was due to a relatively small number of students who underperformed on the test. Work to provide individualized supports, appropriate to every child's needs, remains a focus.
- The aforementioned dip was addressed by examining data and focusing on assisting specific students for the upcoming year. Math is a continued area of focus for our school this year. We have used the 4R's process to develop action plans in mathematics at every grade level. We are working with math consultant Jenny Maguire to improve instructional strategies and build a stronger mathematical reasoning foundation in our students. We have begun devoting more time integrating math into the curriculum in other subject areas. We have a devoted math block each day, with fifth grade having a 90 minute block each day. We will continue to give students repeated experiences using technology (Chromebooks and computer lab) to solve math problems and to demonstrate their understanding of the math standards in the classroom as well as the computer lab. We will continue the use of iXL Math, Reflex Math, and Interim SBAC assessments to help students become comfortable with this format for assessing their learning.
- We will continue to use multiple measures to assess student learning and provide targeted instruction to ensure that students move from the "Not Met" and "Nearly Met" bands to the "Met" and "Exceeded Standard" bands on the SBAC assessment.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3		*		*		*		*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
Grade 6		*		*		*		*
All Grades							16	15

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
2	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	*	33.33	*	40.00		0.00		26.67	16	15

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	100.00	33.33		40.00		6.67		20.00	16	15

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*		*	*	*
2	*	*	*	*		*		*	*	*
4	*	*	*	*		*		*	*	*
5	*	*	*	*	*	*		*	*	*
All Grades	*	13.33	*	53.33	*	6.67		26.67	16	15

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	75.00	40.00	*	40.00		20.00	16	15

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	87.50	33.33	*	46.67		20.00	16	15

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
5	*	*	*	*	*	*	*	*
All Grades	*	20.00	*	53.33	*	26.67	16	15

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*	*	*	*	*
All Grades	*	46.67	*	26.67	*	26.67	16	15

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
482	8.9	2.9	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.9
Socioeconomically Disadvantaged	43	8.9
Students with Disabilities	74	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.1
American Indian	2	0.4
Asian	26	5.4
Filipino	10	2.1
Hispanic	70	14.5
Two or More Races	7	1.5
Pacific Islander	4	0.8
White	353	73.2


Conclusions based on this data:

1. At Jackson School, 9% of the student population is socioeconomically disadvantaged. We make every effort to access community programs, such as Operation School Bell and Coats for Kids, to make sure their needs are met. We make sure that students have access to healthy snacks and the hot lunch and breakfast program for increased learning.
2. Our socioeconomically disadvantaged students made positive gains on the SBAC in spring of 2019 as noted in the dashboard data.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 508 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="776 508 844 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1263 508 1318 533">Blue</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 707 373 732">Green</p>		

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period. Math stayed in the green band and ELA remained in the blue band. Our current focus is on math and our plans to elevate scores are outlined in the Academic Performance section.
2. Our Suspension Rate has shifted to the blue range this year. Our overall suspension rate dropped from 1.6% to 0.4% from the previous year. We continue to focus on PBIS and Trauma Informed Practices in classrooms to reduce suspensions.

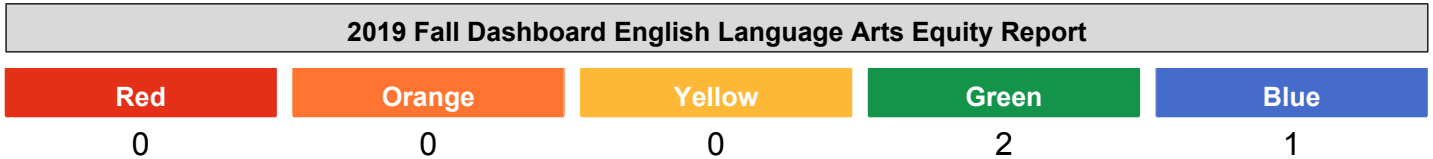
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>58.1 points above standard</p> <p>Increased ++9.4 points</p> <p>229</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>36.6 points above standard</p> <p>Increased Significantly ++20.2 points</p> <p>23</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>5.3 points above standard</p> <p>Increased Significantly ++18.8 points</p> <p>51</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 82.5 points above standard Increased ++14.5 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 31.3 points above standard Increased ++9.8 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 60.3 points above standard Increased ++8.8 points 158

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 4	57 points above standard Increased ++7.2 points 217

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.
In spring of 2019, our largest increase was for our students with disabilities who grew by 17%.
2. In the spring of 2019, our students had a 6% increase in ELA.

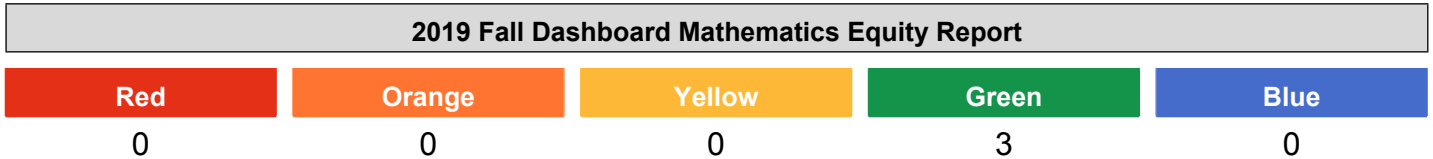
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>32.3 points above standard</p> <p>Increased ++5.4 points</p> <p>229</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>28.8 points above standard</p> <p>Increased Significantly ++32.7 points</p> <p>23</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>11.9 points below standard</p> <p>Increased ++14.4 points</p> <p>51</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 48.6 points above standard Maintained -0.9 points 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Green 14.7 points above standard Increased ++14.2 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 33.4 points above standard Maintained ++1.5 points 158

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 4	31.6 points above standard Increased ++3.9 points 217

Conclusions based on this data:

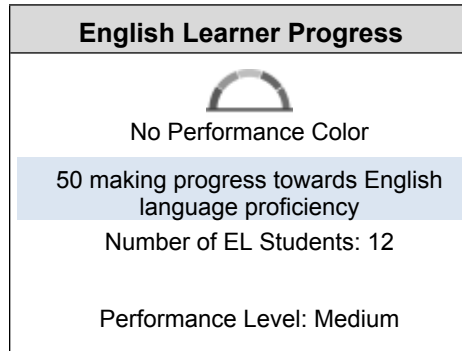
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.
All groups saw an increase in Math. Our focus in math will continue as we focus on moving students into the "met" and "exceeded" bands.
- Specific efforts are identified in our current SPSA to address our goals for this year in math.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
33.3	16.6	16.6	33.3

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.
2. Although our EL population is relatively small, they are making good academic progress. We did have 4 students decrease on their ELPI level which we will focus on this school year through additional support.
3. Only one ELL student has not scored in the "met" or "exceeded" band. We are working closely with this student who is showing growth.

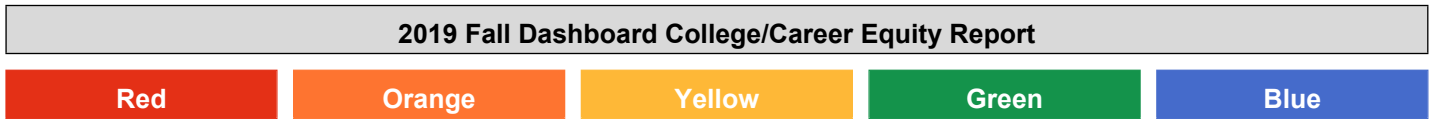
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

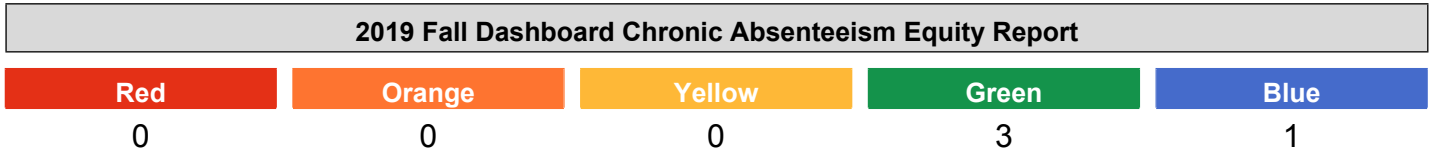
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.1</p> <p>Declined -1.5</p> <p>519</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -16.7</p> <p>14</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.2</p> <p>Declined -5.6</p> <p>49</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>5.7</p> <p>Declined -3</p> <p>88</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 10.7 Increased +3.8 28	 No Performance Color 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Blue 1.4 Declined -8.8 73	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 Green 3.1 Maintained -0.4 383

Conclusions based on this data:

1. Due to COVID-19, attendance data from the spring of 2020 may be skewed due to instruction in the hybrid model, students who have quarantined due to exposure to COVID, or a positive COVID test. As of February 2021, our attendance sits at 96%.
2. Below is the analysis of growth from the prior testing period. We increased our attendance to 97%. Last year our biggest area of concern, relative to chronic absenteeism, was with our students with disabilities and socioeconomically disadvantaged students. Both groups have declined in their absenteeism rates.
3. Actions have been put into place to help curb absenteeism. Personal calls from the principal to discuss the impact absences have on academic progress and articles in the school newsletter are also used to remind families about the importance of school attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

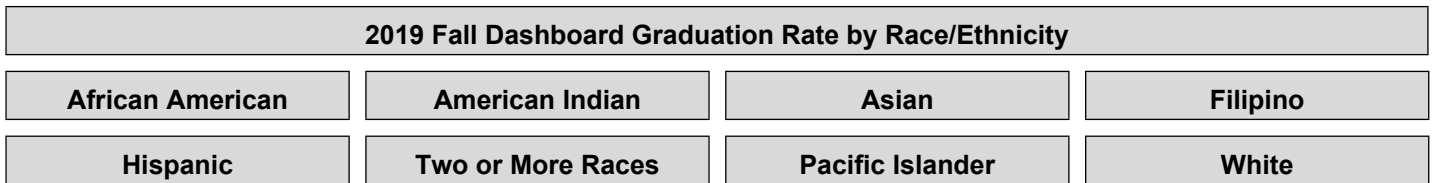
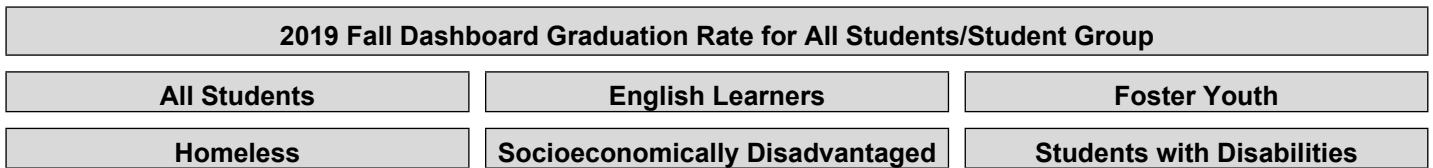
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

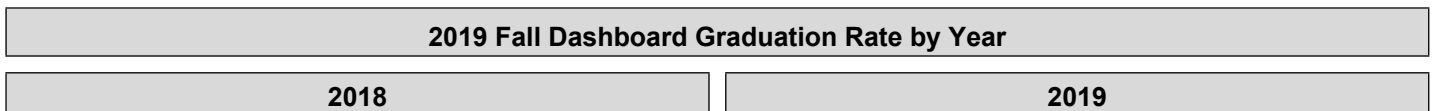
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

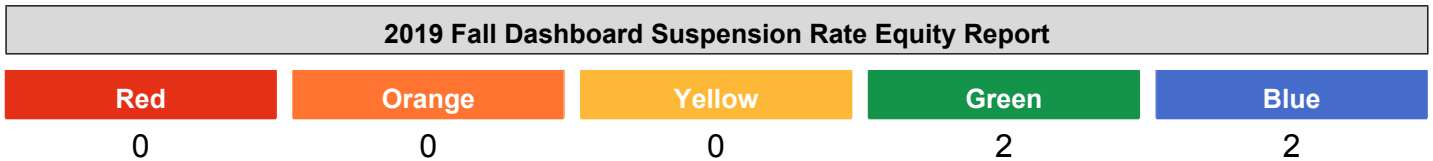
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.4 Declined Significantly -1.2 520	<p>English Learners</p>  No Performance Color 0 Maintained 0 14	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 1	<p>Socioeconomically Disadvantaged</p>  Green 2 Declined -6.5 50	<p>Students with Disabilities</p>  Green 1.1 Declined -6.3 88

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Declined -3.4 28	 No Performance Color 0 12
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Declined -2.5 74	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 4	 Blue 0.5 Declined -0.6 383

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.6	0.4

Conclusions based on this data:

1. There was one suspension in the 19-20 school year and zero suspensions thus far in the 20-21 school year. Our Suspension Rate was in the blue range for our previous year of data.
2. Our overall suspension rate is quite low at 0.4%, suspensions for students with disabilities decreased by 6.3 points (2019).
3. Our overall suspension rate is quite low at 0.4%, suspensions for students who are socioeconomically disadvantaged decreased by 6.5 points (2019).

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment for ELA (2019)	3rd Grade - 78% Met or Exceeded 4th Grade - 74% Met or Exceeded 5th Grade - 85% Met or Exceeded	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
Smarter Balanced Assessment for Math (2019)	3rd Grade - 76% Met or Exceeded 4th Grade - 68% Met or Exceeded 5th Grade - 70% Met or Exceeded	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
Lexile Proficiency Growth Report (2020)	3rd Grade - 68% Proficient or Advanced 4th Grade - 76% Proficient or Advanced 5th Grade - 73% Proficient or Advanced	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
Interim Comprehensive Assessment for Math (2019)	January 2019 Scores: 3rd - 63% at or above standard 4th - 50% at or above standard 5th - 58% at or above standard	3rd Grade- increase by 5% 4th Grade- Increase by 5% 5th grade- increase by 5%
DIBELS (2019)	Kindergarten NWF CLS - 82% Kindergarten PSF - 96% 1st Grade NWF CLS - 77% 1st Grade NWF WWR -81% 1st Grade DORF Fluency - 82% 2nd Grade DORF Fluency-84% 2nd Grade DORF Accuracy- 88% 3rd Grade DORF Fluency- 88%	Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade - Increase by 5% 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%

Metric/Indicator	Baseline	Expected Outcome
	3rd Grade DORF Accuracy- 91% 4th Grade DORF Fluency-73% 4th Grade DORF Accuracy- 80% 5th Grade DORF Fluency- 82% 5th Grade DORF Accuracy- 75%	

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Due to COVID-19, we do not have academic scores for the spring of 2020.

Jackson Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in the Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and students will improve their writing skills through this program. Teachers will focus on instructional strategies and creating new trimester math assessments under the guidance of a math consultant. Teachers will use Reflex Math and iXL Math with students for differentiating instruction based on individual student needs. Teachers will continue to focus on the Next Generation Science Standards (NGSS) using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	1250.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELA 1.11 Reading Counts license
Amount	2613.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math 1.2 iXL Math for the 20-21 school year

Amount	2966.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math 1.2 Reflex Math subscription for the 20-21 school year
Amount	2,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Math 1.9 Garden Coordinator
Amount	250.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	3000-3999: Employee Benefits
Description	Math 1.9 Garden Coordinator
Amount	400.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Daily Math Practice Journals (3rd grade)

Strategy/Activity 2

Improvement of instructional strategies and materials:

Jackson Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Homework Club will be provided after school for fourth grade students. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	7140.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Sub Costs)
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ESGI Assessment Program
Amount	14,640.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators for Intervention in ELA
Amount	3323.00
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Paraeducators for Intervention in ELA
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK/Kindergarten Paraeducators
Amount	9000.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Training for 5 teachers
Amount	4200.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Substitute costs
Amount	1930.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	Jenny Maguire, Math Consultant
Amount	2016.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitues for release time for math consultant

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:
 Due to COVID-19 some programs have been suspended this year and will resume in the 2021-22 school year. All programs have been left in this plan so our stakeholders are aware of the programs that will resume in the fall.

Jackson Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including iXL Math, Typing Agent, Reflex Math, and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our Video Production Lab, work with our 3-D printer and Robotics equipment, and learn to read music and play the recorder. Students have the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild.

Students will have the opportunity to participate in our Instrumental Band program and our Drum Club. All students will have a dance experience culminating with a schoolwide dance performance in the fall. Extracurricular learning opportunities include: drum club, garden club, Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E. Map Contest, Science Fair, recorder concerts, and band concerts. Electives are offered to all 4th and 5th grade students on a rotating wheel each trimester. Electives include yearbook, leadership, coding, robotics, world travel, visual art, 3-D printing, and Video Production. The TK-3 classes visit the library weekly for storytime and to check out library books. The principal has storytime once a month in Kindergarten classes as well. The Reading program in the library celebrates "words read" on a monthly basis and the principal presents certificates in classrooms. Students participate in the Reading Counts program to improve their reading lexiles. In February, the school celebrates "I Love Reading Week" to promote literacy. Jackson School also participates in the Six Flags Read to Succeed Reading Challenge. In March, the school will partner with the local business "Face in a Book" who provides an author visit/assembly to our school each spring.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School Science Fair

Amount	225.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Spelling Bee
Amount	510.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Spelling Bee Substitutes
Amount	48.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Oral Interpretation
Amount	340.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Oral Interpretation Substitutes
Amount	170.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nature Bowl Substitutes
Amount	2500.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Library Collection

Strategy/Activity 4

Staff development and professional collaboration:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	668
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Step up to Writing Training (Substitutes for 4 teachers)
Amount	300
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Step up to Writing Training (Registration)
Amount	218
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	A Day of Love & Logic for Educators
Amount	334
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitues for training (2 teachers)

Strategy/Activity 5

Involvement of staff, parents, and community:

Jackson Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the 2020-21 school year. The survey indicated that 91% percent of students surveyed feel safe at school most or all of the time. An average of 82% of all students surveyed feel well connected. An average of 83% of all students surveyed feel that there are adults that care about them most or all of the time. Finally, 93% of students surveyed feel that they are treated with respect by school staff most or all of the time.	Our goal was to have an increase of 5% in all aforementioned CHKS areas. Although we did not raise our scores by 5% we were able to sustain our previous scores by staying the same or dropping by less than 3% for the 20-21 school year.
LCAP Parent Survey	Parents expressed concerns regarding school safety, the condition of the road at the front of the camous, the field, and the age of our facility.	The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year.
CA School Dashboard Chronic Absenteeism Rate	2019-2020 Chronic Absenteeism Rate was 3.1% (Green)	Our goal was to reduce the Chronic Absenteeism Rate by 0.5% Unfortunately, due to students being

Metric/Indicator	Baseline	Expected Outcome
CA School Dashboard Suspension Rate	2019-2020 Suspension Rate was 0.4% (Blue)	quarantined our rate as of February 2021 is 4%. Our goal was to reduce the Suspension Rate by 0.2%. As of February 2021 there are 0.0% suspensions.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

School Climate & Community Building:

Jackson Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Comfort Corners and other areas will be established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library will be available to students in the Counseling Center. Character Counts traits will be a

focus each month culminating in a schoolwide assembly to celebrate positive behavior. A school counselor will be available three days per week to assist students with mental health needs. The school counselor will present classrooms presentations on the following topics: managing worry/anxiety, bullying, cyber-bullying, managing anger and frustration, managing disappointment, kindness and compassion, empathy, growth mindset, problem solving, taking responsibility, playing fair, and peer pressure. Individual counseling, small group sessions, and whole class instruction will be provided based on a tiered system as established by the beginning of the year Student SEL Inventories. School assemblies will be provided to celebrate student achievement and character development. Two virtual Parent Workshops will be offered in Jan/Feb 2021: 5 Strategies to Reduce Stress & Support Your Family and Internet Safety and Srengthening the Connection with your Child. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	125
Source	Site Formula Funds
Budget Reference	5700-5799: Transfers Of Direct Costs
Description	Folsom Lake College Character Assembly
Amount	1375
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Touch of Understanding Assembly
Amount	500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Character Counts/JAG-Y GEM Monthly Celebrations/Goodie bags
Amount	1500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Art Materials for Creative Expression

Strategy/Activity 3

Staff Collaboration & Professional Development:

Jackson Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	1836.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Substitutes for the entire team.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2019-20 school year.	100% of Williams Act/Uniform Complaints will be resolved in a timely manner.
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in "good repair" or higher as measured by the 2019-20 Facility Inspection Tool.
Jackson Principal Survey	Staff report high feelings of contentedness and support, but have concerns about the aging facilities and the field.	As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Jackson Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and elements of Restorative Justice.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities & Technology Infrastructure:

Jackson Elementary School will work with the RUSD Maintenance and Operations Department, to determine areas for facility improvement. Necessary improvements will be communicated to RUSD Maintenance personnel through the use of the online work order system. We will engage in school beautification projects through our PTO as well as our 4th and 5th grade leadership elective after COVID-19 guidelines are lifted.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	30,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Planter boxes and landscaping project across the front of the school.

Strategy/Activity 3



Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment for ELA	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	
Smarter Balanced Assessment for Math	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	
Lexile Proficiency Growth Report	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	
Interim Comprehensive Assessment for Math	3rd Grade- increase by 5% 4th Grade- Increase by 5% 5th grade- increase by 5%	
DIBELS	Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade - Increase by 5% 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of Instruction with Content Standards</p> <p>Jackson Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will</p>		<p>ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures PTO 1250.00</p>	<p>ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures District Funded 1250.00</p>
		<p>Math 1.2 iXL Math for the 19-20 school year 5000-5999: Services And Other Operating Expenditures PTO 3383.00</p>	<p>Math 1.2 iXL Math for the 19-20 school year 5000-5999: Services And Other Operating Expenditures PTO 2613.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in the Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and students will improve their writing skills through this program. Teachers will focus on instructional strategies and creating new trimester math assessments under the guidance of a math consultant. Teachers will use Reflex Math and iXL Math with students for differentiating instruction based on individual student needs. Teachers will continue to focus on the Next Generation Science Standards (NGSS) using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p>		<p>Math 1.2 Reflex Math subscription for the 19-20 school year 5000-5999: Services And Other Operating Expenditures PTO 2965.50</p>	<p>Math 1.2 Reflex Math subscription for the 19-20 school year 5000-5999: Services And Other Operating Expenditures PTO 2966.00</p>
		<p>Math 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4,000.00</p>	<p>Math 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 4000.00</p>
		<p>Math 1.9 Garden Coordinator 3000-3999: Employee Benefits Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 500.00</p>	<p>Math 1.9 Garden Coordinator 3000-3999: Employee Benefits PTO 500.00</p>
		<p>Daily Math Practice Journals (3rd grade) 4000-4999: Books And Supplies Site Formula Funds 400.00</p>	<p>Daily Math Practice Journals (3rd grade) 4000-4999: Books And Supplies Site Formula Funds 400.00</p>
<p>Improvement of instructional strategies and materials:</p> <p>Jackson Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessments</p>		<p>Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 5129.00</p>	<p>Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 2450.00</p>
		<p>ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded</p>	<p>ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded</p>
		<p>Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14623.00</p>	<p>Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14623.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Homework Club will be provided after school for fourth grade students. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p>		<p>Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 3349.00</p> <p>TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded</p>	<p>Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 3349.00</p> <p>TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded</p>
<p>Extended Learning Time, Increased Educational Opportunity & Support Services:</p> <p>Jackson Elementary School will provide extended learning time and increased educational opportunities for students.</p>		<p>School Science Fair 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000.00</p>	<p>School Science Fair 5000-5999: Services And Other Operating Expenditures PTO 1200.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Such opportunities will include access to online programs including iXL Math, Typing Agent, Reflex Math, and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our Video Production Lab, work with our 3-D printer and Robotics equipment, and learn to read music and play the recorder. Students have the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild. Students will have the opportunity to participate in our Instrumental Band program and our Drum Club. All students will have a dance experience culminating with a schoolwide dance performance in the fall. Extracurricular learning opportunities include: drum club, garden club, Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E. Map Contest, Science Fair, recorder concerts, and band concerts. Electives are offered to all 4th and 5th grade students on a rotating wheel each trimester. Electives include yearbook, leadership, coding, robotics, world travel, visual art, 3-D printing, and Video Production. The K-3 classes visit the library weekly for</p>		<p>Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00</p>	<p>Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 0</p>
		<p>Spelling Bee Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 510.00</p>	<p>Spelling Bee Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 0</p>
		<p>Oral Interpretation 5000-5999: Services And Other Operating Expenditures Site Formula Funds 48.00</p>	<p>Oral Interpretation 5000-5999: Services And Other Operating Expenditures Site Formula Funds 0</p>
		<p>Oral Interpretation Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 340.00</p>	<p>Oral Interpretation Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds</p>
		<p>Nature Bowl Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 170.00</p>	<p>Nature Bowl Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 0</p>
		<p>Library Collection 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500.00</p>	<p>Library Collection 4000-4999: Books And Supplies PTO 2500.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>storytime and to check out library books. The principal has storytime once a month in Kindergarten classes as well. The Reading Counts program in the library celebrates "words read" on a monthly basis and the principal presents certificates in classrooms. Students participate in the Reading Counts program to improve their reading lexiles. In February, the school celebrates "I Love Reading Week" to promote literacy. Jackson School also participates in the Six Flags Read to Succeed Reading Challenge. In March, the school will partner with the local business "Face in a Book" who provides an author visit/assembly to our school each spring.</p>			
<p>Staff development and professional collaboration:</p> <p>Jackson Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>professional development and communities of practice. “Early Release Wednesdays” will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students’ needs.</p>			
<p>Involvement of staff, parents, and community:</p> <p>Jackson Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district’s Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school’s website, newsletters, weekly email blasts, social media, and other forms of communication. The</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus.</p>			

Analysis

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

Students were excited about the Reading Raceway program and increasing their lexile scores. Jackson School had 32 students make it into the Millionaire's Circle in the 19-20 school year (22 students read over a million in 2018-19). The students read 110, 459, 084 words in the 2019-2020 school year.

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

Students showed academic gains on their lexile growth through the Reading Counts program and showed growth in Mathematics through the iXL program. Typically we outline specific growth for these programs by grade levels in Goal 1 but we couldn't mix the data from two different years on the same page and we did not have state testing in the spring of 2020. This data will be included in next year's plan.

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

Due to COVID-19, many programs were suspended in the spring of 2020. These programs will resume in the 2021-2022 school year. Costs were lower for some programs because we had less students at school in the hybrid program.

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

None at this time.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	Increase of 5% in all aforementioned CHKS areas.	Percentages decreased slightly or stayed the same.
LCAP Parent Survey	The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year.	We have focused on several parents concerns in the LCAP regarding classroom maintenance and campus appearance as mentioned, but we have not replaced the field due to expense.
CA School Dashboard Chronic Absenteeism Rate	Reduce Chronic Absenteeism Rate by 0.5%	Absenteeism increased from 3% to 4% due to students having to quarantine in stable groups in the hybrid model.
CA School Dashboard Suspension Rate	Reduce Suspension Rate by 0.2%	Our suspension rate this year is 0.0%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Safety:</p> <p>Jackson Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon</p>		<p>Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 200</p>	<p>Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 241.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p>			
<p>School Climate & Community Building:</p> <p>Jackson Elementary School will work to ensure that all students feel connected to school and that their social-emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to</p>		<p>Folsom Lake College Character Assembly 5700-5799: Transfers Of Direct Costs Site Formula Funds 125</p> <p>Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1375</p> <p>Character Counts/JAG-Y GEM Monthly Celebrations 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>Goodie bags for monthly assemblies. 4000-4999:</p>	<p>Folsom Lake College Character Assembly 5700-5799: Transfers Of Direct Costs Site Formula Funds 0</p> <p>Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures PTO 0</p> <p>Character Counts/JAG-Y GEM Monthly Celebrations 4000-4999: Books And Supplies Site Formula Funds 500</p> <p>Goodie bags for monthly assemblies. 4000-4999:</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>help calm and re-set students who are overwhelmed or over stimulated. Comfort Corners and other areas will be established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library will be available to students in the Counseling Center. Character Counts traits will be a focus each month culminating in a schoolwide assembly to celebrate positive behavior. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided based on a tiered system as establish by beginning of the year Student SEL Inventories. School assemblies will be provided to celebrate student achievement and character development. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.</p>		<p>Books And Supplies Site Formula Funds 500</p> <p>Creative Risk Taking / Creative Expression Art Lessons 4000-4999: Books And Supplies Site Formula Funds 1500</p>	<p>Books And Supplies Site Formula Funds 500</p> <p>Creative Risk Taking/Creative Expression Art Lessons 4000-4999: Books And Supplies Site Formula Funds 1052</p>
<p>Staff Collaboration & Professional Development:</p> <p>Jackson Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics</p>		<p>PBIS Substitutes for the entire team. 1000-1999: Certificated Personnel Salaries District Funded 1836</p>	<p>PBIS Substitutes for the entire team. 1000-1999: Certificated Personnel Salaries District Funded 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.</p>			

Analysis

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

Our counselor has been very visible in and around campus. She has completed classroom presentations in every class in both the AM and PM sessions bimonthly. The counselor has met with students in small groups from the same stable group to help with friendship skills. She has also met one to one with the children needing our top tier level of intervention support for their social-emotional health and well-being.

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

The children at school in the hybrid model this year are happy and healthy. They are engaged with friends and enjoy playing together at recess and during choice time in classrooms. They have adjusted very well to the required guidelines in our re-opening plan and parents have been very cooperative in supporting our guidelines.

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

Several assemblies had to be suspended due to the COVID-19 re-opening guidelines but will resume next year. Art lessons continued in classrooms, although the number of art lessons declined because teachers needed the academic instruction time. We will not have an art show in the gym this spring but teachers will send home art portfolios of their work at the end of the school year.

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

We will resume team meetings for PBIS in the fall, we have continued to implement all elements of PBIS that we have designed up to this point. We have not collected specific discipline data this year due to the structure of the hybrid classes and the absence of any serious discipline issues on the yard and in classrooms.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Act/Uniform Complaints	100% of Williams Act/Uniform Complaints will be resolved in a timely manner.	There were no Williams Act/Uniform Complaints.
Facility Inspection Tool	Facilities will be in "good repair" or higher as measured by the 2019-20 Facility Inspection Tool.	All work orders were completed in a timely manner.
Jackson Principal Survey	As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds.	Teachers and staff were pleased with the appearance and maintenance of the campus.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Staff Collaboration & Professional Development:</p> <p>Jackson Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), and</p>		Secretary Training 2000-2999: Classified Personnel Salaries District Funded	
		Custodial Training 2000-2999: Classified Personnel Salaries District Funded	
		Health Aide Training 2000-2999: Classified Personnel Salaries District Funded	
		Health and Wellness Staff Training 5000-5999: Services And Other Operating Expenditures Donations 250.00	Health and Wellness Staff Training 5000-5999: Services And Other Operating Expenditures Donations 250.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
elements of Restorative Justice.			
<p>Facilities & Technology Infrastructure:</p> <p>Jackson Elementary School will work with the RUSD Maintenance and Operations Department, to determine areas for facility improvement. Necessary improvements will be communicated to RUSD Maintenance personnel through the use of the online work order system. We will engage in school beautification projects through our 4th and 5th grade leadership elective.</p>		<p>New planters and seating area at the front of the school. New landscaping across the front of the school. None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 30,000.00</p>	<p>New planters and seating area at the front of the school. New landscaping across the front of the school. None Specified PTO 30,000.00</p>

Analysis

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

Our Principal and PTO sub committee met to design, get bids, and follow the landscaping project timeline to its completion. The project which included seating areas, planters, and landscaping project across the front of the school was a huge success. It gave our school a fresh new look!

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

Parents were very pleased with the project across the front of the school and felt that it gave the school a more updated look with more curb appeal. We received many emails and comments from parents about how nice the project turned out.

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

The initial bid was for \$25,000.00, but we added some additional features and landscaping which increased the cost to \$30,000.00 which was voted on by the PTO and additional funding was provided.

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

None at this time.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	1119.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	93,577.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
PTO	5,579.00
District Funded	23,426.00
LCFF - Supplemental	17,963.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9,055.00
PTO	30,000.00
Site Formula Funds	6,034.00
Title II Part A: Improving Teacher Quality	1,520.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	13,014.00
2000-2999: Classified Personnel Salaries	16,640.00
3000-3999: Employee Benefits	3,573.00
4000-4999: Books And Supplies	5,100.00
5000-5999: Services And Other Operating Expenditures	53,195.00
5700-5799: Transfers Of Direct Costs	125.00
5800: Professional/Consulting Services And Operating Expenditures	1,930.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	PTO	5,579.00
1000-1999: Certificated Personnel Salaries	District Funded	8,976.00
5000-5999: Services And Other Operating Expenditures	District Funded	14,450.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,640.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,323.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,000.00
3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	250.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,375.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,930.00
5000-5999: Services And Other Operating Expenditures	PTO	30,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	3,036.00
4000-4999: Books And Supplies	Site Formula Funds	2,600.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	273.00
5700-5799: Transfers Of Direct Costs	Site Formula Funds	125.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	1,002.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	518.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Michele Miller	Principal
Nicole Robbins	Classroom Teacher
Michele Driscoll	Other School Staff
Sara Dull	Classroom Teacher
Kortnie Anderson	Parent or Community Member
Corin Lucas	Parent or Community Member
James Guinn	Parent or Community Member
Kate Graves-Mercado	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 11/17/16.

Attested:

Principal, Michele Williamson on

SSC Chairperson, David Hoff on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Lake Forest Elementary School
Address	2240 Sailsbury Dr. El Dorado Hills, CA 95762-6984
County-District-School (CDS) Code	09619786109441
Principal	Bruce Peters
District Name	Rescue Union School District
SPSA Revision Date	2/25/2021
Schoolsite Council (SSC) Approval Date	2/25/2021
Local Board Approval Date	3/9/2021

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

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School Vision and Mission

School Vision

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

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

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

School Mission

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

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

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

School Profile

School Profile

This is our 30th year educating children! Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The school increased with our expanding neighborhood and 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. Our 6th grade classes were moved to Marina Village Middle School at this time and reduced enrollment considerably as the growth in the neighborhood stabilized. In 2019-20, our enrollment was at 445 students. 2020 brought more changes and a quarter of the population chose to learn remotely, which further reduced classes. Currently, Lake Forest Elementary is a Transitional K-5 school serving approximately 360 students with 15 classrooms. Two Special Day Classrooms were added to our campus this year. One class serves students in K-3rd and the other for students in 4th/5th. We've seen many changes in 30 years, but our commitment to providing the best education possible for our children remains the same.

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, a place that the school has maintained ever since. In May 2018, ELA and Math SBAC scores were 69% and 64% respectively, but overall Lake Forest remained in the high achieving schools in the region. Results from the 2019 testing cycle showed significant improvement in both ELA and Math. ELA scores rose to 77% proficient overall and Math rose to 69%. SBAC testing was cancelled in 2020, but our local data still reflects high achievement by our Lakers!

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.

This year, the COVID-19 Pandemic has resulted in the need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAI OSHA's industry guidance for schools. As a result, certain assessments and programs have been suspended for the 2020-2021 school year. These programs and assessments are expected to resume in 2021-2022 or when it is appropriate to do so. Lake Forest teachers have continued to monitor progress through online assessment tools embedded in the adopted curriculum and in additional online sources such as IXL, Reflex Math and Reading Counts. For the first two trimesters, students have been receiving in person classes on the Hybrid model (AM/PM). This reduces the amount of time at school but online learning continues during at home time. Our teachers have worked hard to continue the level of rigor families are accustomed, but there are limitations. Intervention classes and leveled groups are mixed cohorts which are not allowed. This does keep the school from offering some of the actions we usually provide. In 2021-2022, we expect to make reading intervention an even higher priority, especially for those in lower grades who needs support with fundamental skills.

Currently, Lake Forest teachers and support staff are working together to address students' social and emotional needs through reviews of on-going research, and collaborative discussions to better identify students who need sensitive interventions to encourage academic success and to better develop an encouraging, caring atmosphere in the classroom for the benefit of all students. A school counselor works directly with staff and families to create groups and administer age-appropriate lessons. In 2019-20, the school also implemented it's I SWIM team, which promotes positive character traits through community service and leadership by students in grades 4/5. The I SWIM team members participate in multiple school activities that support. Students can choose from library help, Beautification/Garden, Safety, Community Service and PBIS/School Leadership teams which conduct services for the school throughout the year.

Rescue Union School District strictly adheres to the state curricular frameworks and content standards. California Standards are taught in math and language arts in all grades. The core curriculum is enhanced through special learning activities such as our Science Prep Class, an hour and a half weekly program dedicated solely to Science instruction for 4th and 5th grade students; outdoor education; life lab garden science; drama, art and health, dramatic and musical productions by guest artists and student performers; and participation in events such as Nature Bowl, Festival of Oral Interpretation, and Spelling Bees. Field trips include Coloma, Sutter's Fort, Apple Hill, Discovery Museum, Sacramento Zoo, Challenger Space Camp, The Roseville Maidu Center, and various theater productions. Additionally, learning opportunities are brought to the campus through the support of the fundraising efforts of our Parent Teacher Council. Activities include beginning dance, classroom music instruction, visual and performing arts assemblies, living history presentations such as Pioneer Day and America Days, guest speakers in areas of health and fitness, visiting authors, and other curriculum-based presentations within the classroom setting. We cannot offer all of these due to health restrictions, but plan to reestablish them as soon as we can.

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 composed of school staff and parents who work to develop a Single Plan for Student Achievement to enhance the educational program. The PTC organizes parent and community volunteers, plans family-oriented socials, and facilitates school fundraisers to support and enhance the instructional programs. The Lake Forest PTC has been instrumental in purchasing new technology, learning programs, supporting the arts, and providing intervention for struggling students.

The curriculum focus is based on California Standards. Standards are taught at every grade level, and ongoing staff development in Language Arts, Writing, etc. supports dynamic, data-driven classroom instruction. Current district adopted curriculum includes Benchmark Advance for Language Arts instruction, Houghton Mifflin GoMath program, and Step up to Writing. Online supports are always being added to increase student exposure to the best learning strategies possible. IXL math was purchased in 2020-21 with the help of our PTC to provide additional standards based activities that enhance lessons taught with GoMath.

Next Generation Science Standards are taught using Stem Scopes and Mystery Science. All instruction is aligned to current standards. Students usually participate annually 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. 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.

After 30 years, the school has seen its share of changes and challenges, but our on-going partnership with our community and commitment to student success will ensure that Lake Forest continues to thrive in the years to come!



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.47%	0.24%	0.45%	2	1	2
Asian	4.94%	3.67%	3.35%	21	15	15
Filipino	0.71%	0.49%	0.67%	3	2	3
Hispanic/Latino	15.53%	15.4%	15.4%	66	63	69
Pacific Islander	%	%	0%			0
White	72.00%	73.59%	72.32%	306	301	324
Multiple/No Response	%	%	7.81%			0
Total Enrollment				425	409	448

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	65	80	85
Grade 1	69	56	63
Grade 2	57	71	62
Grade3	67	67	82
Grade 4	64	69	76
Grade 5	103	66	80
Total Enrollment	425	409	448

Conclusions based on this data:

- Overall enrollment continues to decrease each school year. However, in 2019, we increased to 450 students total. This includes 19 new students in the SDC program.
- Lake Forest traditionally only one subgroup (white) but over the past 3 years, our Hispanic/Latino population has risen to over 15%.
- In 2020-21, as a response to the COVID-19 pandemic, the Rescue Union School District offered an online "Frontier Academy" to families which decreased enrollment by about 20 students per grade level. In January of 2021, our enrollment in the in school hybrid program was approximately 360 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	15	12	14	3.5%	2.9%	3.1%
Fluent English Proficient (FEP)	11	12	13	2.6%	2.9%	2.9%
Reclassified Fluent English Proficient		5	0	0	33.3%	0.0%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	67	69	65	66	68	65	66	68	98.5	98.5	98.6
Grade 4	100	65	71	98	62	70	98	62	70	98	95.4	98.6
Grade 5	97	100	69	96	98	67	96	98	67	99	98	97.1
All Grades	263	232	209	259	226	205	259	226	205	98.5	97.4	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2471.	2464.	2474.	47.69	45.45	47.06	21.54	22.73	25.00	20.00	16.67	16.18	10.77	15.15	11.76
Grade 4	2518.	2508.	2520.	44.90	41.94	50.00	33.67	27.42	25.71	10.20	22.58	10.00	11.22	8.06	14.29
Grade 5	2540.	2547.	2555.	35.42	37.76	38.81	30.21	31.63	46.27	21.88	18.37	5.97	12.50	12.24	8.96
All Grades	N/A	N/A	N/A	42.08	41.15	45.37	29.34	27.88	32.20	16.99	19.03	10.73	11.58	11.95	11.71

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	46.15	45.45	47.06	38.46	36.36	45.59	15.38	18.18	7.35	
Grade 4	38.78	30.65	40.00	52.04	61.29	50.00	9.18	8.06	10.00	
Grade 5	36.46	45.92	50.75	50.00	41.84	41.79	13.54	12.24	7.46	
All Grades	39.77	41.59	45.85	47.88	45.58	45.85	12.36	12.83	8.29	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.54	36.92	29.41	43.08	40.00	60.29	15.38	23.08	10.29
Grade 4	41.84	27.42	37.14	46.94	59.68	55.71	11.22	12.90	7.14
Grade 5	45.83	43.88	35.82	37.50	44.90	56.72	16.67	11.22	7.46
All Grades	43.24	37.33	34.15	42.47	47.56	57.56	14.29	15.11	8.29

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.92	37.88	35.29	58.46	56.06	60.29	4.62	6.06	4.41
Grade 4	30.61	30.65	35.71	58.16	62.90	57.14	11.22	6.45	7.14
Grade 5	31.25	24.49	26.87	57.29	64.29	65.67	11.46	11.22	7.46
All Grades	32.43	30.09	32.68	57.92	61.50	60.98	9.65	8.41	6.34

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	35.38	36.92	39.71	60.00	47.69	47.06	4.62	15.38	13.24
Grade 4	40.82	35.48	42.86	47.96	58.06	44.29	11.22	6.45	12.86
Grade 5	38.54	46.94	31.34	48.96	41.84	62.69	12.50	11.22	5.97
All Grades	38.61	40.89	38.05	51.35	48.00	51.22	10.04	11.11	10.73

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Our 2019 scores in ELA show a large increase in achievement (7% Overall), and particularly in 5th grade (14% improvement over 2018). Over 45% achievement at the Above Standard level is an increase of 4% from the previous year. This indicates that the instructional level in Reading is high and allows for higher achieving students to reach their potential.
2. 3rd, 4th and 5th graders continued to struggle in Research/Inquiry (38% Avg. Above Standard) in 2019 which was down as a group compared to the previous two testing cycles.
3. Students in all areas who fell into the Below Standard band in each individual area decreased in grades 3rd through 5th last year when compared to the previous testing cycle.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	66	67	69	65	66	68	65	66	68	98.5	98.5	98.6
Grade 4	100	65	71	98	62	70	98	62	70	98	95.4	98.6
Grade 5	97	100	69	96	98	68	96	98	68	99	98	98.6
All Grades	263	232	209	259	226	206	259	226	206	98.5	97.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2474.	2483.	2486.	30.77	42.42	45.59	50.77	33.33	32.35	13.85	19.70	19.12	4.62	4.55	2.94
Grade 4	2517.	2512.	2530.	37.76	27.42	40.00	28.57	40.32	32.86	25.51	25.81	21.43	8.16	6.45	5.71
Grade 5	2538.	2538.	2539.	27.08	34.69	33.82	23.96	19.39	22.06	37.50	31.63	30.88	11.46	14.29	13.24
All Grades	N/A	N/A	N/A	32.05	34.96	39.81	32.43	29.20	29.13	27.03	26.55	23.79	8.49	9.29	7.28

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	47.69	65.15	60.29	47.69	25.76	30.88	4.62	9.09	8.82	
Grade 4	47.96	50.00	54.29	32.65	33.87	37.14	19.39	16.13	8.57	
Grade 5	33.33	44.90	35.29	45.83	27.55	38.24	20.83	27.55	26.47	
All Grades	42.47	52.21	50.00	41.31	28.76	35.44	16.22	19.03	14.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.54	50.00	51.47	47.69	39.39	39.71	10.77	10.61	8.82
Grade 4	41.84	32.26	45.71	42.86	53.23	45.71	15.31	14.52	8.57
Grade 5	33.33	30.61	32.35	50.00	52.04	50.00	16.67	17.35	17.65
All Grades	38.61	36.73	43.20	46.72	48.67	45.15	14.67	14.60	11.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	43.08	56.06	60.29	49.23	33.33	29.41	7.69	10.61	10.29
Grade 4	41.84	48.39	47.14	46.94	35.48	40.00	11.22	16.13	12.86
Grade 5	30.21	24.49	26.47	52.08	55.10	50.00	17.71	20.41	23.53
All Grades	37.84	40.27	44.66	49.42	43.36	39.81	12.74	16.37	15.53

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Overall, the number of students in grades 3rd through 5th achieving "Exceeded" or "Met" in math increased from the scores of the previous year by 5%. This can be attributed to additional after school lessons being given to 5th graders who were in the advanced math group. Our total number of students who qualified for Marina Village Advanced math track in 6th grade increased again 2019 to 13 students, which was our highest number ever. This further supports success in addressing advanced student needs in math.
- Math scores for 3rd (78% overall proficient) and 4th (72%) grades increased from the previous year. 5th grade improved slightly (1%) than the year before but did show the lowest achievement level as a group (56% overall). The areas of significant success in third grade came in the area of Communicating Reasoning and Concepts and Procedures (60% above standard in each). 4th grade showed a 13% increase in overall achievement for students in the Above Standard band. Concepts and Procedures were also the strongest area of success in 4th (54% Above Standard). 5th grade showed more modest growth in each area and did slightly increase the percentage of students in the cohort that improved in the Above Standard band (27% to 34% in 19-20).
- 5th grade improvement will be a focus again in 2019-2020. The number of students falling into the Below Standard area in all mathematical areas ranged from 13.24% to 26%. The cohort in 5th grade last year also declined from 68% proficient in 4th grade to 56% in 5th. This signal the need for increased intervention, especially for those in the At or Near Standard bands to support students who may decrease in success when moving from 4th to 5th.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	8.6	2.9	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	12	2.9
Socioeconomically Disadvantaged	35	8.6
Students with Disabilities	41	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	15	3.7
Filipino	2	0.5
Hispanic	63	15.4
Two or More Races	27	6.6
White	301	73.6





Conclusions based on this data:

1. Socioeconomically Disadvantaged population at Lake Forest reached 11.1% in 17-18. This represented 47 students, which was the highest amount (and population %) in the 28 year history of the school. In 18-19, this percentage dropped slightly to 8.6% but still accounted for 35 students.
2. Students with Disabilities was at 10% of the population in 2018-19. This puts a significant strain upon school resources to provide interventions to this group and the SEL groups based on traditional funding. In 2019-20, Lake Forest is currently providing 2 SDC classes (19-20) which enrolls an additional 19 students. This will increase the number of Students with Disabilities.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Blue		

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the dashboard from the prior testing period.

All measurable areas of school performance achieved the highest rating in 18-19. Academic performance is considered above average when compared to California schools, but our goal is to increase to the top level of success as we have in prior years.
2. Despite the high rating, absenteeism has increased over past years. This is mainly due to parent choices regarding vacations, and personal matters despite attendance letters and reminders being sent on a regular basis and Independent Study Contracts being established at every opportunity.
3. School Climate is an area of pride at Lake Forest. Our overall suspension rate was .2% in 2017-2018, 0% in 2018-2019 and 0% in 2019-2020. Classroom referrals were also low. This can be attributed to both classroom and school policies, in addition to staff efforts to provide emotional and behavioral guidance throughout the year.

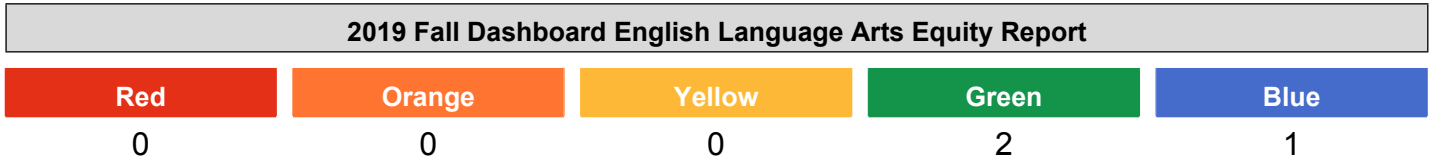
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 46.4 points above standard Increased ++5.9 points 198	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 5.3 points below standard Increased ++3.6 points 17	<p>Students with Disabilities</p>  Green 4 points below standard Increased ++13.6 points 37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.8 points above standard Maintained ++2.8 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Blue 50.1 points above standard Increased ++9.8 points 147

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 6	45.5 points above standard Increased ++6 points 184

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of our performance from the prior testing period.
 Academic growth increased in all statistically significant subgroups.
- We have seen a significant rise in the number of Students with Disabilities in recent years (37 students) and many of those students are working below standard. However, scores increased by over 13% with this subgroup from the previous year.

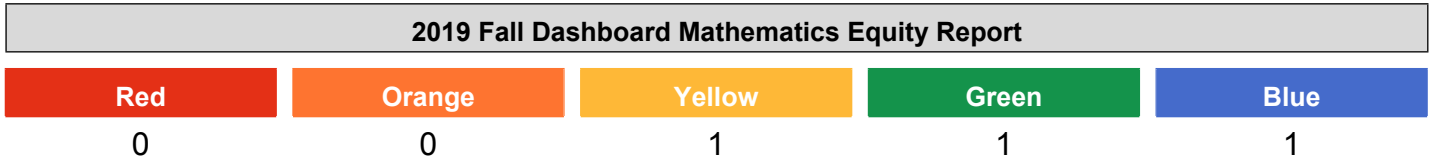
School and Student Performance Data

Academic Performance Mathematics





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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>35.7 points above standard</p> <p>Increased ++8.4 points</p> <p>198</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>2.4 points above standard</p> <p>Increased ++8.4 points</p> <p>17</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>7.3 points below standard</p> <p>Declined -5.5 points</p> <p>37</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 6.6 points above standard Declined -10 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Blue 41 points above standard Increased ++13 points 147

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 6	32.7 points above standard Increased ++5.9 points 184

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of our performance from the prior testing period.

Significant gains were made overall in math (13% overall), but Lake Forest is still striving for higher overall performance in 19-20. Hispanic students and students with disabilities decreased in math scores (10% and 5.5% respectively) in 18-19.

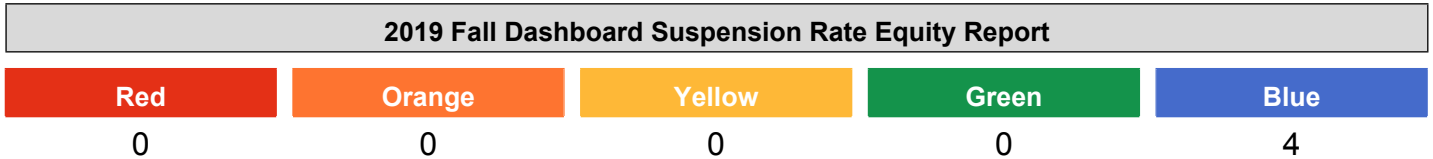
School and Student Performance Data

Conditions & Climate Suspension Rate





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



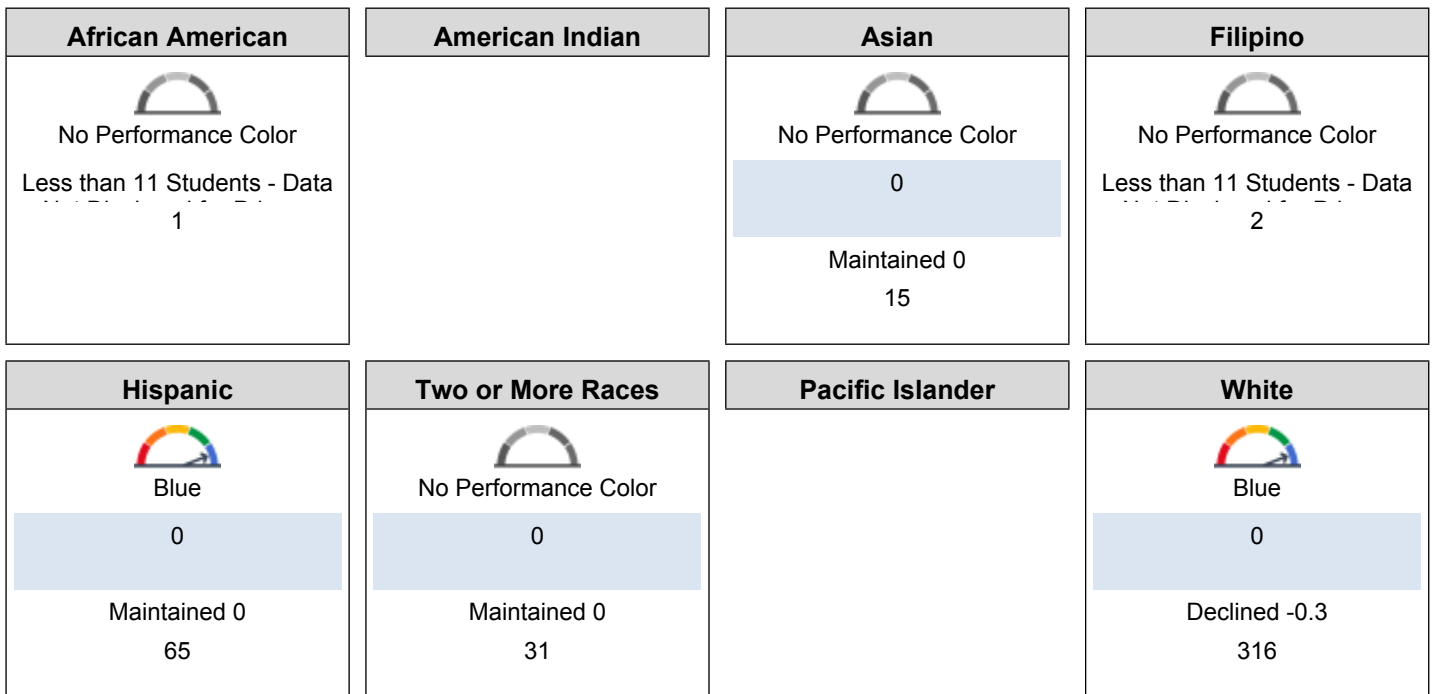
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0 Maintained -0.2 430	<p>English Learners</p>  No Performance Color 0 Maintained 0 12	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Blue 0 Maintained 0 39	<p>Students with Disabilities</p>  Blue 0 Maintained 0 51

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0

Conclusions based on this data:

1. Suspensions fell from .2% in 17-18 to 0% in 18-19 and 19-20, which represents one student for a one day suspension in the past 3 years. This supports current practices regarding staff communication, behavioral expectations and positive climate policies presented by both classrooms and the school as a whole.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Due to COVID-19 and the requirement to be in a socially distant model, we would consider maintaining our percentages from the 2019 test administration in the math and the language portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model. Many of the proposed activities/strategies will remain in place. Others will be on hold until the easing of health mandates that restrict these actions from taking place.

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC Results	<p>Overall school 2019 SBAC results showed achievement of 3rd through 5th grade students at 69% proficient or better in math & 77% proficient or better in ELA.</p> <p>Students in 5th grade scored 56% proficient or above in math on the 2019 SBAC.</p>	<p>In 2020, we expect students in 3rd through 5th grades to achieve an overall score of 72% proficiency in math and an overall score of 79% in ELA.</p> <p>In May 2020, 5th grade students will score on the SBAC at a proficiency rate of 60% or higher.</p>
Lexile Scores (Reading Comprehension)	<p>Scores in December 2019 showed that current 3rd graders met the 2nd grade Lexile comprehension proficiency at a rate of 93%. The same group had already met the 3rd grade mark at a rate of 80%.</p> <p>Scores in May 2019 showed 3rd (now current 4th) graders met Lexile comprehension proficiency at a rate of 88% (on 3rd grade standards). This group in Nov 2019 has already</p>	<p>In 2020, we expect to maintain the high percentage of 2nd graders (entering 3rd) reaching year end Lexile benchmarks at a rate of 86% proficiency by the end of May 2020 (3rd grade standards).</p> <p>In 3rd grade, Lexile scores will reach 86% proficiency overall on the Lexile test as measured in December 2020 (as 4th graders).</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>met current 4th grade levels at a rate of 81%.</p> <p>Students finished their 4th grade year in May 2019 achieving a lexile proficiency percentage of 76% and in 5th grade are achieving as of November 2019 at a proficiency rate of 75% based on 5th grade lexile expectations.</p>	<p>**The data we have for this goal states that in November 2020, 75% of Hybrid students reached proficiency on 3rd grade benchmarks. However, this data is unreliable due to over 20% of students from the previous year being taught on the on-line model of instruction, plus the addition of many new students not at Lake Forest in 19-20**</p> <p>Overall, students in 5th grade this year will achieve an overall proficiency of 80% within the grade level as of May 2020.</p>
DIBELS reading fluency (word per minute)	<p>At the end of May 2019, 94% of second graders met the standard for fluency when assessed using the DIBELS Oral Reading Fluency assessment.</p> <p>In grades 3-5, the average percent meeting respective grade level fluency benchmark scores was (3rd) 72%, (4th) 59% and (5th) 72%.</p>	<p>The 2nd grade score is one of the highest recorded fluency numbers at Lake Forest. Reaching 95% or better within the grade level for the incoming 2nd graders and the current 3rd graders would be expected.</p> <p>Current 4th graders would increase from last year's mark of 72% to 75% overall proficiency.</p> <p>Current 5th graders will improve their overall score of 59% reaching fluency benchmarks to 65% or better.</p>
ICA for Math	<p>On the Math ICA, grade levels scored at proficient or above levels at the following percentages: 3rd grade: 69% 4th grade: 69% 5th grade: 56%</p>	<p>Math ICA scores are not currently available. No assessments were administered in spring 2020. We will maintain the following expected outcomes in 2021.</p> <p>On the Math ICA in spring 2020, grade levels will score at proficient or above levels at the following percentages: 3rd grade: 72% 4th grade: 72% 5th grade: 60%</p>

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

Lake Forest Elementary will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential

comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program and within the ELA and Social Studies adopted curricula. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/20-5/29/21

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

Lake Forest Elementary will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day (and offered before or after school), will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

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

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

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

state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20-5/28/21

Person(s) Responsible

Administration
LIP Coordinator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	650
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Literacy Intervention Coordinator-Salary and Benefits
Amount	8500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Classroom Materials to support classroom learning needs in math and ELA.
Amount	2000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reading Counts online program for use with school wide incentive program through the Lake Forest library.
Amount	250
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	School wide reading program materials for school library.
Amount	2000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies

Description	Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders.
Amount	2500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PE and sports equipment for instruction and recess.

Strategy/Activity 3

Extended learning time and increased educational opportunity:

The Literacy Intervention program will continue in grades 3rd through 5th (390 instructional hours) and the with the help of the LIP coordinator, teachers and administration will review student data to recommend at risk readers for interventions. The teachers and LIP coordinator will share fluency and comprehension data at least 4 times a year and reevaluate student needs on an ongoing basis. LIP will be offered during school and scheduled at appropriate times based on conversations with staff to reduce possible issues with missed class time. Students will be grouped appropriately based on learning needs and will those groups will be fluid depending on success of the participants. Before and after school interventions, administered in hour long increments, will be held twice a week in 10-12 week cycles and will coincide with classroom curriculum.

To enhance both general education and special education programs, a part-time (399 hours/year) para educator will assist with both small and large groups to improve instruction in classes 4 days a week for three hours. The aide will target reading and math development through leveled groups in primary grades or as a partner in the 1/2 blend class to provide direct grade level curriculum at key times during the week. Other increased educational opportunities will include participation in the El Dorado County Spelling Bee, Nature Bowl and the Festival of Oral Interpretation will continue as in the past. English Language Learners will receive additional instruction in English Language development by district ELL teacher. Students will have access to online academic supports such as Typing Pal and Reflex Math. To assist struggling learners and consistently monitor and adjust learning needs, we will conduct Student Study Teams on a frequent basis to evaluate identified pupils, create actions plans and support growth on the most immediate basis possible. The SST coordinator will work with staff and families to increase strategies related to individual students who may have difficulty with the regular academic program. Plans will be reviewed as determined by the team and referred to as resources are allocated and placements are made.

Students to be Served by this Strategy/Activity

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

Timeline

8/17/20-5/28/21

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8600
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Literacy Intervention Aide. Three days a week (3 hours per day) for approximately 30 weeks.
Amount	2300
Source	District Funded
Budget Reference	3000-3999: Employee Benefits
Description	Literacy Intervention Aide Benefits
Amount	8200
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom Intervention Aide. Four days a week/three hours per day.
Amount	1900
Source	District Funded
Budget Reference	3000-3999: Employee Benefits
Description	Classroom Intervention Aide Benefits
Amount	8600
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade.
Amount	3000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math Online program or IXL in 2020
Amount	2200
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Study Team Coordinator, stipend and benefits.
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	The Lake Forest PTC will provide 2 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, and martial arts to name a few. PTC will oversee costs and revenues through the organization's leadership and parental support.

Amount	600
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation.
Amount	6000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field Trip Support for all grade levels (\$1000 per grade)

Strategy/Activity 4

Staff development and professional collaboration:

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

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

Students to be Served by this Strategy/Activity

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

Timeline

8/17/20-5/28/21

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitutes for Trimester Assessments. Salary and benefits.
Amount	1000
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes.
Amount	1000
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel and Conference funds

Strategy/Activity 5

Involvement of staff, parents and community:

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20-5/28/21

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Paper and copy costs for PTC related correspondence and flyers
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies

Description

PTC Events are funded through the PTC budgets and costs vary based on the activity and revenues potentially generated. The costs are significant and as a school we deeply appreciate the on-going support!

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, results from the 2020-21 California Healthy Kids Survey were used to form this goal. It should be noted that this survey was only administered to 36 5th graders who attended Lake Forest in-person in fall of 2020.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey Results	In 20-21, we saw that 90% of 5th graders who took the CHKS stated that they feel safe at school most or all of the time. More than 95% marked that they are happy at school most of the time or more.	We expect that at least 92% of students will state they feel safe at school most or all of the time on the 21-22 CHKS. We hope that 100% of students taking the CHKS in 21-22 will mark they are happy at Lake Forest.
School Suspension Data	Lake Forest had suspension rate of 0% for the third straight year in 19-20.	California schools are always looking for alternative ways to reduce suspensions. Despite the very low rate from 2017-2020, we will expect a rate of 0% or near that in 2020-2021, and work to find other ways to counsel children and support their behavioral and emotional needs.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

*Due to COVID-19 and the requirement to be in a socially distant model, we have been forced to suspend many of the proposed activities/strategies that we've enjoyed in years past. We hope to reinstate these as soon as health mandates that restrict these actions from taking place are lifted.

The entire learning community at Lake Forest understands that the safety of our students is of the utmost importance. Staff and students regularly participate in drills designed to train everyone to react in the most efficient and appropriate ways to ensure our children are protected in the event of emergency. Lake Forest schedules these activities, which are in constant flux based on the recommendations of local law enforcement and fire department personnel, to fine tune our practices, improve communication and increase our reaction to changing in our normal schedule. Teachers work with the Catapult Emergency Response System, and internally will discuss best practices with district personnel and the guidance of stakeholders such as SSC, PTC and other parents. Staff will be trained in mandated reporter procedures, sexual harassment laws for students and adults, and will monitor visitor policies and volunteer requirements as established by RUSD.

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/2020-5/28/2021

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

School Climate and Community Building:

*Due to COVID-19 and the requirement to be in a socially distant model, Lake Forest has been forced to postpone many of our most cherished events that build climate and community. School sports and assemblies have reduced the number of activities that our families have traditionally enjoyed. Our Veterans Day assembly, Pioneer Day and Dance Extravaganza are only 3 of the many events we usually provide our students but were unable to continue this year. We have left the activities in the plan regardless, but have eliminated spending the funds for them until they can be reinstated at school.

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/2020-5/28/2021

Person(s) Responsible

Administration
Teachers
School Librarian
PTC

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies.
Amount	2000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds.
Amount	1500
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipend for Student Leadership. There will be three stipends this year to support our I SWIM Team program.
Amount	2200
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball).
Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Character Counts and PBIS materials.
Amount	3500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Costs for vendors, materials and food for our annual Pioneer Day.
Amount	4500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Annual costs to provide instruction for our Dance Extravaganza. Three instructors for 10 weeks, followed by a school show each spring.
Amount	500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly.
Amount	2000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area.

Strategy/Activity 3

Staff Collaboration and Professional Development:

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

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/17/2020-5/28/2021

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Staff development funds for training, substitutes and materials related to the implementation of PBIS and supporting current SEL practices at Lake Forest.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection tool	The state of Lake Forest facilities were reported to be "Fair" in 2019-2020 on the School Accountability Report Card	In 2020-21 we will continue to report concerns to our Facilities Department and upgrade through Beautification projects to earn a higher rating.

Planned Strategies/Activities

Strategy/Activity 1

Staff Development and Professional Development:

As stated in previous goals, Lake Forest will provide training in academic strategies, SEL practices and safety. Non-instructional staff including secretaries and custodians will be provided with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to SEL, Trauma-Informed Practices, PBIS, Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/17/2020-5/28/2021

Person(s) Responsible

Administration
Teachers
Non-Instructional Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities and Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/2020-5/28/2021

Person(s) Responsible

Administration
Teachers
Garden Coordinator
PTC Beautification Committee
RUSD Maintenance Department

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Support for Eagle Scout Projects at Lake Forest School.
Amount	4250
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipend for year long Garden Coordinator position.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Results	<p>In 2020, we expect students in 3rd through 5th grades to achieve an overall score of 72% proficiency in math and an overall score of 79% in ELA.</p> <p>In May 2020, 5th grade students will score on the SBAC at a proficiency rate of 60% or higher.</p>	<p>No SBAC testing was conducted in spring 2020.</p>
Lexile Scores (Reading Comprehension)	<p>In 2020, we expect to maintain the high percentage of 2nd graders (entering 3rd) reaching year end Lexile benchmarks at a rate of 86% proficiency by the end of May 2020 (3rd grade standards).</p> <p>In 3rd grade, Lexile scores will reach 86% proficiency overall on the Lexile test as measured in December 2020 (as 4th graders).</p> <p>Overall, students in 5th grade this year will achieve an overall proficiency of 80% within the grade level as of May 2020.</p>	<p>Lexile scores were not collected in May 2020, so no data is available to evaluate if this outcome was reached by 2nd and 5th graders at the end of the last school year. We will strive to reach the previously set goals when final assessments are administered in May 2021. These goals were specific to grade levels based on their scores in January 2020.</p> <p>The current 4th graders in December 2020 did have Lexile scores to review. Only 75% of these students reached a Lexile score of proficient, however, the data is unreliable due to the much smaller sample size (51 total students), many new students to the group who arrived this school year, and the fact that over 20% of students in the group did not return to in-person learning in 20-21 who were here in 19-20.</p>
DIBELS reading fluency (word per minute)	<p>The 2nd grade score is one of the highest recorded fluency numbers at Lake Forest. Reaching 95% or better within the grade level for the incoming 2nd graders and the current 3rd graders would be expected.</p> <p>Current 4th graders would increase from last year's mark of 72% to 75% overall proficiency.</p>	<p>Fluency scores were not collected at the end of May 2020. We will strive to reach the previously established expectations when we test for fluency in May of 2021.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Current 5th graders will improve their overall score of 59% reaching fluency benchmarks to 65% or better.	
ICA for Math	On the Math ICA in spring 2020, grade levels will score at proficient or above levels at the following percentages: 3rd grade: 72% 4th grade: 72% 5th grade: 60%	The Math ICA was not administered at Lake Forest in spring 2020. We will strive to reach the previous proficiency goals when these assessments resume in 2021.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of Instruction with Content Standards:</p> <p>Lake Forest Elementary will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program and within the ELA and Social Studies adopted curricula. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Science, Amplify, or other NGSS aligned bridge programs.			
<p>Improvement of Instructional Strategies and Materials:</p> <p>Lake Forest Elementary will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Universal Design for Learning (UDL), Response to Intervention (Rti), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day (and offered before or after school), will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p> <p>Improvement of instructional strategies and materials will continue throughout the year. Teachers will contribute by purchasing</p>		<p>Literacy Intervention Coordinator-Salary and Benefits 1000-1999: Certificated Personnel Salaries Site Formula Funds 650</p> <p>Classroom Materials to support classroom learning needs in math and ELA. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 8500</p> <p>Reading Counts online program for use with school wide incentive program through the Lake Forest library. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2000</p> <p>School wide reading program materials for school library. 4000-4999: Books And Supplies Donations 250</p> <p>Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000</p> <p>PE and sports equipment for instruction and recess. 4000-4999: Books And Supplies</p>	<p>1000-1999: Certificated Personnel Salaries Site Formula Funds 650</p> <p>4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 7500</p> <p>5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2000</p> <p>4000-4999: Books And Supplies Donations 250</p> <p>4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000</p> <p>4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>new additional materials to support language arts and math instruction through the support of our Parent Teacher Club which dedicates \$500 per classroom each year. Lake Forest will continue to support district wide “I love Reading Week” and other school wide reading incentive programs to increase student comprehension and fluency. Our school library supports a wonderful reading incentive program through use of the online Reading Counts program, which accumulates words read by every student throughout the year. The incentives are based on an Olympic theme where student each has a personalized marker that is moved around a track (in the library) as they reach different words read benchmarks (from 250,000 all the way to 5 million!). New prizes and certificates (handed out at assemblies) are earned when reaching each level to celebrate student achievements.</p> <p>In classrooms, teachers continue to address reading by creating leveled reading groups in grades K-3, based on current assessment data. They will continue to use small group and differentiated instruction. The LIP Coordinator, teaching staff and Principal will collect and analyze student data (DIBELS fluency scores, Lexile, local assessments) in order to assist the staff</p>		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500	(PTA/PFC/PTSO, PTO, etc.) 2500

**Planned
Actions/Services**

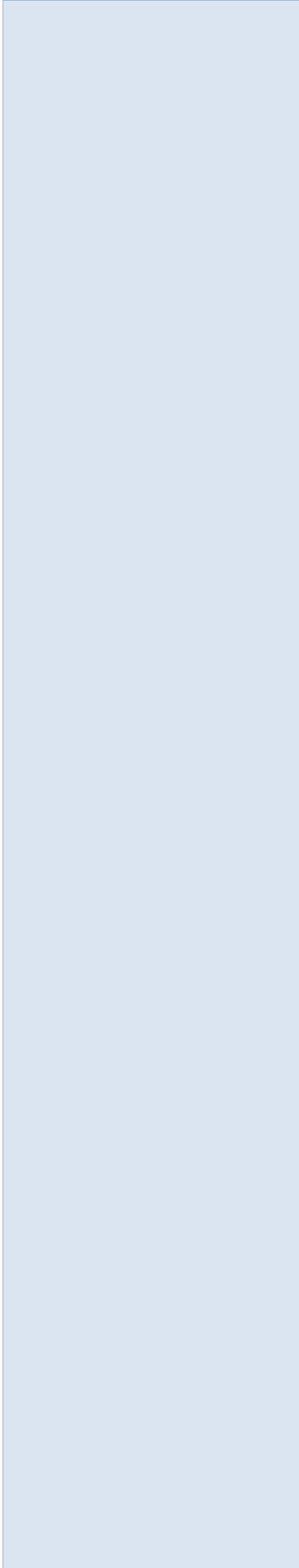
**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

in analyzing information and set instructional goals for students. The LIP Coordinator will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets. Throughout the year, teachers will make explicit reference to the standards as they plan and implement lessons being taught.

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



Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>results to make changes to curriculum, instructional materials, and practices.</p>			
<p>Extended learning time and increased educational opportunity:</p> <p>The Literacy Intervention program will continue in grades 3rd through 5th (390 instructional hours) and the with the help of the LIP coordinator, teachers and administration will review student data to recommend at risk readers for interventions. The teachers and LIP coordinator will share fluency and comprehension data at least 4 times a year and reevaluate student needs on an ongoing basis. LIP will be offered during school and scheduled at appropriate times based on conversations with staff to reduce possible issues with missed class time. Students will be grouped appropriately based on learning needs and will those groups will be fluid depending on success of the participants. Before and after school interventions, administered in hour long increments, will be held twice a week in 10-12 week cycles and will coincide with classroom curriculum.</p> <p>To enhance both general education and special education programs, a part-time (399 hours/year) para educator will assist with both small and large</p>		<p>Literacy Intervention Aide. Three days a week (3 hours per day) for approximately 30 weeks. 2000-2999: Classified Personnel Salaries District Funded 8600</p> <p>Literacy Intervention Aide Benefits 3000-3999: Employee Benefits District Funded 2300</p> <p>Classroom Intervention Aide. Four days a week/three hours per day. 2000-2999: Classified Personnel Salaries District Funded 8200</p> <p>Classroom Intervention Aide Benefits 3000-3999: Employee Benefits District Funded 1900</p> <p>Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade. 1000-1999: Certificated Personnel Salaries Site Formula Funds 8600</p> <p>Reflex Math Online program or IXL in 2020 5000-5999: Services And Other Operating Expenditures Donations 3000</p> <p>Student Study Team Coordinator, stipend and benefits. 1000-1999: Certificated Personnel</p>	<p>2000-2999: Classified Personnel Salaries District Funded 8600</p> <p>3000-3999: Employee Benefits District Funded 2300</p> <p>2000-2999: Classified Personnel Salaries District Funded 8200</p> <p>3000-3999: Employee Benefits District Funded 1900</p> <p>Not Offered this year due to COVID restrictions 0</p> <p>IXL Math 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3000</p> <p>Stipend not offered this year. Administrator performed SST</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>groups to improve instruction in classes 4 days a week for three hours. The aide will target reading and math development through leveled groups in primary grades or as a partner in the 1/2 blend class to provide direct grade level curriculum at key times during the week. Other increased educational opportunities will include participation in the El Dorado County Spelling Bee, Nature Bowl and the Festival of Oral Interpretation will continue as in the past. English Language Learners will receive additional instruction in English Language development by district ELL teacher. Students will have access to online academic supports such as Typing Pal and Reflex Math. To assist struggling learners and consistently monitor and adjust learning needs, we will conduct Student Study Teams on a frequent basis to evaluate identified pupils, create actions plans and support growth on the most immediate basis possible. The SST coordinator will work with staff and families to increase strategies related to individual students who may have difficulty with the regular academic program. Plans will be reviewed as determined by the team and referred to as resources are allocated and placements are made.</p>		<p>Salaries Site Formula Funds 2200</p> <p>The Lake Forest PTC will provide 2 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, and martial arts to name a few. PTC will oversee costs and revenues through the organization's leadership and parental support. 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p> <p>Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation. 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 600</p> <p>Field Trip Support for all grade levels (\$1000 per grade) 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000</p>	<p>Coordinator duties in 20-21. 0</p> <p>Not offered this year due to COVID restrictions.</p> <p>Events not scheduled due to COVID restrictions 0</p> <p>Field trips were unavailable in 20-21 due to COVID restrictions. 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Staff development and professional collaboration:</p> <p>Staff members will use grade level and cross grade level articulation on early release Wednesdays to analyze achievement data, grade level lessons and alter instruction based on the changing needs of the students. Meetings after school will be used to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. Teachers will utilize articulation time to revisit the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data.</p> <p>District and site administration, using information gathered from surveys and staff discussions will provide professional development in implementing California State Standards through professional development classes offered through the County Office of Education. Release time for teachers to complete trimester assessments and participate in staff development will also be offered through district funds. The school site will provide release time for teachers to observe in other classrooms on site or within the county and to participate in site based staff development, or release time for blended</p>		<p>Substitutes for Trimester Assessments. Salary and benefits. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8000</p> <p>Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1000</p> <p>Travel and Conference funds 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5600</p> <p>Trainings reduced this year. 1000-1999: Certificated Personnel Salaries 200</p> <p>Not available this year. 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>class teachers on field trips or other assignments that require a substitute.</p>			
<p>Involvement of staff, parents and community:</p> <p>Lake Forest will continue to make every effort to build a strong partnership with our learning community. A description of grade level expectations and California State Standards will be presented to parents during Back-to - School-Night and referenced during yearly conferences. Site Council, with staff and parent representatives, will review data on overall student assessment results and participate in planning school wide improvements. Our Parent Teacher Council will also be informed at monthly meetings of on-going school issues and developments to help guide goals for support throughout the year. Furthermore, Lake Forest staff will work to assist our PTC with social events and activities designed to bring our families together, such as the Fall Festival, Dolphin Dash, Santa Breakfast, Kindergarten Playdate, campus improvement weekends and social gatherings scheduled during the school year.</p> <p>Parents will receive his/her student's individual state assessment results in the summer following SBAC</p>		<p>Paper and copy costs for PTC related correspondence and flyers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 250</p> <p>PTC Events are funded through the PTC budgets and costs vary based on the activity and revenues potentially generated. The costs are significant and as a school we deeply appreciate the on-going support! 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)</p>	<p>PTC and school events were advertised primarily by digital means in 20-21. 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>testing cycles. K-5 teachers will send home written communications through email, newsletters and webpages describing current areas of curriculum focus and activities taking place in classrooms. The school will email a monthly newsletter, highlighting student success, sharing events and informing families of upcoming ways that they can be involved in their child's education. These newsletters will be connected to the PTC newsletter, so that parents get a complete range of information on all things Lake Forest.</p>			

Analysis

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

Our in-school Literacy Intervention Program continued as usual with care being taken to avoid mixing of cohorts. The AM/PM schedule was/is a challenge because only three hours a day did not allow for long periods of instruction morning or afternoon. Regardless, many students who needed reading help during the day received it in grades 3rd through 5th. The staff still continuously evaluated student growth, monitored reading scores throughout the year and established Student Study Team meetings as appropriate for those in the hybrid program and Lake Forest students enrolled in the Frontier Program. The usual level of intervention was not maintained due to the inability to mix groups or provide services before or after school. Another challenge was establishing a baseline for achievement when many students have been out of school and others did not participate in remote learning opportunities in spring of 2020 or when school resumed in August. This will be an on-going priority not only this year but in the years ahead as we work to make up for lost time.

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

Our programs are still effective despite many new limitations. Our LIP teacher is a long term member of the staff and did a great job with new and existing students with reading needs, many of whom had not been taught since March 2020. Our PTC provided funds for IXL Math and ELA. This online program was very beneficial to teachers and families to enhance asynchronous learning times.

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

Many before and after school programs were cancelled in 2020-21 due to health restrictions that prevented mixing cohorts. Travel, enrichment, academic competitions and field trips were not permitted, thus eliminating the need for budgeting in those areas.

Due to the addition of the RUSD Frontier program, nearly 20% of our enrollment studied remotely. This reduced the total number of classrooms, substitutes and to some degree the overall costs of supporting classrooms this year. With the reduced number of students and the retirement of our previous SST Coordinator, it was decided that the SST stipend would not be offered in 20-21 and that the principal would assume those duties.

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

We hope to reinstate many if not all events and programs that were unavailable in 20-21 due to COVID restrictions.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey Results	In 19-20, we expect that 95% of 5th graders who take the CHKS will state that they feel safe at school, and more than than 85% will mark that they are happy at school most of the time or more.	In 20-21, the CHKS revealed that 93% felt safe at School and 95% were happy at school most or all of the time.
School Suspension Data	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate in 18-19, we will expect a rate of 0% in 2019-2020 and work to find other ways to counsel children an support their behavioral and emotional needs.	Lake Forest had no suspensions in 19-20 for the third straight year.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Safety:</p> <p>The entire learning community at Lake Forest understands that the safety of our students is of the utmost importance. Staff and students regularly participates in drills designed to train everyone to react in the most efficient and appropriate ways to ensure our children are protected in the event of emergency. Lake Forest schedules these activities, which are in constant flux based on the recommendations of local law enforcement and fire department personnel, to fine tune our practices,</p>			

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

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

Other school safety policies will continue to be promoted. Parking lot safety will be discussed at Kindergarten Orientation and Back-to-School Night; a brochure describing safe arrival and departure practices for vehicles will be given to parents; periodic reminders about safety issues will be put into the site newsletter and issues addressed in the Safe School Plan. All classroom emergency backpacks will be inventoried and restocked with appropriate supplies. School rules will be reviewed and published for recess games and provided to teachers and yard supervisors. Parent and student volunteers will wear identification badges or visitor/volunteer stickers while visiting on campus and all staff will be trained to look for these labels and address people on

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
campus without who are not identified according to our policies.			
<p>School Climate and Community Building:</p> <p>Lake Forest School always strives to create the most student-centered environment possible to enrich the education that our children receive and connect them to school. This is done in a multitude of ways to support academic, social emotional and behavioral needs. In addition to constantly looking at our safety procedures, we also evaluate the physical environment and work with our learning community (PTC Beautification) and district to improve grounds and add beautification projects. Social Emotional Learning has been a major focus in recent years. Through the support of our district, Lake Forest received counseling services three days a week. Our school counselor has been instrumental in providing social instruction in classrooms, runs groups targeting social concerns on campus and in general is a fantastic resource for students who struggle emotionally during the year. Furthermore, PBIS (Positive Behavioral Interventions and Supports) is in the process of being developed throughout our district and will be implemented in the Spring</p>		<p>Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies. 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3000</p> <p>Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds. 4000-4999: Books And Supplies Donations 1000</p> <p>Teacher stipend for Student Leadership. There will be three stipends this year to support our I SWIM Team program. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1250</p> <p>Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball). 1000-1999: Certificated Personnel Salaries Site Formula Funds 2000</p> <p>Supplies for Character Counts and PBIS materials. 4000-4999: Books And Supplies Donations 500</p> <p>Costs for vendors, materials and food for our annual Pioneer Day. 4000-4999: Books And Supplies Parent Teacher</p>	<p>Not offered this year due to COVID restrictions. 0</p> <p>4000-4999: Books And Supplies Donations 1000</p> <p>None offered this year. 0</p> <p>No sports have been cleared to play as of Feb. 2021. 0</p> <p>4000-4999: Books And Supplies Donations 500</p> <p>Pioneer Day will not be offered in 2020 or 2021. 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>of 2019. The aspects of PBIS are developed by stakeholders at our site which develop consistent rules, expectations and reward policies. Lessons will be developed for each grade on a variety of SEL subjects and available for teacher use.</p> <p>Students have many options for gaining greater connection to their school. We have student Leadership, Safety Patrol, library helpers, buddy classes, enrichment, arts and sports. Students will also receive character education through Character Counts lessons that focus on a monthly trait. Assemblies will also be provided that will focus on tolerance and caring for others. Our annual A Touch Of Understanding presentation for 4th graders has been a benefit to understanding people with disabilities for ten years. Our PTC provides additional assemblies which center of anti-bullying and kindness towards others as well. Lake Forest is also proud to annual host our Veterans Day Assembly honoring local military members. Other student events that build our community and connect our students to school is Pioneer Day, Dance Extravaganza and Talent Show. We also have the great privilege of participating in Project LEAD, which teaches students about making great choices and the legal system. It is</p>		<p>Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3500</p> <p>Annual costs to provide instruction for our Dance Extravaganza. Three instructors for 10 weeks, followed by a school show each spring. 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3000</p> <p>Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 250</p> <p>PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000</p>	<p>The Dance Extravaganza was canceled in 2020 and 2021 due to COVID restrictions. 0</p> <p>Hospitality events were not scheduled in 20-21. 0</p> <p>4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>provided by the El Dorado County District Attorney's office and is a 20 week program which concludes with a mock trial at the county courthouse which is run exclusively by our 5th grade students.</p>			
<p>Staff Collaboration and Professional Development:</p> <p>In addition to the academic professional development stated in Goal 1, Lake Forest staff will also be trained in PBIS and Trauma Informed Practices to better support the social and emotional needs of our students. School safety training will be addressed in Goal 3.</p>		<p>Staff development funds for training, substitutes and materials related to the implementation of PBIS and supporting current SEL practices at Lake Forest. 5800: Professional/Consulting Services And Operating Expenditures District Funded 1000</p>	<p>Trainings have been postponed in 20-21. 0</p>

Analysis

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

Lake Forest, like all RUSD schools, are providing everything allowable within the current health climate. Some events were cancelled (A Touch Of Understanding) and all school sports that we hope can return in the upcoming school year. Student Leadership is also missing from this year's activities as are many of the great new things related to our I SWIM program. We were able to maintain the garden with a coordinator who provides lessons and provides another area to enjoy at recess.

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

Despite many of our cherished events being postponed for the time being, Lake Forest still was able to offer counseling (and SEL lessons) for students at school and could offer lessons in our beautiful garden! These were well loved by all of our classes. Mrs. McKelvey provided character and social emotional lessons in most classrooms.

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

Many budget items were eliminated in 20-21 due to events that were postponed. We hope to reinstate all of these as soon as health restrictions are lifted.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection tool	In 2019-20 we will continue to report concerns to our Facilities Department and upgrade through Beautification projects to earn a higher rating.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Staff Development and Professional Development:</p> <p>As stated in previous goals, Lake Forest will provide training in academic strategies, SEL practices and safety. Non-instructional staff including secretaries and custodians will be provided with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to SEL, Trauma-Informed Practices, PBIS, Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff</p>		<p>Trainings for Secretarial and Custodial Staff 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Survey to aide in determining areas where we can offer additional support.</p>			
<p>Facilities and Technology Infrastructure:</p> <p>Lake Forest Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspections Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communication to RUSD Maintenance personnel. We will engage in school beautification projects the support of our PTC. Our Garden Coordinator will connect with PTC Beautification to provide guidance on projects and structure science based lessons in our school garden. A strong connection to the local scout troops will be maintained by continuing to support Eagle Scout Projects that will enhance Lake Forest beauty and provide a better experience for our students.</p>		<p>Support for Eagle Scout Projects at Lake Forest School. 4000-4999: Books And Supplies Donations 500</p> <p>Stipend for year long Garden Coordinator position. 1000-1999: Certificated Personnel Salaries Site Formula Funds 4250</p>	<p>4000-4999: Books And Supplies Donations 500</p> <p>1000-1999: Certificated Personnel Salaries Site Formula Funds 4250</p>

Analysis

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

Our beautification projects have largely centered on improving our garden through student activities, led by our coordinator or completed by local Eagle Scouts.

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

The garden has been one of the few allowable activities we've enjoyed this year and it's been highly effective. Many students utilize the area at recess or during lessons. They work on projects and plant vegetables as well. It's an on-going learning area that improves each month. Eagle Scouts have also completed projects to earn their rank. We are fortunate to have two different projects completed in the garden and one in the Kindergarten area this year that will be enjoyed by students for years to come.

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

None

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

The only changes could be that we increase funding for the garden through grants and allocations by our PTC.

Expenditures by Funding Source

Funding Source	Amount
District Funded	22,000.00
Donations	6,250.00
LCFF - Supplemental	10,000.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	31,550.00
Site Formula Funds	21,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,400.00
2000-2999: Classified Personnel Salaries	16,800.00
3000-3999: Employee Benefits	4,200.00
4000-4999: Books And Supplies	22,500.00
5000-5999: Services And Other Operating Expenditures	17,700.00
5800: Professional/Consulting Services And Operating Expenditures	1,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	16,800.00
3000-3999: Employee Benefits	District Funded	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	1,000.00
4000-4999: Books And Supplies	Donations	3,250.00
5000-5999: Services And Other Operating Expenditures	Donations	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	19,250.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	11,700.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	20,400.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1,000.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Bruce Peters	Principal
Shannon Alexander	Classroom Teacher
Renata Bell	Parent or Community Member
Megan Bond	Parent or Community Member
Christina Brazzel	Classroom Teacher
Rebecca Labau	Parent or Community Member
Tami Madera	Parent or Community Member
Juliet Miller	Classroom Teacher
Lisa Stuhr	Parent or Community Member
Denise Thomas	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 2/25/2021.

Attested:



Principal, Bruce Peters on 2/25/21

SSC Chairperson, Tami Madera on 2/25/21

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Lakeview Elementary School
Address	3371 Brittany Way El Dorado Hills, CA 95762
County-District-School (CDS) Code	09619780108258
Principal	Kathy Miracle
District Name	Rescue Union Elementary School District
SPSA Revision Date	November 2020 - October 2021
Schoolsite Council (SSC) Approval Date	February 17, 2021
Local Board Approval Date	March 9, 2021

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

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School Vision and Mission

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

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

School Profile

This year, the COVID-19 Pandemic has resulted in the need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAI OSHA's industry guidance for schools. As a result, certain assessments and programs have been suspended for the 2020-2021 school year. These programs and assessments are expected to resume in 2021-2022 or when it is appropriate to do so.

Beginning in the summer of 2020, our school team worked diligently to develop comprehensive reopening plans to mitigate the spread of the coronavirus. These plans can be accessed at www.rescueusd.org.

Due to COVID-19, a hybrid schedule allowed one-half of students to be on campus during an AM session while the other half of students attended a PM session. Students then participated in asynchronous learning during the time when they were not on campus. Students from our school who did not feel comfortable attending in-person classes were provided with the opportunity to learn remotely in our new Virtual Frontier Academy.

Although operating within the COVID-19 Pandemic, our focus and commitment to students and quality instruction has not wavered. As we plan for the future and gather data in the weeks to come, we will work to develop in-depth intervention plans to ensure that any social emotional or academic deficits resulting from this pandemic are quickly and efficiently addressed.

Home of the Eagles, Lakeview Elementary School is located in a gorgeous neighborhood, atop a hill overlooking breathtaking views of Folsom Lake. Our site offers a location which provides the benefits of living in the small community of El Dorado Hills, as well as the nearby convenience and bustle of the city of Folsom. As Rescue Union School District's newest campus, Lakeview opened its doors to students in August of 2005. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves approximately 560 TK-5th grade students (430 Hybrid/130 Virtual Learning). At Lakeview, students are "Soaring to Success."

Social Emotional Learning continues to be a priority at Lakeview (especially during COVID). Each child's need for emotional safety and growth are supported through social skills training and social emotional tools in the classroom. School Counselors present SEL lessons in classrooms bi-weekly and meet with individual students, as needed. Care-Solace is offered to families and staff to support their process of matching with mental health providers and resources. Classrooms are equipped with comfort spaces for children and are taught mindfulness to help embrace life's challenges in a positive manner. Positive Behavioral Intervention Support (PBIS) is currently being implemented at Lakeview. Students are expected to SOAR - Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect! School counselors, nurses and our school psychologist work directly with students to proactively guide them through healthy lifestyles and support them when needed. Further, we encourage a "growth mindset" and strive to ensure all children develop the skills, attitudes and behaviors necessary to become principled, ethical citizens who are contributing members of society.

Information listed below pertains to pre/post-COVID:

Lakeview houses 23 general education classrooms with a class size average of 24:1 student teacher ratio in grades K-3 and 28:1 in grades 4-5. Our teachers ensure rigorous instructional delivery of California State Standards through our District adopted curriculum (Benchmark-ELA, GO Math, Step Up to Writing, Handwriting Without Tears for K-2, Scott Foresman Social Studies and Science), as well as using supplemental curriculum (Mystery Science, STEM Scopes, ST Math, Newsela, Reflex Math, and IXL) to ensure thorough and individualized learning. Reading instruction is a priority at Lakeview! Primary grades receive leveled phonics instruction through our school-adopted SIPPS program. The core educational program provided to Lakeview students is based on the California Standards and is differentiated for all students, whether gifted, in need of intervention or specialized learning. Three trained paraeducators assist teachers in supporting our students in ELA and math. All 4th and 5th grade students receive specialized instruction in PE, as well as

the opportunity to learn musical instruments in our Band program. All students receive PE instruction through their classroom teachers (including First Tee Golf) and experience amazing "arts" sessions in dance (TK-5), music (TK-3) and pottery (TK-5). Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding, which will open doors of opportunity and prepare them for critical thinking and hard work in the wider world. We offer a Learning Center to support students with Individualized Educational Plans, as well as experienced paraeducators who work with classroom teachers to provide a strong intervention program, ensuring all students' learning needs are supported. Small group instruction is emphasized in classrooms to offer focused learning in flexible, leveled groups. Our amazing teachers participate in professional development and collaboration throughout the school year. Each class visits our library regularly, where our full-time librarian works to support literacy and advance learning. Each teacher is certified in GLAD (Guided Language Assessment and Development) and receives ongoing coaching from certified trainers.

Technology and STEM opportunities are spectacular at Lakeview. Each classroom is equipped with Promethean Boards, document cameras and projectors to enhance instructional delivery, along with Chromebooks for every student, and iPads for small group instruction (Tk-2nd). Our Technology Lab offers computers for whole class lessons and is embarking on a transition to become a 21st Century Learning Lab, complete with cutting edge technology and learning tools. A giant Rigamajig is available for classes to practice engineering while building structures.

Lakeview students receive numerous opportunities for extracurricular activities. Over 70 students serve on IMPACT Leadership, where all 4th and 5th grade students can learn leadership skills while serving on service teams, such as Culture, Community and Connection (3 Cs), Movie Makers, Friendship Group, Teacher's Aides, Librarian Aides, Environmental Club, Team Pride and Community Service. Cross Country (3rd-5th), volleyball (5th) and basketball (5th) teams run seasonally. After school enrichment opportunities are available throughout the year. Students can learn and practice skills such as, video editing, yoga, golf, physical fitness, musical performance, cooking, sewing and more.

In recognition of ongoing academic excellence and achievement of positive community, Lakeview was awarded the California Distinguished School Award in spring of 2018. Staff work continuously to analyze SBAC, District and class data to guide instruction. The Research, Recall, Reflect and Respond method is currently being utilized to guide grade levels through further analysis.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Lakeview Elementary School Site Council, staff and PTO were the groups consulted for the planning of the 2020-2021 School Plan for Student Achievement. Planning began in the spring of 2020 and continued through the fall. Feedback, input and Information was obtained through meetings, staff collaboration, as well as analysis of data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.19%	0.19%		1	1
African American	1.64%	1.31%	1.31%	9	7	7
Asian	10.77%	10.32%	11.94%	59	55	64
Filipino	1.28%	1.5%	1.31%	7	8	7
Hispanic/Latino	8.39%	9.38%	9.7%	46	50	52
Pacific Islander	%	%	0%			0
White	70.80%	68.86%	65.86%	388	367	353
Multiple/No Response	%	%	9.7%			0
Total Enrollment				548	533	536

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	91	97
Grade 1	77	82	83
Grade 2	82	83	83
Grade3	84	82	93
Grade 4	107	88	92
Grade 5	107	107	88
Total Enrollment	548	533	536

Conclusions based on this data:

1. Student Group and enrollment have remained similar over the last two years.
2. Our largest Student Group is White, with Asian being second and Hispanic being third. Lakeview continues to grow more culturally diverse.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	31	29	30	5.7%	5.4%	5.6%
Fluent English Proficient (FEP)	32	35	38	5.8%	6.6%	7.1%
Reclassified Fluent English Proficient	2	7	2	9.5%	22.6%	6.9%

Conclusions based on this data:

1. Our EL student population has increased over the past four years. Specialized instructional support is being provided to EL students.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	84	84	101	83	83	101	83	83	100	98.8	98.8
Grade 4	106	107	87	105	106	86	105	106	86	99.1	99.1	98.9
Grade 5	100	108	108	100	108	107	100	108	107	100	100	99.1
All Grades	307	299	279	306	297	276	306	297	276	99.7	99.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2485.	2468.	2455.	49.50	42.17	36.14	26.73	28.92	27.71	17.82	20.48	20.48	5.94	8.43	15.66
Grade 4	2531.	2540.	2509.	52.38	56.60	38.37	27.62	29.25	26.74	13.33	11.32	23.26	6.67	2.83	11.63
Grade 5	2566.	2559.	2586.	48.00	37.96	54.21	37.00	40.74	35.51	8.00	12.96	6.54	7.00	8.33	3.74
All Grades	N/A	N/A	N/A	50.00	45.79	43.84	30.39	33.33	30.43	13.07	14.48	15.94	6.54	6.40	9.78

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	49.50	38.55	34.94	33.66	48.19	51.81	16.83	13.25	13.25	
Grade 4	48.57	50.94	43.02	43.81	45.28	44.19	7.62	3.77	12.79	
Grade 5	37.00	35.19	58.88	55.00	57.41	39.25	8.00	7.41	1.87	
All Grades	45.10	41.75	46.74	44.12	50.51	44.57	10.78	7.74	8.70	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.46	36.14	25.30	42.57	49.40	59.04	2.97	14.46	15.66
Grade 4	48.57	50.00	26.74	45.71	43.40	62.79	5.71	6.60	10.47
Grade 5	67.00	61.11	57.94	27.00	30.56	39.25	6.00	8.33	2.80
All Grades	56.54	50.17	38.41	38.56	40.40	52.54	4.90	9.43	9.06

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.62	34.94	31.33	60.40	59.04	60.24	1.98	6.02	8.43
Grade 4	36.19	38.68	31.40	59.05	58.49	62.79	4.76	2.83	5.81
Grade 5	28.00	29.63	30.84	67.00	61.11	62.62	5.00	9.26	6.54
All Grades	33.99	34.34	31.16	62.09	59.60	61.96	3.92	6.06	6.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	41.58	42.17	37.35	52.48	42.17	44.58	5.94	15.66	18.07
Grade 4	44.76	51.89	32.56	49.52	41.51	54.65	5.71	6.60	12.79
Grade 5	55.00	44.44	53.27	40.00	44.44	43.93	5.00	11.11	2.80
All Grades	47.06	46.46	42.03	47.39	42.76	47.46	5.56	10.77	10.51

Conclusions based on this data:

- Our students achieved an impressive 74.5% Met or Exceeded Standards in ELA on SBAC in 2018-2019. This does, however, represent a decrease of 4.5%. Looking deeper, 64% of 3rd grade students Met or Exceeded Standards in ELA (grade level decrease of 7%/no cohort data in 3rd grade); 66% of 4th grade students Met or Exceeded Standards in ELA (20% grade level decrease/5% cohort decrease); 90% of 5th grade students Met or Exceeded Standards in ELA (11% grade level increase/4% cohort decrease). SBAC did not occur in spring of 2020, therefore there is no current data to compare at this time.
- Our percentage of students Above Standard increased in Reading but decreased in Writing, Listening and Research/Inquiry. Students At or Near Standard increased in Writing, Listening and Research/Inquiry. Students Below Standard increased in Reading and Listening but decreased in Writing and Research/Inquiry. Will compare analysis once SBAC assessment resumes.
- The 4.5% decreased in ELA prompted strong analysis. Grade level cohorts have been analyzed, in addition to yearly SBAC ELA data. As previously stated, 3rd grade students meeting/exceeding ELA standards decreased 7% (no cohort data available); 4th grade students decreased 20% (cohort decreased 5%); 5th grade students increased 11% (cohort decreased 4%). Focus will be placed on ELA needs this year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	101	84	84	101	83	84	101	83	84	100	98.8	100
Grade 4	106	107	87	105	106	86	105	106	86	99.1	99.1	98.9
Grade 5	100	108	108	100	108	108	100	108	108	100	100	100
All Grades	307	299	279	306	297	278	306	297	278	99.7	99.3	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2497.	2476.	2480.	50.50	34.94	39.29	34.65	38.55	38.10	11.88	20.48	15.48	2.97	6.02	7.14
Grade 4	2532.	2540.	2529.	41.90	44.34	40.70	34.29	37.74	36.05	19.05	15.09	19.77	4.76	2.83	3.49
Grade 5	2571.	2575.	2592.	45.00	50.93	54.63	29.00	26.85	28.70	24.00	18.52	15.74	2.00	3.70	0.93
All Grades	N/A	N/A	N/A	45.75	44.11	45.68	32.68	34.01	33.81	18.30	17.85	16.91	3.27	4.04	3.60

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	68.32	53.01	53.57	25.74	33.73	35.71	5.94	13.25	10.71	
Grade 4	62.86	63.21	60.47	27.62	32.08	26.74	9.52	4.72	12.79	
Grade 5	55.00	57.41	68.52	36.00	32.41	27.78	9.00	10.19	3.70	
All Grades	62.09	58.25	61.51	29.74	32.66	29.86	8.17	9.09	8.63	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	51.49	46.99	48.81	44.55	40.96	42.86	3.96	12.05	8.33
Grade 4	40.95	47.17	45.35	51.43	48.11	44.19	7.62	4.72	10.47
Grade 5	43.00	44.44	48.15	47.00	45.37	50.00	10.00	10.19	1.85
All Grades	45.10	46.13	47.48	47.71	45.12	46.04	7.19	8.75	6.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	58.42	44.58	44.05	39.60	48.19	47.62	1.98	7.23	8.33
Grade 4	48.08	51.89	46.51	43.27	43.40	39.53	8.65	4.72	13.95
Grade 5	45.00	45.37	50.93	48.00	49.07	46.30	7.00	5.56	2.78
All Grades	50.49	47.47	47.48	43.61	46.80	44.60	5.90	5.72	7.91

Conclusions based on this data:

1. Lakeview students managed to increase from 78% to 79.5% Met or Exceeded Standards in math! 77% of 3rd grade students Met or Exceeded Standards (3% grade level increase); 77% of 4th grade students Met or Exceeded Standards (5% grade level decrease/3% cohort increase); 83% of 5th grade students Met or Exceeded Standards (5% grade level increase/1% cohort increase). SBAC did not take place in 2020, due to COVID.
2. Students Exceeding Standards increased In Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning; students At or Near Standard increased in Problem Solving & Modeling/Data Analysis but decreased in Concepts and Procedures and Communicating Reasoning; students Below Standard increased in Communicating Reasoning but decreased in Concepts & Procedures and Problem Solving & Modeling/Data Analysis. Our largest gains were in Problem Solving & Reasoning, and areas most in need of improvement are Concepts & Procedures and Communicating Reasoning. Teachers of grades 3-5 will continue to analyze data and use this information to guide instruction. Overall, we are very proud of our students' math scores! Will resume analysis once SBAC continues.
3. Although we would like to continue the 3rd-5th grade instructional aides for math, which were funded by Donations during the 2017-2018 and 2018-2019 school years, the funding can no longer be sustained.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	5
Grade 1	*	*	*	*	*	*	*	7
Grade 2	*	*	*	*	*	*	*	9
Grade 3		*		*		*		5
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
All Grades							26	28

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	*	*		*	*	*		*	*	*
4	*	*		*		*	*	*	*	*
All Grades	88.46	39.29		53.57	*	7.14	*	0.00	26	28

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
4	*	*		*	*	*		*	*	*
All Grades	92.31	53.57	*	39.29	*	7.14		0.00	26	28

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*		*	*	*	*	*
1	*	*	*	*		*	*	*	*	*
2	*	*	*	*		*		*	*	*
4	*	*		*		*	*	*	*	*
All Grades	69.23	25.00	*	35.71		35.71	*	3.57	26	28

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	92.31	50.00	*	50.00		0.00	26	28	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	76.92	57.14	*	42.86		0.00	26	28	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	73.08	28.57	*	67.86	*	3.57	26	28	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	57.69	32.14	*	60.71	*	7.14	26	28	

Conclusions based on this data:

1. EL instructional aide support, GLAD instructional strategies from all LV teachers and EL resources will be used to advance learning for EL students.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
533	6.6	5.4	0.2

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	5.4
Foster Youth	1	0.2
Socioeconomically Disadvantaged	35	6.6
Students with Disabilities	54	10.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3
American Indian	1	0.2
Asian	55	10.3
Filipino	8	1.5
Hispanic	50	9.4
Two or More Races	45	8.4
White	367	68.9





Conclusions based on this data:

1. Last year, our English Learner population percentage has decreased slightly (.3%); our Socioeconomically Disadvantaged population percentage has also decreased slightly (.2%); our Students with Disabilities population has increased 1.5%. This increase appears to come from new students moving into Lakeview with previously existing IEPs. Our Foster Youth increased to one student.
2. Our highest percentage student groups for Race/Ethnicity were White (68.9%), Asian (10.3%) and Hispanic (9.4%).
3. IMPACT Leadership added a 3C's (Culture, Community, Connection) service team (in 2019-2020) to enhance cultural awareness and serve as a newcomers welcoming committee.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 506 846 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1255 506 1326 533">Blue</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 360 730">Blue</p>		

Conclusions based on this data:

1. Lakeview Elementary is fortunate to excel in ELA and Math Academic Performance. ELA SBAC data decreased 4.5% from last year. Math SBAC data increased 1.5%. See Goal 1 for more analysis. ELA has been a focus of our school-wide analysis and instructional plan.
2. Chronic Absenteeism is being addressed through school supports (SEL, SST, counseling support, timely attendance letters, attendance information in newsletter, sharing importance of attendance at PTO, SSC, staff professional development, etc). Our average attendance for the 2018-2019 school year was 96.75%.
3. Suspension rates are minimal. This form of consequence is only used when CA Ed. Code allows or requires this action.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>52 points above standard</p> <p>Declined -3.8 points</p> <p>270</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>27.3 points above standard</p> <p>12</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>17.3 points below standard</p> <p>Declined Significantly -40.6 points</p> <p>18</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>23.6 points below standard</p> <p>Declined Significantly -22.6 points</p> <p>35</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 46.1 points above standard Declined Significantly -32.1 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 46.7 points above standard Increased ++3.6 points 18	 No Performance Color 84.6 points above standard Maintained ++1.5 points 19	 No Performance Color 0 Students	 Green 49.4 points above standard Declined -3.2 points 195

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 10	52.4 points above standard Declined -3.4 points 239

Conclusions based on this data:

- Over 74.5% of Lakeview students met or exceeded ELA standards on the SBAC. A decline of 4.5% occurred from the previous year.
- Socioeconomically Disadvantaged Students and Students with Disabilities declined in their achievement of ELA standards. Of the significant student ethnicity groups, Hispanic students increased, Asian students declined, and White students declined slightly. Our population is small enough for us to follow these students closely and provided as much support as possible. Many of these students are most in need of social emotional support and academic intervention.
- Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

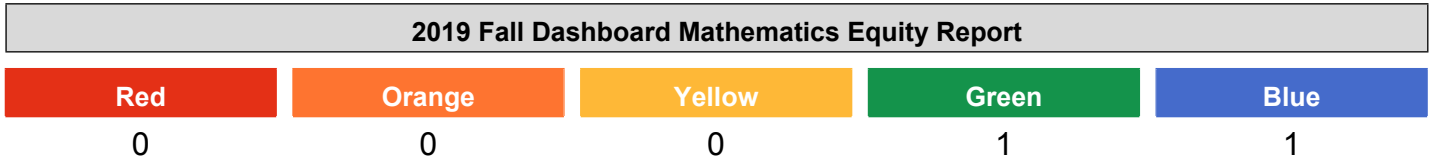
School and Student Performance Data

Academic Performance Mathematics





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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Blue</p> <p>52.7 points above standard</p> <p>Increased ++4.6 points</p> <p>270</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>37.6 points above standard</p> <p>12</p>	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>No Performance Color</p> <p>8.7 points below standard</p> <p>Declined Significantly -17.5 points</p> <p>18</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>6.8 points above standard</p> <p>Maintained ++1.8 points</p> <p>35</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color 51.7 points above standard Declined Significantly -24.9 points 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 42.9 points above standard Maintained ++0.7 points 18	 No Performance Color 77.5 points above standard Increased ++6.2 points 19		 Blue 51.6 points above standard Increased ++7.8 points 195

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 10	53.4 points above standard Increased ++6 points 239

Conclusions based on this data:

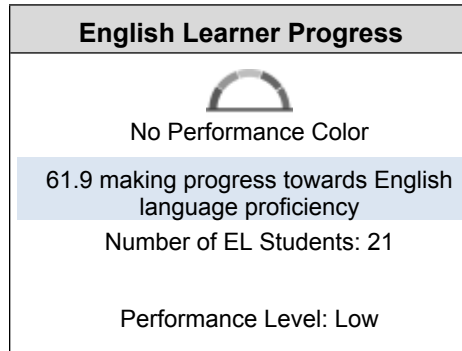
1. Over 79% of Lakeview students (3-5) met or exceeded standard in math!
2. Socioeconomically Disadvantaged student data declined, whereas White students and Students with Disabilities increased their level of progress in math; Hispanic students increased slightly, while Asian students declined. Lakeview staff are working closely with these students to support their needs. Social emotional supports and intervention are provided to those most in need.
3. Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	14.2	28.5	33.3

Conclusions based on this data:

1. Lakeview Elementary EL students are progressing well. An EL instructional aide has joined Lakeview staff this year!
2. The ELPAC data has been even more helpful for our students as our EL population has grown.
3. Students at all levels of EL Progress are being supported through an EL Coordinator, EL Instructional Aide, GLAD instructional strategies and EL curriculum. Those students indicating minimal growth are being monitored closely and supported through small group and 1:1 instruction. Research-based programs are being used for instructional delivery.

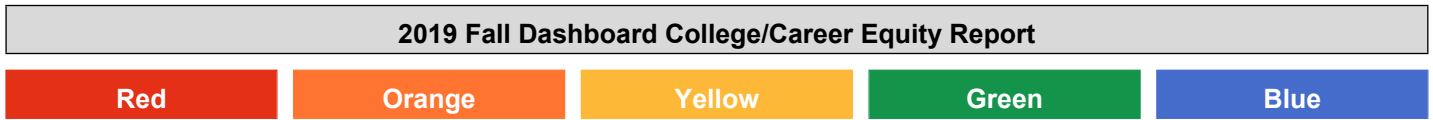
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

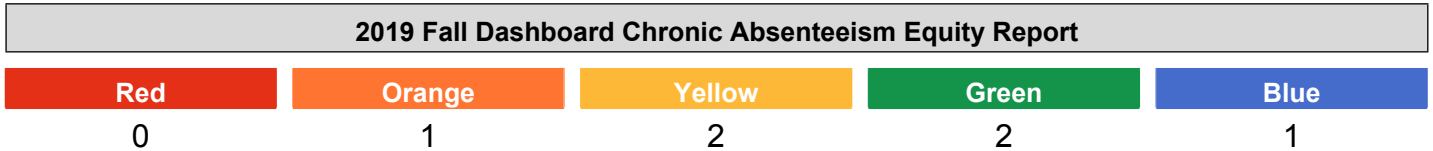
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>4</p> <p>Increased +1.3</p> <p>556</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.9</p> <p>Increased +6.9</p> <p>29</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>6.8</p> <p>Increased +2.5</p> <p>44</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>3.1</p> <p>Increased +3.1</p> <p>64</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 1.8 Increased +1.8 55	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.8 Declined -2 52	 Blue 0 Declined -2.4 45	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 4.6 Increased +1.9 388

Conclusions based on this data:

1. Lakeview is proud of our 96.75% attendance rate. However, our student absenteeism increased slightly this year. Absenteeism for Hispanic students did decrease.
2. Our English Learner absenteeism increased 6.9%; our Students with Disabilities increased 3.1%, our Socioeconomically Disadvantaged increased 2.5%; all students indicated a 1.3% increase in chronic absenteeism. Attendance letters, SST meetings, phone calls, student meetings, Health Week, PBIS/SOAR, etc. are being used to improve in this area.
3. Absenteeism in our groups listed above, as well as our Asian and White students are being monitored closely and addressed.

School and Student Performance Data

Academic Engagement Graduation Rate

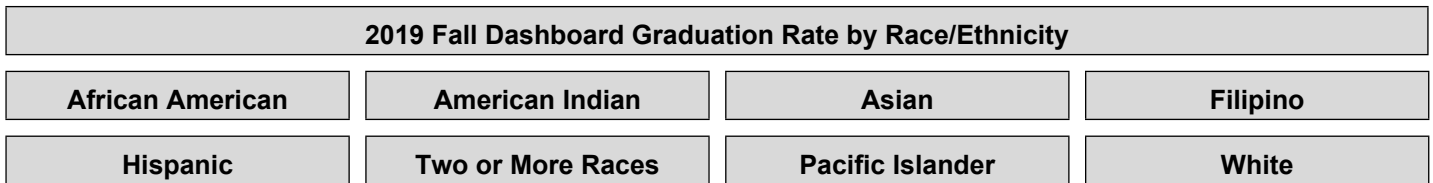
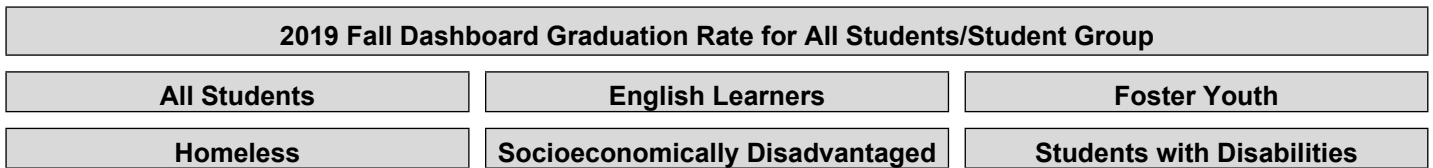
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

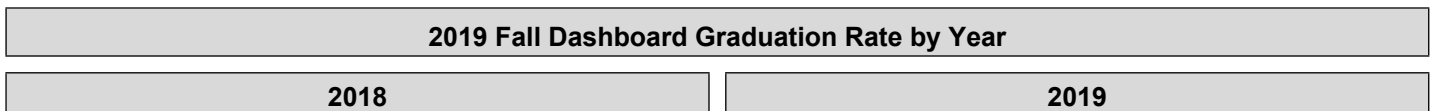
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

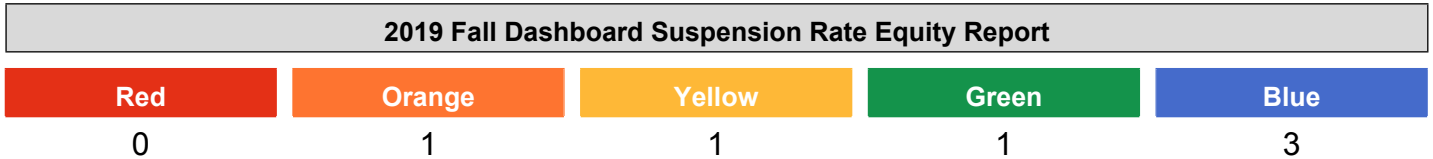
School and Student Performance Data

Conditions & Climate Suspension Rate






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



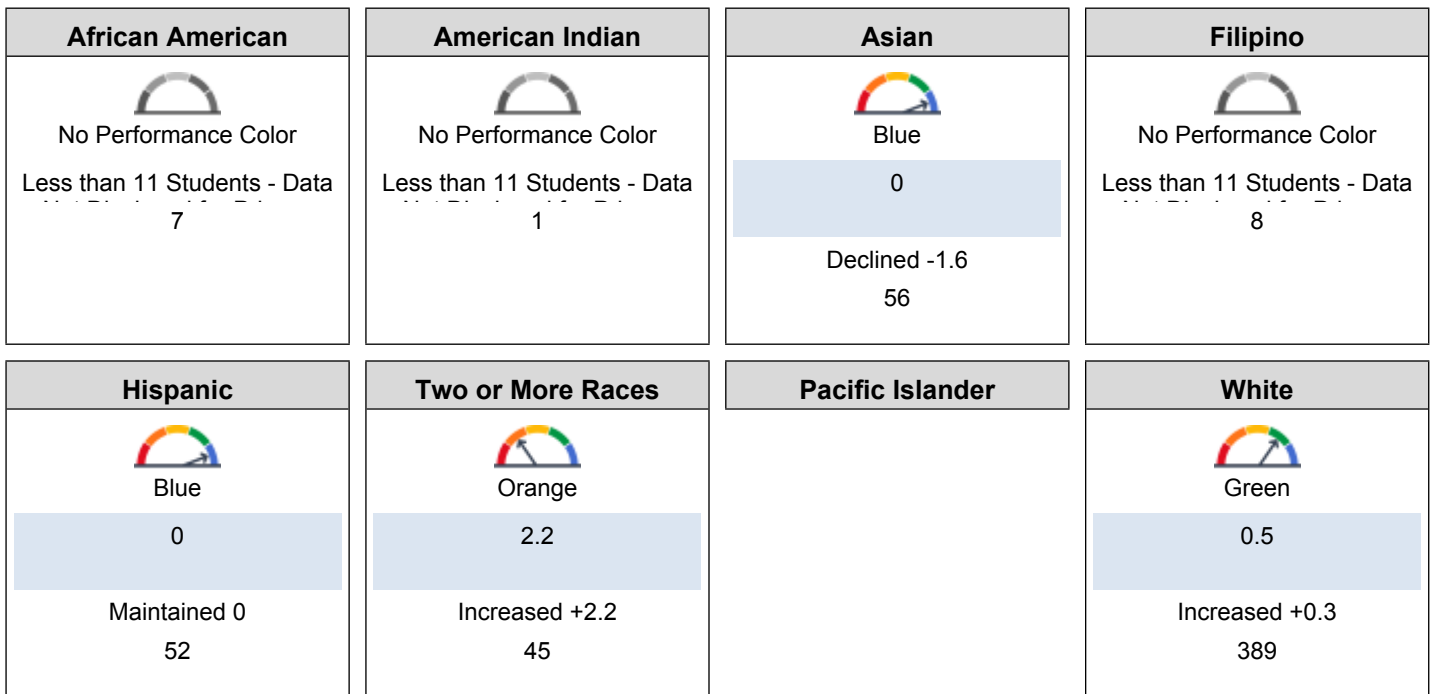
This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.5 Maintained +0.2 558	<p>English Learners</p>  No Performance Color 0 Maintained 0 29	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Blue 0 Maintained 0 44	<p>Students with Disabilities</p>  Yellow 1.6 Maintained -0.2 64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.5

Conclusions based on this data:

1. Our low suspension rates have been maintained. Students are only suspended when the incident requires that level of action.
2. Suspension rates indicated on this report represent a very small number of students. For example, the one Asian student who was suspended last year was not suspended this year, resulting in a 1.6% decline. Our White and Two or More Races student groups increased slightly.
3. Lakeview continues to proactively analyze character, social emotional learning and student behavior strategies to improve practice and build positive school climate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. COVID has substantially affected goals and outcomes for all aspects of this plan. Most information pertains to pre-COVID data, however initial data indicates learning loss in the primary grades, mostly related to early reading acquisition. Focus will be placed on reading intervention.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results	<p>Due to COVID, this data is based on 2019 scores. School-wide SBAC data revealed 74.5% of students in grades 3-5 Met or Exceeded Standards in ELA. This represents a 4.5% decrease from scores in 2018-2019. The 4.5% decreased in ELA prompted strong analysis.</p> <p>Looking deeper, 64% of 3rd grade students Met or Exceeded Standards in ELA (grade level decrease of 7%/no cohort data in 3rd grade). Reading was the area/claim in which the most number of students were Above Standard. Writing was the area/claim in which most students did not meet standards. Grade level "target" data indicated Central Ideas, Word Meanings and Compose Full Texts were "worse than performance on the test as a whole." Word Meanings, Text Structures or Features, Language Use and Compose Full Texts were the areas in which a high number of students nearly met standards. Compose Full</p>	<p>Due to COVID, expected outcomes will likely vary. These goals are based on 2019 data and outcomes for a "typical" year.</p> <p>School-wide SBAC results will increase to 77% Met or Exceeded Standard in ELA and 80% increase Met or Exceeded in math. 3rd grade will aim to increase 5% in ELA and 3% in math. 4th grade will aim to increase 5% in ELA and 3% in math. 5th grade will aim to maintain 90% in ELA and 83% in math.</p> <p>Note: We did not meet our 2018-2019 expected outcomes/goal of 81% of students in grades 3-5 meeting or exceeding ELA standards, however we came close to our expected outcome/goal of 80% of students meeting or exceeding math standards, as will be indicated by SBAC data.</p>

Metric/Indicator**Baseline****Expected Outcome**

	<p>Texts was the area in which most students did not meet standard. (Note: This analysis is an example of how staff drill down to skill concepts on SBAC, in order to guide their instruction. For the sake of brevity, this analysis will not be included in the SPSA for each grade level.</p> <p>66% of 4th grade students Met or Exceeded Standards in ELA (20% grade level decrease/5% cohort decrease); 90% of 5th grade students Met or Exceeded Standards in ELA (11% grade level increase/4% cohort decrease).</p> <p>79.5% of students in grades 3-5 Met or Exceeded Standards in math. This represents a 1.5% increase from math scores in 2018-2019.</p> <p>Lakeview students managed to increase from 78% to 79.5% Met or Exceeded Standards! 77% of 3rd grade students Met or Exceeded Standards (3% grade level increase); 77% of 4th grade students Met or Exceeded Standards (5% grade level decrease/3% cohort increase); 83% of 5th grade students Met or Exceeded Standards (5% grade level increase/1% cohort increase).</p>	<p>The spring administration will provide a test results baseline for the current 2020-2021 instructional model.</p>
<p>District Benchmark Assessment Results</p>	<p>Due to COVID, District assessments were not administered in Spring 2020. The following data results reflect 2019 information. DIBELS data revealed 84% of Lakeview kindergartners met end of year benchmark for Phoneme Segmentation; this represents a 1% decrease. 75% met benchmark for Nonsense Word Fluency; this represents a 4% increase.</p> <p>70% of first grade students met benchmark for Nonsense Word Fluency (Correct Letter Sounds) (Note:Data Watch for 19-20). 81% met benchmark for Nonsense Word Fluency (Whole Words Read) (maintained 81%). 88% of first grade students met the reading fluency benchmark (increased 11%), and 90% met the reading accuracy benchmark (increased 12%) , using</p>	<p>Due to COVID, expected outcomes will likely vary. These goals are based on 2019 data and outcomes for a "typical" year. 85% of kindergartners will meet the end of year benchmark for Phoneme Segmentation. 76% will meet the benchmark for Nonsense Word Fluency.</p> <p>75% of first grade students will meet benchmark for Nonsense Word Fluency (Correct Letter Sounds). 83% will meet benchmark for Nonsense Word Fluency (Whole Words Read). 88% of first grade students will meet the reading fluency benchmark, and 90% will meet the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF).</p>

Metric/Indicator**Baseline****Expected Outcome**

the DIBELS Oral Reading Fluency assessment (DORF).

78% of second grade students met the fluency benchmark (1% decrease), and 77% met the accuracy benchmark on the DORF (9% decrease). 83% of second grade students met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment (5% decrease).

84% (2% decrease) of third grade students met fluency benchmark on the DORF. 85% (maintained) met the accuracy benchmark on the DORF. We will also be analyzing results from the Tri 2 SBAC Math Interim Comprehensive Assessment (CAT and PT), as well as the Tri 3 SBAC Interim Assessment Block (IAB) - Edit and Interim Assessment Block - Revise.

87% (16% increase) of fourth grade students met fluency benchmark, and 94% (maintained) met accuracy benchmark on the DORF. 55% (4% increase) of fourth grade students met the 80% or higher End of Year GO Math assessment benchmark. Analyze results for Tri 3 SBAC Interim Assessment Block - Reading Literature.

90% (3% decrease) of fifth grade students met fluency benchmark, and 95% (maintained) met accuracy benchmark on the DORF. 52% (decrease 7%) of fifth grade students met the 80% or higher End of Year GO Math assessment benchmark. Analyze results for Tri 3 SBAC Interim Assessment Block - Reading Literature.

NOTE: Through the Improvement Science process, we plan to restructure our assessment gathering and analysis methods to more accurately identify and serve students most in need of reading, writing, and math intervention. Although this may be challenging in the COVID environment (due to stable group requirements), we hope to structure a robust intervention program for fall 2021 and be able to successfully address resulting learning gaps.

80% of second grade students will meet fluency benchmark, and 79% will meet accuracy benchmark. 80% will meet the GO Math End of Year Assessment goal.

85% of third grade students will meet fluency benchmark, and 86% will meet accuracy benchmark. 75% will meet the GO Math End of Year Assessment goal. Determine baselines for SBAC Math ICA and IAB Edit and IAB Revise.

88% of fourth grade students will be fluency and 95% will meet accuracy benchmarks on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.

90% of fifth grade students will be fluency benchmark, and 95% will be accuracy benchmark on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.

Metric/Indicator	Baseline	Expected Outcome
Lexile Scores (Student Reading Inventory)	<p>Due to COVID, District assessments were not administered in Spring 2020. The following data results reflect 2019 information. Winter (mid-year) data is being analyzed for COVID learning loss and intervention plans are being adjusted accordingly.</p> <p>First Grade: 62% of all 1st grade students' Lexile is within the grade level band (190-450).</p> <p>Second Grade: 69% of all 2nd grade students' Lexile is within the grade level band (450-620). Winter 2021: 50% of all 2nd grade students' Lexile is within the grade level band. 2nd grade data reflects the need for reading intervention focus, especially because this group lost a trimester of 1st grade intensive reading instruction during the onset of COVID in spring, 2020.</p> <p>Third Grade: 77% of all 3rd grade students' Lexile is within the grade level band (620-790). Winter 2021: 67% of all 3rd grade students' Lexile is within the grade level band.</p> <p>Fourth Grade: 73% of all 4th grade students' Lexile is within the grade level band (790-875). Winter 2021: 44% of all 4th grade students' Lexile is within the grade level band. 4th grade is farthest from their "Expected Outcome." Intervention and Academic Recovery will be focused in this area for Spring 2021.</p> <p>Fifth Grade: 75% of all 5th grade students' Lexile is within the grade level band (875-980). Winter 2021: 61% of all 5th grade students' Lexile is within the grade level band.</p>	<p>By the end of the 2020-2021 school year, cohorts will work to increase their Lexile scores:</p> <p>First Grade: 64% of 1st grade students will achieve Lexile within the grade level band.</p> <p>Second Grade: 70% of 2nd grade students will achieve Lexile within the grade level band. This is a lofty goal, considering learning loss due to COVID, however we are choosing to maintain our "typical" goal.</p> <p>Third Grade: 78% of 3rd grader students will achieve Lexile within the grade level band.</p> <p>Fourth Grade: 75% of 4th grade students will achieve Lexile within the grade level band. Likely, due to COVID, our 4th grade mid-year Lexile data is especially concerning, therefore focus will be placed in this area. Note: Tri 2 Lexile scores indicate strong gains!</p> <p>Fifth Grade: 75% of 5th grade students will achieve Lexile within the grade level band.</p>

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instructional with Content Standards:

Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. In order to address our students' needs in ELA, primary students (K-3) will receive phonics instruction in SIPPS. Leveled and fluid phonics instruction will resume post-COVID. Students will participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Reflect Math, Reading Counts). Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEMScopes, Mystery Science, Amplify, or other NGSS aligned bridge programs. Teachers will receive funding for supplemental instructional resources from Teachers Pay Teachers. Lakeview 4th and 5th grade students will receive specialized PE instruction from a credentialed PE teacher; students will receive two rigorous, collaborative PE lessons weekly. These PE instructional minutes will be provided during the 4/5 teacher prep minutes negotiated in the RUFT Contract. Primary Physical Education minutes (200 every two weeks) will be provided by classroom teachers (post Hybrid). Students will have the opportunity to participate in the PE Program, First Tee (post-COVID). In order to provided quality, leveled instruction, blended classrooms will receive some para-educator support. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, IXL ELA/Math) will be utilized strategically to enhance learning and provide Distance Learning options. IXL ELA/Math will be used in 3rd - 5th grades as supplemental learning, with the purpose of concept reinforcement, reteaching, extension and challenge. Screen time will be limited, allowing teacher-delivered lessons, student interaction and collaboration to remain the priority.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20 - 5/28/21

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,800.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Teaching Resources and Supplies for Science Lab Materials (4th/5th Grades) - To propose post-COVID
Amount	4,183.00
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (Blend Support) - Post-COVID
Amount	21,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, IXL Learning 3rd-5th Grades)

Amount	2,600.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	\$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources
Amount	1,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	PE Supplies and Equipment

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20 - 5/28/21

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	11,000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Assessment Release Days for Teachers

Amount	1,000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers
Amount	9,394.00
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (1 Paraeducator) - Intervention Support
Amount	19,120.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (2 Paraeducators) - Intervention Support
Amount	1,950.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Assessment/Learning Support for Reading Intervention (Read Live)

Strategy/Activity 3

Extended Learning Time; Increased Educational Opportunity and Support Services:

Most aspects of this goal will occur post-COVID. Virtual field trips will be offered when available and appropriate. Our librarian will travel to each classroom for a COVID-friendly weekly book check-out.

Once COVID precautions allow typical guidelines, Lakeview Elementary will provide extended learning time and increased educational opportunities for students. Field trips relating to the CA State Standards will take place at each grade level. Our librarian will offer weekly library visits to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as iFly, Coloma Outdoor Discovery Overnight, High Hill Ranch in Apple Hill, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and Power House Science Center - Challenger, etc. Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation and Nature Bowl. All 5th grade students will experience the El Dorado County District Attorney sponsored program, Project LEAD, where students will learn important legal lessons and act out a mock trial at the County Court House. Athletic opportunities in cross country (3rd-5th), volleyball (5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while provided important service to others. A District provided music teacher will instruct 4th and 5th grade students in instrumental music; 3rd grade students will learn recorders. TK - 3rd grade students will receive music ten weeks of contracted music instruction. TK - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction. Parent docents will deliver art lessons using the Arts Attack program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. Students will participate in a school-wide Health Week (in lieu of Red Ribbon Week) in which healthy activities and lifestyle will be promoted through staff, culminating in an end-of-week Fun Run. PTO will offer after school enrichment sessions for all students (ex. golf, cooking, fitness, yoga, art, musical performance, sewing, video production, etc.). Staff will continue to promote and foster our sister school relationship with Wenyi Street Primary School in Hangzhou, China.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20 - 5/28/21

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	6,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding Assistance for Grade Level Field Trips - Post-COVID
Amount	800.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl, Project LEAD) - Post-COVID
Amount	2,000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Athletic Team Coaching Stipends - Post COVID
Amount	1350.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	IMPACT Adviser Stipends - Post COVID
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	IMPACT Student T-Shirts - POST COVID
Amount	22,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	Funding for Contracted Instruction Services in Music, Dance, Pottery - Post-COVID
Amount	2,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Library Books
Amount	450.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Stipends for Overnight Field Trip (4th Grade) - Post-COVID
Amount	2,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Arts Attack Supplies for Parent Docents and Teachers

Strategy/Activity 4

Staff Development & Professional Collaboration:

Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn and discuss current best practices. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays (post-COVID) will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Phonics and reading instruction continue to be a priority at Lakeview; we understand the critical importance of outstanding reading instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20 - 5/28/21

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	EDCOE Professional Development Opportunities for Staff
Amount	300.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EDCOE SIPPS Registration - 3 Teachers
Amount	500.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for SIPPS Training for Teachers
Amount	2,000.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Half Day Release Day for Grade Level Teams to Collaborate with Principal (Data Analysis, Pacing, SBAC (3-5), Planning, Feedback, Improvement Science)
Amount	2,000.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Half Day Release Day for Grade Level Teams to Build GLAD Units - Post-COVID

Strategy/Activity 5

Involvement of Staff, Parents & Community:

GOAL 5 has been strongly influenced by our current COVID safety guidelines. Lakeview Elementary will continue to work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council, PTO and the English Language Advisory Committee (ELAC) will serve as forums to offer input and influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee with further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. The following opportunities will resume post-COVID: PTO will provide community building opportunities through activities such as Fall Festival, Muffins with Moms, Movie Nights, Donuts with Dads, the Sweetheart Dance, Mom and Son Mini Prom, the Lakeview Gala and much more. Lakeview will continue to work with retired members of our community through our Nana Program, along with organizations such as, the El Dorado Hills Rotary, Hands for Hope, the El Dorado Hills Fire Department, the EDC DA's Office and Oak Ridge High School.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20 - 5/28/21

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	750.00
Source	PTO
Budget Reference	0000: Unrestricted
Description	Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) - Post COVID

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	<p>The California Healthy Kids 2019-20 Survey indicates results from 5th grade students. Most noteworthy were the following results: 100% feel our facilities are kept up; 98% feel academically motivated; 90% feel safe at school; 90% feel adults in school have high expectations for them. 45% felt they have meaningful participation in school; 48% feel they have been called names or the target of mean jokes; 55% feel they have had mean rumors spread about them. NOTE: These results came from a small sample group. Much of our parent population preferred their children not complete the survey this year.</p> <p>The 2020-2021 Lakeview CHKS indicated 96% of our 5th grade students feel they are treated with respect. 98% feel our facilities are kept up. 91% are academically motivated. 87% of 5th grade students feel safe at school (which is actually a good number while in the COVID environment)! 89% feel adults have high expectations of them. 35% feel they have meaningful</p>	<p>In 2020-2021 our goals are the following:</p> <p>100% will feel safe at school! 95% feel adults in school have high expectations for them. 80% will feel they have meaningful participation in school; 10% will feel they have been called names or the target of mean jokes; 10% feel they have had mean rumors spread about them.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>participation in school. Only 19% now feel they have been called bad names or been the target of mean jokes. 19% feel there have been mean rumors spread about them. NOTE: These results came from a sample group of 64% of our 5th grade students. 36% of parents preferred their children not complete the survey this year.</p>	
LCAP Survey	LCAP Parent Survey Results indicate continued priority in maintaining a safe learning environment for students.	LCAP Parent Survey Results will reflect improvement in our safe school environment. 100% of parents will report feeling that their child is physically and emotionally safe at school.
Discipline Data/Aeries Reports	Lakeview's suspension rate for the 2018-2019 school year was 1%.	Lakeview's suspension rate will continue at a very low percentage in 2020-2021. Focus will be placed on behavioral supports and positive community building.
Attendance Data	Lakeview's average attendance rate for the 2018-2019 school year was 96.75%. This represents a slight decrease from 97.1% in 2017-2018.	COVID has negatively impacted attendance.

Planned Strategies/Activities

Strategy/Activity 1

School Safety (Climate and Community Building, Staff Development and Professional Collaboration):

Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at following safety protocol for evacuation, duck and cover and lock-down drills. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our Comprehensive School Safety Plan. Students will have access to fresh water bottle filling stations. All school facilities and teaching tools will be safe and in working order (ex. kiln).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-05/29/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Installation of Drinking Fountain/Filling Stations (MP Room)
Amount	6000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Contractor Work to Bring Kiln up to Safety Standards

Strategy/Activity 2

School Climate and Community Building:

Lakeview Elementary staff will diligently work to ensure the safe well-being of all students. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character building skills will be taught, modeled and practiced by all. Teachers will use Mind + Heart curriculum to focus on the teaching of core values and tools for SEL and mindfulness. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. School counselors will work to support the mental health needs of students three days each week through class presentations, individual counseling and group counseling. A staff team will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect). Student leadership teams will assist in promoting a positive learning environment. Staff will be trained in Trauma Informed Practices to become better equipped in successfully reaching students in need of intervention, de-escalation and/or motivation.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/19-05/29/20

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	SOAR Student Incentives for PBIS
Amount	1,300.00

Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	A Touch of Understanding Training for 3rd Grade Students
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Learning Tools for Students
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Signage for Positive Behavioral Interventions & Supports

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Staff Survey	Professional development was provided to certificated and classified staff. Support will be offered based on need and data presented from this survey.	Professional Development will be provided to staff.
Facility Inspection Tool	The facilities were reported to be in good repair as measured by the FIP.	Facilities will continue to be in good repair, as measured by the 2018-2019 FIP.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2018-2019 school year.	No Williams Act/Uniform Complaints are expected in the 2019-2020 school year. Any complaints will be addressed immediately.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Lakeview Elementary and RUSD will provide classified staff with collaboration and professional development opportunities to improve our already high level of school support. Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Interventions and Supports. Classified staff will participate in the California School Staff Survey (CSSS) to aide in determining areas of additional needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/14/2019- 5/29/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	600.00
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classified Staff Training for PBIS

Strategy/Activity 2

Facilities & Technology Infrastructure:

Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Our site, along with RUSD will use the Facilities Inspection Tool (FIT) to determine areas of needed facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/20- 5/28/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Results	<p>School-wide SBAC results will increase to 77% Met or Exceeded Standard in ELA and 80% increase Met or Exceeded in Math. 3rd grade will aim to increase 5% in ELA and 3% in math. 4th grade will aim to increase 5% in ELA and 3% in math. 5th grade will aim to maintain 90% in ELA and 83% in math.</p> <p>Note: We did not meet our 2018-2019 expected outcomes/goal of 81% of students in grades 3-5 meeting or exceeding ELA standards, however we came close to our expected outcome/goal of 80% of students meeting or exceeding math standards, as will be indicated by SBAC data.</p>	Students were not assessed on SBAC in 2020, due to COVID.
District Benchmark Assessment Results	<p>85% of kindergartners will meet the end of year benchmark for Phoneme Segmentation. 76% will meet the benchmark for Nonsense Word Fluency.</p> <p>75% of first grade students will meet benchmark for Nonsense Word Fluency (Correct Letter Sounds). 83% will meet benchmark for Nonsense Word Fluency (Whole Words Read). 88% of first grade students will meet the reading fluency benchmark, and 90% will meet the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>80% of second grade students will meet fluency benchmark, and 79% will meet accuracy benchmark. 80% will meet the GO Math End of Year Assessment goal.</p>	Students were not assessed for Tri 3 in 2020, due to COVID.

Metric/Indicator**Expected Outcomes****Actual Outcomes**

85% of third grade students will meet fluency benchmark, and 86% will meet accuracy benchmark. 75% will meet the GO Math End of Year Assessment goal. Determine baselines for SBAC Math ICA and IAB Edit and IAB Revise.

88% of fourth grade students will be fluency and 95% will meet accuracy benchmarks on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.

90% of fifth grade students will be fluency benchmark, and 95% will be accuracy benchmark on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.

Lexile Scores (Student Reading Inventory)

By the end of the 2019-2020 school year, cohorts will work to increase their Lexile scores:

First Grade: 64% of 1st grade students will achieve Lexile within the grade level band.

Second Grade: 70% of 2nd grade students will achieve Lexile within the grade level band.

Third Grade: 78% of 3rd grade students will achieve Lexile within the grade level band.

Fourth Grade: 75% of 4th grade students will achieve Lexile within the grade level band.

Fifth Grade: 75% of 5th grade students will achieve Lexile within the grade level band.

Students were not assessed in spring 2020, due to COVID. However, 2020-2021 late fall Lexile scores indicate the following:

We do not yet show a significant number of 1st grade students who have achieved a Lexile score to report at this time.

50% of 2nd grade students have achieved Lexile within their grade level band.

67% of 3rd grade students have achieved Lexile within their grade level band.

44% of 4th grade students have achieved Lexile within their grade level band. Further analysis is occurring at this time to analyze support for 4th grade in reading comprehension for spring 2021. Note: Tri 2 Lexile scores indicate

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>strong improvement from November 2020!</p> <p>61% of 5th grade students have achieved Lexile within their grade level band.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of Instructional with Content Standards:</p> <p>Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. In order to address our students' needs in ELA, primary students (K-3) will receive leveled and fluid phonics instruction in SIPPS. Students will participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Reflect Math, Reading Counts). Teachers will begin to implement the Next Generation Science</p>		<p>Teaching Resources and Supplies for Science Lab Materials (4th/5th Grades) - post-COVID 4000-4999: Books And Supplies PTO 1,800.00</p> <p>Instructional Aide Salaries (Blend Support) - post-hybrid 2000-2999: Classified Personnel Salaries Donations 4,183.00</p> <p>Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, IXL Learning 3rd-5th Grades) 5000-5999: Services And Other Operating Expenditures PTO 21,000.00</p> <p>\$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources 4000-4999: Books And Supplies Donations 2,600.00</p> <p>PE Supplies and Equipment 4000-4999: Books And Supplies PTO 1,000.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Standards (NGSS) into their instruction using STEMScopes, Mystery Science, Amplify, or other NGSS aligned bridge programs. Teachers will receive funding for supplemental instructional resources from Teachers Pay Teachers. Lakeview 4th and 5th grade students will receive specialized PE instruction from a credentialed PE teacher; students will receive two rigorous, collaborative PE lessons weekly. These PE instructional minutes will be provided during the 4/5 teacher prep minutes negotiated in the RUFT Contract. Primary Physical Education minutes (200 every two weeks) will be provided by classroom teachers (post-hybrid for primary teachers). Students will have the opportunity to participate in the PE Program, First Tee. In order to provided quality, leveled instruction, blended classrooms will receive some para-educator support. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, IXL ELA/Math) will be utilized strategically to enhance learning. IXL ELA/Math has been added to 3rd and 4th grades this year, with the purpose of concept reinforcement, reteaching, extension and challenge. Screen time will be limited, allowing teacher-delivered lessons, student</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
interaction and collaboration to remain the priority.			
<p>Improvement of Instructional Strategies and Materials:</p> <p>Lakeview Elementary will utilize instructional support staff and materials to enhance our standards-based curriculum and assist certificated staff in delivery of quality, differentiated instruction. Data analysis of ongoing student assessments will drive our instruction. Students will receive opportunities for academic intervention, as well as challenge learning, based on individual needs. Three intervention para-educators will work closely with teachers and the principal to improve phonics and reading skills of students in 1st - 5th grades. Supplemental programs, such as SIPPS, Read Live and REWARDS will be used to deliver intervention instruction. Frequent formative assessment, along with District and State assessment data will be analyzed and used to appropriately "level" students and target necessary curricular areas. An academic recovery teacher has been hired to support students' learning gaps. Mathletes tutoring will be offered weekly to those 4th and 5th grade students in need of math</p>		Sub Costs for Assessment Release Days for Teachers 1000-1999: Certificated Personnel Salaries District Funded 11,000.00	
		Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,000.00	
		Instructional Aide Salaries (1 Paraeducator) - Intervention Support 2000-2999: Classified Personnel Salaries Site Formula Funds 9,394.00	
		Instructional Aide Salaries (2 Paraeducators) - Intervention Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,120.00	
		Online Assessment/Learning Support for Reading Intervention (Read Live) 5000-5999: Services And Other Operating Expenditures PTO 1,950.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>homework and skill support; this program is offered by Oak Ridge High School students under the supervision of a Lakeview teacher. The needs of gifted students, students in need of intervention, students with disabilities and English Learners will be monitored closely. Engaging, flexible, skill-based instruction will be offered. The RUSD EL Coordinator will work with Lakeview teachers and administration to ensure EL support. ELPAC results will be used to monitor EL students' acquisition of language. Lakeview's Nana Program will offer additional volunteer support for literacy groups and creative writing. Student Success Team meetings will be held to document and address concerns effecting student learning.</p>			
<p>Extended Learning Time; Increased Educational Opportunity and Support Services:</p> <p>Lakeview Elementary will provide extended learning time and increased educational opportunities for students (as appropriate in COVID). Field trips relating to the CA State Standards will take place at each grade level. Virtual field trips will take place (when possible) while in COVID. Our librarian will offer weekly library visits (or deliver check-out</p>		<p>Funding Assistance for Grade Level Field Trips - post-COVID 5000-5999: Services And Other Operating Expenditures PTO 6,000.00</p> <p>Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl, Project LEAD) - post-COVID 5000-5999: Services And Other Operating Expenditures PTO 800.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>opportunities to classrooms during COVID) to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as iFly, Coloma Outdoor Discovery Overnight, High Hill Ranch in Apple Hill, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and Power House Science Center - Challenger, etc. Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation and Nature Bowl. All 5th grade students will experience the El Dorado County District Attorney sponsored program, Project LEAD, where students will learn important legal lessons and act out a mock trial at the County Court House. Athletic opportunities in cross country (3rd-5th), volleyball (5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while provided important service to others. A District provided music teacher will instruct 4th and 5th grade students in instrumental music; 3rd grade students will learn recorders. TK - 3rd grade</p>		Athletic Team Coaching Stipends - post-COVID 1000-1999: Certificated Personnel Salaries Site Formula Funds 2,000.00	
		IMPACT Adviser Stipends - post-COVID 1000-1999: Certificated Personnel Salaries Site Formula Funds 1350.00	
		IMPACT Student T-Shirts - post COVID 4000-4999: Books And Supplies Donations 500.00	
		Funding for Contracted Instruction Services in Music, Dance, Pottery - post COVID 5000-5999: Services And Other Operating Expenditures PTO 22,000.00	
		Library Books 4000-4999: Books And Supplies PTO 2,000.00	
		Teacher Stipends for Overnight Field Trip (4th Grade) - post COVID 1000-1999: Certificated Personnel Salaries Site Formula Funds 450.00	
		Arts Attack Supplies for Parent Docents and Teachers 4000-4999: Books And Supplies PTO 2,000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>students will receive music ten weeks of contracted music instruction. TK - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction. Parents will deliver art lessons using the Arts Attack program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. Students will participate in a school-wide Health Week (in lieu of Red Ribbon Week) in which healthy activities and lifestyle will be promoted through staff, culminating in an end-of-week Fun Run. PTO will offer after school enrichment sessions for all students (ex. golf, cooking, fitness, yoga, art, musical performance, sewing, video production, etc.). Staff will continue to promote and foster our sister school relationship with Wenyi Street Primary School in Hangzhou, China.</p>			
<p>Staff Development & Professional Collaboration:</p> <p>Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn</p>		<p>EDCOE Professional Development Opportunities for Staff 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1,000.00</p>	
		<p>Sub Costs for Half Day Release Day for Grade Level Teams to Collaborate with Principal (Data Analysis, Pacing, SBAC (3-5), Planning, Feedback)</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and discuss current best practices. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Due to our analysis of assessment data in ELA, SIPPS phonics instructional materials were purchased for all primary grade teachers in 2019; these teachers, as well as intervention aides were trained in SIPPS. Phonics and reading instruction continue to be a priority at Lakeview, for we understand the critical importance of outstanding reading instruction.</p>		<p>1000-1999: Certificated Personnel Salaries Donations 2,000.00</p>	
<p>Involvement of Staff, Parents & Community:</p> <p>Lakeview Elementary will work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council, PTO and the English Language Advisory Committee (ELAC) will serve as forums to offer input and</p>		<p>Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) - post COVID 0000: Unrestricted PTO 750.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee with further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. PTO will provide community building opportunities through activities such as Fall Festival, Muffins with Moms, Movie Nights, Donuts with Dads, the Sweetheart Dance, Mom and Son Mini Prom, the Lakeview Gala and much more. Lakeview will continue to work with retired members of our community through our Nana Program, along with organizations such as, the El Dorado Hills Rotary, Hands for Hope, the El Dorado Hills Fire Department, the EDC DA's Office and Oak Ridge High School.</p>			

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	In 2019-2020 our goals are the following: 100% will feel safe at school! 95% feel adults in school have high expectations for them. 60% felt they have meaningful participation in school; 20% feel they have been called names or the target of mean jokes; 20% feel they have had mean rumors spread about them.	
LCAP Survey	LCAP Parent Survey Results will reflect improvement in our safe school environment. 100% of parents will report feeling that their child is physically and emotionally safe at school.	Outcomes have altered, due to our current COVID environment.
Discipline Data/Aeries Reports	Lakeview's suspension rate will continue at a very low percentage in 2019-2020. Focus will be placed on behavioral supports and positive community building.	We have not issued any suspensions during the 2020-2021 school year so far.
Attendance Data	Lakeview's current attendance rate of 96.75% will increase to 98% by the end of 2019-2020. Chronic absenteeism will continue to be addressed.	Lakeview's attendance rate has severely been influenced by COVID for the end of 2019-2020 and throughout 2020-2021.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety (Climate and Community Building, Staff Development and Professional Collaboration): Lakeview Elementary will continue to hold student			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at following safety protocol for evacuation, duck and cover and lock-down drills. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our Comprehensive School Safety Plan. Students will have access to fresh water bottle filling stations. All school facilities and teaching tools will be safe and in working order (ex. kiln).</p>			
<p>School Climate and Community Building:</p> <p>Lakeview Elementary staff will diligently work to ensure the safe well-being of all students. Staff will work to roll out whatever</p>		<p>SOAR Student Incentives for PBIS 4000-4999: Books And Supplies Donations 2,000.00</p> <p>A Touch of Understanding Training</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>plans are appropriate and possible, throughout our current COVID structure. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character building skills will be taught, modeled and practiced by all. Teachers will use Mind + Heart curriculum to focus on the teaching of core values and tools for SEL and mindfulness. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. School counselors will work to support the mental health needs of students four days each week through class presentations, individual counseling and group counseling (often via Zoom). A staff team will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect) post-COVID. Student leadership teams will assist in promoting a positive learning environment, post-COVID. Staff will be trained in Trauma Informed Practices to become better equipped in successfully reaching</p>		<p>for 3rd Grade Students - post-COVID 5000-5999: Services And Other Operating Expenditures Donations 1,300.00</p>	
		<p>Social Emotional Learning Tools for Students 4000-4999: Books And Supplies Donations 500.00</p>	
		<p>Signage for Positive Behavioral Interventions & Supports 4000-4999: Books And Supplies Donations 500.00</p>	

**Planned
Actions/Services**

students in need of intervention, de-escalation and/or motivation, post-COVID.

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Staff Survey	Professional Development will be provided to staff, as COVID appropriate.	
Facility Inspection Tool	Facilities will continue to be in good repair, as measured by the 2018-2019 FIP.	
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints are expected in the 2019-2020 school year. Any complaints will be addressed immediately.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Staff Collaboration & Professional Development:</p> <p>Lakeview Elementary and RUSD will provide classified staff with collaboration and professional development opportunities to improve our already high level of school support. Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Interventions and Supports. Classified staff will participate in the</p>		<p>Classified Staff Training for PBIS 2000-2999: Classified Personnel Salaries District Funded 600.00</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>California School Staff Survey (CSSS) to aide in determining areas of additional needs. As appropriate while under COVID guidelines...</p>			
<p>Facilities & Technology Infrastructure:</p> <p>Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Our site, along with RUSD will use the Facilities Inspection Tool (FIT) to determine areas of needed facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility.</p>			

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	137,597.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	11,600.00
Donations	16,383.00
LCFF - Supplemental	19,120.00
PTO	75,300.00
Site Formula Funds	15,194.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	750.00
1000-1999: Certificated Personnel Salaries	20,300.00
2000-2999: Classified Personnel Salaries	33,297.00
4000-4999: Books And Supplies	12,900.00
5000-5999: Services And Other Operating Expenditures	70,350.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	11,000.00
2000-2999: Classified Personnel Salaries	District Funded	600.00
1000-1999: Certificated Personnel Salaries	Donations	4,500.00
2000-2999: Classified Personnel Salaries	Donations	4,183.00
4000-4999: Books And Supplies	Donations	6,100.00
5000-5999: Services And Other Operating Expenditures	Donations	1,600.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,120.00
0000: Unrestricted	PTO	750.00
4000-4999: Books And Supplies	PTO	6,800.00
5000-5999: Services And Other Operating Expenditures	PTO	67,750.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	4,800.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	9,394.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1,000.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Kathy Miracle	Principal
Laurisa Stuart	Classroom Teacher
Jennifer Bazor	Classroom Teacher
Erin Sargent	Other School Staff
Katie Allred	Parent or Community Member
Michael Flaherty	Parent or Community Member
Ruhi Shah	Parent or Community Member
Samantha Casey	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1-16-20.

Attested:



Principal, Kathy Miracle on 1-16-20

SSC Chairperson, Katie Allred on 1-16-20

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rescue Elementary School
Address	3880 Green Valley Road Rescue, CA 95672
County-District-School (CDS) Code	09619786005714
Principal	Dustin Haley
District Name	Rescue Union Elementary School District
SPSA Revision Date	February 2021
Schoolsite Council (SSC) Approval Date	February 1, 2021
Local Board Approval Date	

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

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School Vision and Mission

Our vision is to provide a safe environment in which all people learn and receive respect, value, and support. Every student will receive a quality education in partnership with families and the community to be successful meeting challenging and comprehensive standards.

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

School Profile

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

Twenty percent of Rescue School's population are socio-economically disadvantaged; therefore we are identified as a Title I school. As a Title I school, we receive additional funding from the Federal Government. Our cultural demographics include 1% American Indian or Alaska Native, 1% Asian, 1% Pacific Islander, 1% African American, 12% Hispanic or Latino, and 84% White.

This year, the COVID-19 Pandemic has resulted in the need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAI OSHA's industry guidance for schools. As a result, certain assessments and programs have been suspended for the 2020-2021 school year. These programs and assessments are expected to resume in 2021-2022 or when it is appropriate to do so.

Beginning in the summer of 2020, our school team worked diligently to develop comprehensive reopening plans to mitigate the spread of the coronavirus. These plans can be accessed at www.rescueusd.org.

Due to COVID-19, a hybrid schedule allowed one-half of students to be on campus during an AM session while the other half of students attended a PM session. Students then participated in asynchronous learning during the time when they were not on campus. Students from our school who did not feel comfortable attending in-person classes were provided with the opportunity to learn remotely in our new Virtual Frontier Academy.

Although operating within the COVID-19 Pandemic, our focus and commitment to students and quality instruction has not wavered. As we plan for the future and gather data in the weeks to come, we will work to develop in-depth intervention plans to ensure that any social emotional or academic deficits resulting from this pandemic are quickly and efficiently addressed.

Rescue Elementary has 17 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. All grades are equipped with a class set of Chromebooks for their classroom to use. 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. This program is currently suspended due to the limitations brought on by the 2020 pandemic.

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. Enrichment and tutoring programs are currently suspended due to the limitations brought on by the 2020 pandemic.

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. Sports and enrichment activities have been suspended due to the nature of 2020 pandemic.

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. Our school theme this year is "Onward." Despite the many challenges presented in the wake of the 2020 pandemic, we continue to push forward providing quality learning and social opportunities for our students. They may look different, but the commitment towards excellence remains the same.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Rescue School Site Council was the primary group consulted for the planning and preparation of the Single Plan of Student Achievement. Rescue Elementary staff provided analysis towards the development and progress of school goals. This consultation is done throughout the 2020-21 school year in the during scheduled council meetings and collaboration efforts with grade level teachers.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.89%	0.84%	0.86%	4	4	4
African American	1.34%	0.84%	1.08%	6	4	5
Asian	1.57%	1.05%	1.08%	7	5	5
Filipino	0.22%	0.42%	0.22%	1	2	1
Hispanic/Latino	13.65%	12.97%	12.04%	61	62	56
Pacific Islander	0.89%	0.63%	0.65%	4	3	3
White	80.98%	83.05%	84.09%	362	397	391
Multiple/No Response	%	%	0%			0
Total Enrollment				447	478	465

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96	113	87
Grade 1	67	85	97
Grade 2	71	67	79
Grade3	73	73	63
Grade 4	69	68	73
Grade 5	71	72	66
Total Enrollment	447	478	465

Conclusions based on this data:

1. While student group percentages have remained largely the same, student enrollment has increased by approximately 14 students largely in Kindergarten.
2. The two largest subgroups are White and Hispanic/Latino.
3. There was a spike in enrollment in the Kindergarten grade level in 2018-19, which is by far the largest grade level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	16	14	11	3.6%	2.9%	2.4%
Fluent English Proficient (FEP)	3	6	10	0.7%	1.3%	2.2%
Reclassified Fluent English Proficient	2	1	4	12.5%	6.3%	28.6%

Conclusions based on this data:

1. There was a slight reduction in English Learner Enrollment for the 2019-20 school year. Students continue to make progress in their English fluency. In fact, we have reclassified quite a large number of students during the 2019-20 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	72	75	66	71	72	66	71	72	98.5	98.6	96
Grade 4	76	70	67	72	69	67	72	69	67	94.7	98.6	100
Grade 5	85	77	71	85	73	70	85	73	70	100	94.8	98.6
All Grades	228	219	213	223	213	209	223	213	209	97.8	97.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2498.	2478.	2487.	57.58	43.66	54.17	27.27	28.17	25.00	13.64	21.13	15.28	1.52	7.04	5.56
Grade 4	2522.	2530.	2513.	48.61	47.83	46.27	25.00	34.78	22.39	16.67	4.35	17.91	9.72	13.04	13.43
Grade 5	2549.	2551.	2545.	38.82	38.36	37.14	40.00	35.62	40.00	10.59	15.07	10.00	10.59	10.96	12.86
All Grades	N/A	N/A	N/A	47.53	43.19	45.93	31.39	32.86	29.19	13.45	13.62	14.35	7.62	10.33	10.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	53.03	42.25	51.39	40.91	49.30	43.06	6.06	8.45	5.56
Grade 4	38.89	59.42	40.30	52.78	28.99	46.27	8.33	11.59	13.43
Grade 5	40.00	39.73	41.43	49.41	53.42	47.14	10.59	6.85	11.43
All Grades	43.50	46.95	44.50	47.98	44.13	45.45	8.52	8.92	10.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.91	45.07	34.72	54.55	46.48	54.17	4.55	8.45	11.11
Grade 4	34.72	43.48	32.84	55.56	49.28	56.72	9.72	7.25	10.45
Grade 5	47.06	43.84	42.86	44.71	42.47	50.00	8.24	13.70	7.14
All Grades	41.26	44.13	36.84	51.12	46.01	53.59	7.62	9.86	9.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	36.36	36.62	38.89	63.64	56.34	56.94	0.00	7.04	4.17
Grade 4	36.11	31.88	35.82	52.78	63.77	56.72	11.11	4.35	7.46
Grade 5	24.71	31.51	21.43	67.06	56.16	67.14	8.24	12.33	11.43
All Grades	31.84	33.33	32.06	61.43	58.69	60.29	6.73	7.98	7.66

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	56.06	50.70	43.06	43.94	42.25	50.00	0.00	7.04	6.94
Grade 4	44.44	37.68	37.31	50.00	56.52	46.27	5.56	5.80	16.42
Grade 5	50.59	45.21	38.57	41.18	41.10	47.14	8.24	13.70	14.29
All Grades	50.22	44.60	39.71	44.84	46.48	47.85	4.93	8.92	12.44

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period.

Overall year over year performance:

Rescue Elementary exhibited a 0.93% decline overall in its ELA scores of students exceeding or meeting standard. The 3rd grade students were the highest performing group when compared against all grades in the area of ELA with 79.14% of students meeting or exceeding standards.
The 4th-grade students had 68.66% of their total population meet or exceed standard.
The 5th grade students had 77.14% of their total population meet or exceed standard.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period.

Claims:

The Listening and Writing Claim areas of the ELA SBAC assessment remained consistent across all grade levels. The Reading and Research/Inquiry Claims continue to be areas of focus.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Cohort Performance:

When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in ELA by 2.17% to reach 68.66% of students meeting or exceeding standards.
When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 4th grade to their 5th grade year in Math by 5.47% to reach 77.14% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	67	72	74	66	71	72	66	71	72	98.5	98.6	97.3
Grade 4	76	70	67	72	69	67	72	69	67	94.7	98.6	100
Grade 5	85	77	71	85	73	70	85	73	70	100	94.8	98.6
All Grades	228	219	212	223	213	209	223	213	209	97.8	97.3	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2488.	2499.	2492.	33.33	47.89	48.61	57.58	35.21	31.94	6.06	15.49	9.72	3.03	1.41	9.72
Grade 4	2498.	2511.	2504.	26.39	31.88	25.37	31.94	36.23	37.31	29.17	26.09	31.34	12.50	5.80	5.97
Grade 5	2543.	2555.	2544.	31.76	36.99	30.00	31.76	23.29	21.43	25.88	31.51	41.43	10.59	8.22	7.14
All Grades	N/A	N/A	N/A	30.49	38.97	34.93	39.46	31.46	30.14	21.08	24.41	27.27	8.97	5.16	7.66

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	63.64	70.42	68.06	31.82	26.76	20.83	4.55	2.82	11.11	
Grade 4	44.44	43.48	37.31	31.94	43.48	41.79	23.61	13.04	20.90	
Grade 5	47.06	47.95	32.86	28.24	35.62	47.14	24.71	16.44	20.00	
All Grades	51.12	53.99	46.41	30.49	35.21	36.36	18.39	10.80	17.22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	37.88	43.66	50.00	59.09	52.11	40.28	3.03	4.23	9.72
Grade 4	34.72	39.13	31.34	43.06	44.93	53.73	22.22	15.94	14.93
Grade 5	41.18	36.99	30.00	45.88	50.68	57.14	12.94	12.33	12.86
All Grades	38.12	39.91	37.32	48.88	49.30	50.24	13.00	10.80	12.44

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.45	59.15	50.00	53.03	35.21	43.06	1.52	5.63	6.94
Grade 4	30.56	39.13	38.81	51.39	52.17	52.24	18.06	8.70	8.96
Grade 5	32.94	30.14	27.14	50.59	58.90	57.14	16.47	10.96	15.71
All Grades	35.87	42.72	38.76	51.57	48.83	50.72	12.56	8.45	10.53

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period.

Overall year over year performance:

Rescue Elementary exhibited a 5.36% decline overall in its Math scores of students exceeding or meeting standard. The 3rd grade students were the highest performing group when compared against all grades in the area of Math with 80.55% of students meeting or exceeding standards. The 4th-grade students had 62.68% of their total population meet or exceed standard. The 5th grade students had 51.43% of their total population meet or exceed standard.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period.

Claims:

Across all grade levels, students performed the strongest in the Communicating Reasoning claim. The Application of Concepts and Procedures is an area of focus across grade levels. Instruction is also focusing on providing support for student understanding in the area of number sense and place value.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Cohort Performance:

When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 20.42% to reach 62.68% of students meeting or exceeding standards. When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 4th grade to their 5th grade year in Math by 16.68% to reach 51.43% of students meeting or exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	*	*
All Grades							15	15

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	33.33	*	33.33		33.33	*	0.00	15	15

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	*	*		*		*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	60.00	*	20.00		20.00	*	0.00	15	15

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*		*	*	*
2		*		*	*	*	*	*	*	*
3		*	*	*	*	*		*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	20.00	*	20.00	*	46.67	*	13.33	15	15

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	*	*	*	*	*	*	*	*	
All Grades	*	46.67	*	53.33	*	0.00	15	15	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	80.00	66.67	*	26.67	*	6.67	15	15	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
5	*	*	*	*	*	*	*	*	
All Grades	*	20.00	*	66.67	*	13.33	15	15	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
All Grades	*	13.33	*	80.00	*	6.67	15	15	

Conclusions based on this data:

1. During 2019, there were 15 students classified as English Learners at Rescue Elementary School.
2. The Reading and Writing Domains illustrate students performing at a moderate level. These areas continue to be areas of focus in the English language development of our students.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
478	25.1	2.9	0.6

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	14	2.9
Foster Youth	3	0.6
Homeless	1	0.2
Socioeconomically Disadvantaged	120	25.1
Students with Disabilities	45	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.8
American Indian	4	0.8
Asian	5	1.0
Filipino	2	0.4
Hispanic	62	13.0
Two or More Races	1	0.2
Pacific Islander	3	0.6
White	397	83.1





Conclusions based on this data:

1. Students with Disabilities (9.4%) and Socioeconomically Disadvantaged Students (25.1%) collectively account for 34.5% of Rescue Elementary Enrollment.
2. Students categorized as White (83.1%) and Hispanic (13.0%) collectively account for 96.1% of Rescue Elementary Enrollment.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Green		

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period. The data listed reflects the latest data from the 2019 Fall Dashboard report. Based on that data, Rescue Elementary continues to perform well in both English Language Arts and Mathematics on the Smarter Balance Assessment as illustrated by the requirements of the Dashboard.
2. The Chronic Absenteeism report at Rescue Elementary exhibited a 1.6% growth in 2018-19 placing Rescue Elementary in the orange category. There were a few cases specifically that are responsible for this growth and Rescue continues to utilize its resources to communicate with families and provide support and accountability through the use of the School Attendance Review Board to improve the attendance of all students including those who have exhibited poor attendance.
3. The suspension rate has improved from the orange to the green category. This is due to a decrease of suspensions from 1.5% to 0.6%. In actual numbers, there were 2 students suspended in 2018-2019. During the 2019-20 school year, no students were suspended. While this downward trend is encouraging, Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

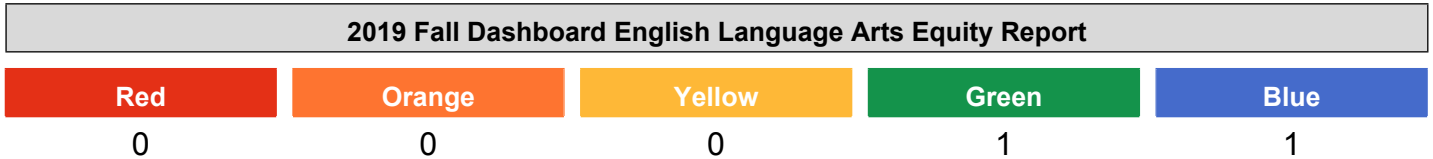
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 48.1 points above standard Maintained -2.6 points 200	<p>English Learners</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	<p>Socioeconomically Disadvantaged</p>  Green 29.8 points above standard Increased ++4.9 points 55	<p>Students with Disabilities</p>  No Performance Color 17.8 points below standard Maintained -1.4 points 15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 36.7 points above standard Declined -12.6 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Blue 53.1 points above standard Maintained -1.1 points 158

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	0 Students	52.3 points above standard Maintained ++0.1 points 190

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period.

 Student Group Performance
 While there was a slight decline, over 76% of Rescue Elementary students performed at or above standard on the Smarter Balanced Assessment. There was a 4.9 point increase in students who are economically disadvantaged and a decrease of 1.4 points of students with disabilities. Students in the White subgroup had a 1.1 point decrease, but maintained their blue status. While there was a slight decline overall, Rescue Elementary continues to perform at a very high level in English Language Arts.
- In many reportable categories, Rescue Elementary does not have enough students in those populations to trigger report data.

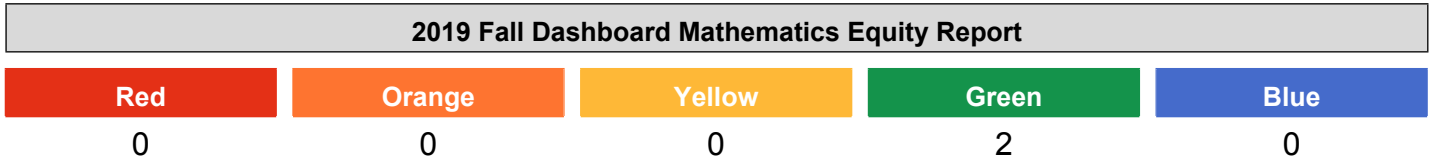
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>32.7 points above standard</p> <p>Declined -7.1 points</p> <p>200</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>14.8 points above standard</p> <p>Maintained ++0.8 points</p> <p>55</p>	<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>25.2 points below standard</p> <p>Declined -8 points</p> <p>15</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 16.1 points above standard Declined -9.2 points 32	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Green 37.8 points above standard Declined -5 points 158

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7		37.6 points above standard Declined -3.8 points 190

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period.

Student Group Performance

Overall, Rescue Elementary showed a 7.1% decline on the math portion of the Smarter Balanced Assessment. Students in the White subgroup had a 5 point decline. Students in the Hispanic subgroup had a 9.2 point decline. Students in the Socioeconomically Disadvantaged subgroup has a 0.8 point growth. Students with Disabilities had a 8 point decline.

Math continues to be an area of focus. Common areas of focus for emphasize instruction in the areas of number sense and place value. Grades 3-5 continue to analyze their class data and utilize the Interim Assessment Blocks to assess student mastery on content standards and provide students with practice on the SBAC platform. Daily number talks and conversations are continuing to be held to reinforce student understanding of place value and number sense.

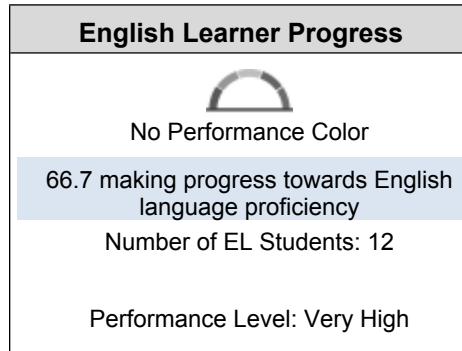
2. In many reportable categories, Rescue Elementary does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6	16.6		41.6

Conclusions based on this data:

1. Rescue Elementary students continue to make progress in their proficiency of the English language.
2. The ELPAC provides data that Rescue is using to continue providing instructional support for English Learners.
3. The RUSD English Language Coordinator is meeting with teachers to provide strategies and materials to support them in delivering integrated instruction to EL students within the classroom setting.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. This page is not applicable for elementary schools.

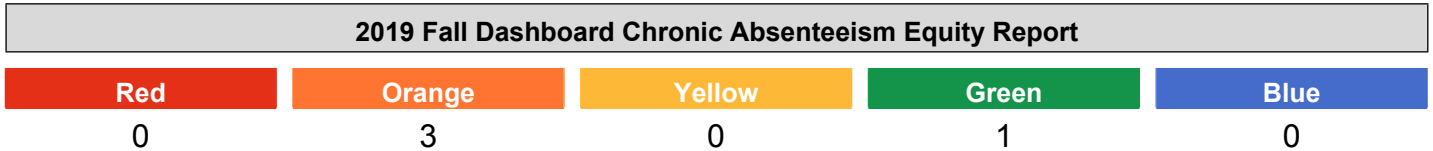
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>6.2</p> <p>Increased +1.6</p> <p>497</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>6.3</p> <p>Increased +6.3</p> <p>16</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>14</p> <p>Increased +5.6</p> <p>136</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>9.4</p> <p>Increased +7.8</p> <p>53</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.6 Declined -3.1 65	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 5.9 Increased +1.8 409

Conclusions based on this data:

- Overall Performance:**

Rescue Elementary currently has a 6.2% chronic absenteeism rate, which is a 1.6% increase from 2018-19. Rescue Elementary continues to provide support to families to ensure that all students have good attendance. All community resources are being utilized including family communication, community liaison support, and the use of the School Attendance Review Board to provide families with support and accountability.
- Student Group Performance:**

The chronic absenteeism rate for Social Economically Disadvantaged subgroup increased 5.6% while the Special Education subgroup increased by 7.8%, which is largely contributing to the overall school percentage increase. Hispanic students declined 3.1%.
- All other categories do not contain enough students to be reportable.

School and Student Performance Data

Academic Engagement Graduation Rate

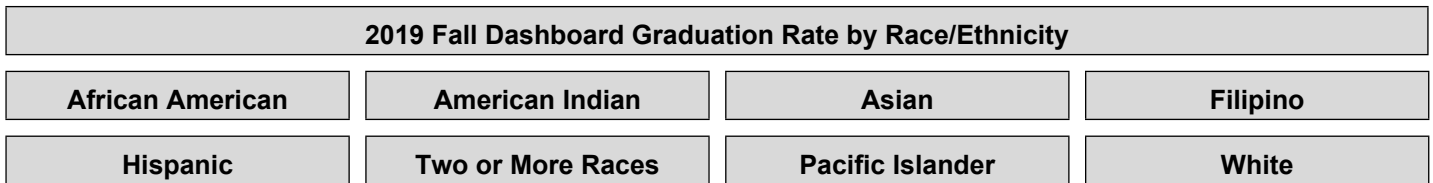
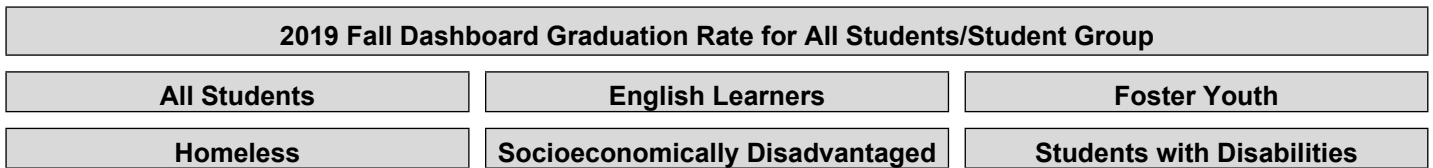
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

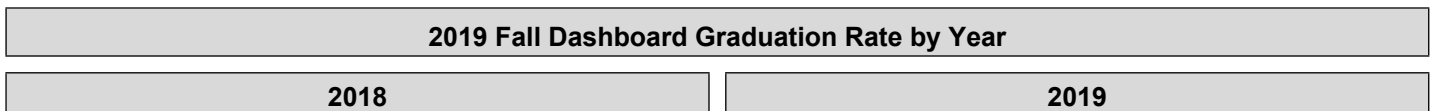
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This page is not applicable for elementary schools.

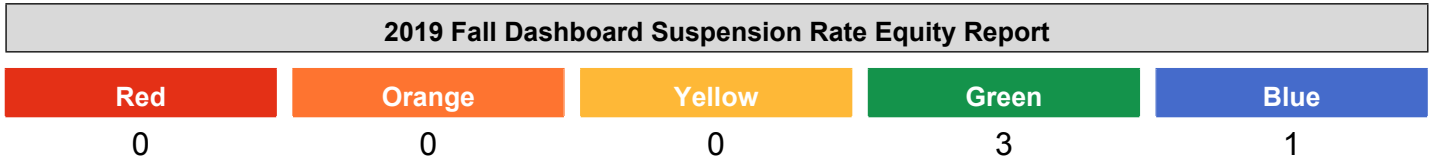
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>0.6</p> <p>Declined -0.9</p> <p>510</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>16</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.7</p> <p>Declined -1.9</p> <p>140</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>1.9</p> <p>Declined -1.4</p> <p>53</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 2
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 67	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 3	 Green <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0.7</div> Declined -0.8 419

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.4	0.6

Conclusions based on this data:

1. Overall Performance:
 Rescue Elementary has improved its suspension rate moving from the orange into the green category. This is due to an decrease of suspensions from 1.4% to 0.6%. In actual numbers, there were 2 students suspended during the 2018-19 school year. Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.
2. Student Group Performance:
 All student groups showed a decline in suspensions and are in the desired performance range in either the green or blue category.
3. Rescue Elementary continues to have a very low suspension rate as evidenced by having no suspensions for the 2019-20 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results	School-wide 2019 SBAC data revealed that 75.12% of students in grades 3-5 met or exceeded the ELA standards and 65.33% of students in grades 3-5 met or exceeded the math standards.	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 test administration in the ELA and math portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model.
District Benchmark Assessment Results	<p>DIBELS data revealed that 80% of Kindergarten students met the end of year benchmark for Phoneme Segmentation and 63% met the end of year benchmark for Nonsense Word Fluency.</p> <p>In first grade, 71% of students met the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 79% met the standard for Nonsense Word Fluency (Whole Words Read). 79% of first graders met the standard for fluency reading at least 47 correct words per minute with 76% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p>	<p>Due to COVID-19 and the requirement to be in a social distant model, we would consider continuing with our 2019-20 goals for District Benchmark Assessments for the 2020-21 school year. See below:</p> <p>By the end of the 2019-20 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 70% will meet the end of year benchmark for Nonsense Word Fluency.</p> <p>By the end of the 2019-20 school year, 75% of 1st grade students will</p>

Metric/Indicator**Baseline****Expected Outcome**

	<p>On the DORF, 69% of second graders met the fluency benchmark and 67% met the accuracy benchmark. 80% of second graders met the standard on the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>In grades 3-5, the average percent meeting the DORF fluency benchmark score was 72%. The average percent meeting the DORF accuracy benchmark was 77%.</p> <p>On the Interim Comprehensive Assessment (ICA), 69% of 3rd grade students met or exceeded standards; 75% of 4th grade students met or exceeded standards; and 52% of 5th grade students met or exceeded standards.</p>	<p>meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% will meet the standard for Nonsense Word Fluency (Whole Words Read). 82% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 80% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>By the end of the 2019-20 school year, 75% of second graders will meet the fluency benchmark and 75% will meet the accuracy benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>By the end of the 2019-20 school year, 75% of students in grades 3-5 will meet the fluency benchmark on the DORF and 80% will meet the DORF accuracy benchmark.</p> <p>By the end of the 2019-20 school year, 70% of all 3rd through 5th grade students will met or exceed standards on the Interim Comprehensive Assessment (ICA).</p>
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<p>Student Reading Inventory (SRI) Lexile Scores</p>
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<p>2019 Scores</p> <p>First Grade: 60% of all first grade students' Lexile is within the grade level band (190-450).</p> <p>Second Grade: 56% of all 2nd grade students' Lexile is within the grade level band (450-620)</p> <p>Third Grade: 70% of all 3rd grade students' Lexile is within the grade level band (620-790)</p> <p>Fourth Grade: 70% of all 4th grade students' Lexile is within the grade level band (790-875)</p> <p>Fifth Grade: 60% of all 5th grade students' Lexile is within the grade level band (875-980)</p>
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<p>Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 SRI test administration to be a success.</p>
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Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of instructional strategies and materials:

Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring is provided for students that need support in ELA and math skills. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Sub Costs)
Amount	1768.46
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Kindergarten Assessment Day
Amount	8417.28
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Intervention Paraeducator
Amount	15363.30
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Classroom Paraeducators
Amount	7,596.48
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Transitional Kindergarten Classroom Paraeducator
Amount	26843.49
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading/Math Paraeducators
Amount	2,681.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	5th Grade Math Tutoring
Source	District Funded
Budget Reference	4000-4999: Books And Supplies

Description	ESGI License
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Jupiter Grades License

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:

Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students’ learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, student band performances, and enrichment clubs are normally offered, but suspended due to the 2020 pandemic. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as “I Love Reading Week” to promote literacy for all.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Reflex Math
Amount	2250
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	IXL Math Licenses
Amount	1580
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Enrichment Club
Amount	729
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Spelling Bee
Amount	328
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Oral Interpretation
Amount	228
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nature Bowl
Amount	1,100
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Reading Counts License
Amount	3,000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Library Collection Purchases
Amount	6000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Art Program/Teacher
Amount	7000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Chromebook Purchase for 1st Grade

Strategy/Activity 4

Staff Development & Professional Collaboration:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,912
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Refresher Training
Amount	2,835
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GLAD Training Substitute Costs
Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant Meetings/Trainings
Amount	1088
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Refresher Training

Strategy/Activity 5

Involvement of Staff, Parents & Community:

Rescue Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/30/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, California Healthy Kids Survey, LCAP Survey, Aeries Discipline and Attendance, and the CAASPP Dashboard was also used in developing this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2020-21 school year. The survey indicated that 86% of students surveyed feel safe at school most or all of the time. Seventy-seven percent of all students surveyed feel well connected with Rescue Elementary. Seventy-eight percent of students reported a high level of caring and support by staff members towards students. Seventy-six percent of students reported that they receive social and emotional learning supports at school.	For the remainder 2020-21 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 88%. Students feeling connected to Rescue Elementary will be increased to an overall score of 80%. Students feeling cared for by staff will be increased to an overall score of 80%. Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 80%. Even though Rescue Elementary will provide counseling services and supports both virtually and in person, it is expected that the impacts of COVID-19 will cause a rise in students rating as "in need" on the Social Emotional Inventory.

Metric/Indicator	Baseline	Expected Outcome
LCAP Survey	The 2019-20 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Rescue Elementary. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students so they know what to do in the event of an emergency. Rescue Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students.	The 2020-21 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.
Aeries Discipline and Attendance Report	According to Aeries reports, Rescue Elementary's average suspension rate for the 2018-2019 school year was reduced from 1.5% to .06%. Average attendance rate for 2018-2019 was 95.70% and Chronic Absenteeism increased from 4.6% to 6.2%.	Rescue Elementary's average suspension rate will continue to be below 1% for the 2019-20 school year. Average attendance rate will increase to 97% for the 2019-20 school year and Chronic Absenteeism will be reduced from 6% to at least 4.5%.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Red Ribbon Week

Strategy/Activity 2

School Climate & Community Building:

Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1350
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	A Touch of Understanding Assembly
Amount	1000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	B-Street Festival 34 Assembly
Amount	1000
Source	Donations
Budget Reference	0000: Unrestricted

Description	Playground Equipment
Amount	5000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	PE Equipment
Source	None Specified
Budget Reference	None Specified
Description	Dental Puppet Show

Strategy/Activity 3

Staff Collaboration & Professional Development:

Rescue Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers to collaborate around school climate and develop and/or refine systems that improve school culture. Meetings and trainings will be offered to yard supervisors to ensure school safety. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1575
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic I Training Registration
Amount	4,536
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Love and Logic I Training Substitute Costs

Amount	1,200
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic II Training Registration
Amount	3,360
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Love and Logic II Subsitute Costs
Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Yard Supervisor Meetings

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Staff Survey	Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey.	During the 2020-21 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in "good repair" or higher as measured by the 2020-21 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2019-20 school year.	If received during the 2020-21 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Rescue Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral

Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities & Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2019-6/30/2020

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	5,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Budget Reference	None Specified
Description	School Blacktop Restriping
Amount	2,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Portable Sound System
Amount	60,000
Source	District Funded
Budget Reference	None Specified
Description	Blacktop Resurfacing
Source	District Funded
Budget Reference	None Specified
Description	Classrom Ramp Replacement and Repair

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Results	During the 2019-20 school year, 78% of students in grades 3-5 will meet or exceed the ELA standards and 70% of students in grades 3-5 will meet or exceed the math standards.	Due to COVID-19, no scores for the 2019-2020 school year are available.
District Benchmark Assessment Results	<p>By the end of the 2019-20 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 70% will meet the end of year benchmark for Nonsense Word Fluency.</p> <p>By the end of the 2019-20 school year, 75% of 1st grade students will meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% will meet the standard for Nonsense Word Fluency (Whole Words Read). 82% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 80% accuracy using the DIBELS Oral Reading Fluency assessment (DORF).</p> <p>By the end of the 2019-20 school year, 75% of second graders will meet the fluency benchmark and 75% will meet the accuracy benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better.</p> <p>By the end of the 2019-20 school year, 75% of students in grades 3-5 will meet the fluency benchmark on the DORF and 80% will meet the DORF accuracy benchmark.</p> <p>By the end of the 2019-20 school year, 70% of all 3rd through 5th grade students will met or exceed standards on the Interim Comprehensive Assessment (ICA).</p>	Due to COVID-19, no scores for the 2019-2020 school year are available.

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Student Reading Inventory (SRI) Lexile Scores</p>	<p>By the end of the 2019-20 school year:</p> <p>First Grade: 63% of all first grade students will achieve a Lexile score within the grade level band (190-450).</p> <p>Second Grade: 65% of all 2nd grade students will achieve a Lexile score within the grade level band (450-620).</p> <p>Third Grade: 75% of all 3rd grade students will achieve a Lexile score within the grade level band (620-790).</p> <p>Fourth Grade: 75% of all 4th grade students will achieve a Lexile score within the grade level band (790-875).</p> <p>Fifth Grade: 65% of all 5th grade students will achieve a Lexile score within the grade level band (875-980).</p>	<p>At the end of the 2019-20 school year:</p> <p>First Grade: 63% of all first grade students achieved a Lexile score within the grade level band (190-450).</p> <p>Second Grade: 70% of all 2nd grade students achieved a Lexile score within the grade level band (450-620).</p> <p>Third Grade: 82% of all 3rd grade students achieved a Lexile score within the grade level band (620-790).</p> <p>Fourth Grade: 70% of all 4th grade students achieved a Lexile score within the grade level band (790-875).</p> <p>Fifth Grade: 67% of all 5th grade students achieved a Lexile score within the grade level band (875-980).</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of Instruction with Content Standards:</p> <p>Rescue Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading</p>	<p>Rescue Elementary School utilized district adopted, standards-aligned language arts and math curriculum, and California Standards instruction were supplemented with a variety of resources as needed. Students continued to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students participated in Step Up to Writing Common Core</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.</p>	<p>Edition activities designed to address all stages of the writing process. Students improved their writing skills through this program. Teachers began implementing the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.</p>		
<p>Improvement of instructional strategies and materials:</p> <p>Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the</p>	<p>Rescue Elementary School utilized proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessment was used to identify students in need of academic intervention, and such supports were provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support was provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, were provided to increase student engagement and</p>	<p>Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded</p> <p>Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,197.00</p> <p>Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 9,975.24</p> <p>Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13,145.52</p> <p>Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,596.48</p> <p>Reading/Math Paraeducators 2000-2999: Classified</p>	<p>Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 971.50</p> <p>Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8248.32</p> <p>Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,677.62</p> <p>Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5680.06</p> <p>Reading/Math Paraeducators 2000-2999: Classified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring is provided for students that need support in ELA and math skills. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p>	<p>assist students in advancing their learning. Before and after school tutoring was provided for students that need support in ELA and math skills. The ELPAC assessment was given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, was used to further engage students and extend students' ability to access content and demonstrate understanding.</p>	<p>Personnel Salaries Title I 36050.32</p> <p>3rd and 4th Grade Math Tutoring 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,723.00</p> <p>5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,681.00</p> <p>ESGI License 4000-4999: Books And Supplies District Funded</p> <p>Jupiter Grades License 4000-4999: Books And Supplies District Funded</p>	<p>Personnel Salaries Title I 36050.32</p> <p>3rd and 4th Grade Math Tutoring 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0.00</p> <p>5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 464.00</p>
<p>Extended Learning Time, Increased Educational Opportunity & Support Services:</p> <p>Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of</p>	<p>Rescue Elementary School provided extended learning time and increased educational opportunities for students. Such opportunities included access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, Khan Academy, and Freckle. Field trips, coinciding with areas of study and aligned to the California State Standards, were provided to further enhance students' learning. Students were given the opportunity to participate in our STEAM Makerspace where they experienced levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts</p>	<p>Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000</p> <p>IXL Math Licenses 4000-4999: Books And Supplies Site Formula Funds 2250</p> <p>Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 1580</p> <p>Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 729</p> <p>Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 328</p> <p>Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 228</p>	<p>Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000</p> <p>IXL Math Licenses 4000-4999: Books And Supplies Site Formula Funds 2250</p> <p>Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00</p> <p>Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00</p> <p>Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00</p> <p>Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, and student band performances, will also be offered. Enrichment Club is offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as "I Love Reading Week" to promote literacy for all.</p>	<p>productions occurred and students will were given the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, and student band performances, were offered. Enrichment Club was offered for 4th and 5th grade students weekly who have achieved Exceeds Standards on both their ELA and Math SBAC assessments. All students were given the opportunity to visit the school library weekly. There, they were able to check out books relating to their interests and appropriate reading level. Students participated in the Reading Counts program as well as "I Love Reading Week" to promote literacy for all.</p>	<p>Reading Counts License 4000-4999: Books And Supplies District Funded 1100</p> <p>Library Collection Purchases 0000: Unrestricted Donations 3000</p> <p>Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000</p> <p>Chromebook Purchase for 1st Grade 0000: Unrestricted Donations 7000</p>	<p>Reading Counts License 4000-4999: Books And Supplies District Funded 1100</p> <p>Library Collection Purchases 0000: Unrestricted Donations 3000</p> <p>Art Program/Teacher None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000</p> <p>Chromebook Purchase for 1st Grade 0000: Unrestricted Donations 7000</p>
<p>Staff Development & Professional Collaboration:</p> <p>Rescue Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support</p>	<p>Rescue Elementary School ensured that staff members were responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training</p>	<p>GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 1912</p> <p>GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 2835</p>	<p>GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 1912</p> <p>GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 2835</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. “Early Release Wednesdays” will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students’ needs. All grade levels will receive GLAD refresher coaching and planning.</p>	<p>on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education were provided to increase opportunities for professional development and communities of practice. “Early Release Wednesdays” provided professional collaboration opportunities among grade levels and ensured that staff had the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students’ needs. All grade levels received GLAD refresher coaching and planning.</p>	<p>Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 500</p> <p>GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1088</p>	<p>Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 0.00</p> <p>GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1088</p>
<p>Involvement of Staff, Parents & Community:</p> <p>Rescue Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district’s</p>	<p>Rescue Elementary School involved staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff were given the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students were given the opportunity represent our school and provide input on the school district’s Local Control Accountability Plan. Parents of English</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.</p>	<p>learners were invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders were informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school supported the Parent Teacher Club (PTC) to bring about enhancements to school programs.</p>		

Analysis

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

Academic and Intervention programs and strategies were implemented well at Rescue Elementary. In each grade level, standards were taught and supports were provided to offer differentiation strategies to students that needed to be challenged and those that needed support. Staff received professional development and collaboration planning time to continue developing instructional practices for their classes and meet student needs. Communication was provided frequently amongst staff and members of the community regarding student achievement, academic timelines, and school activities and events.

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

The reading group intervention program was very effective in leveling students and providing differentiated instruction for our students in grades 3-5. Unfortunately we did not have updated SBAC data to determine growth and improvement on the Smarter Balance Assessment from the previous year due to the COVID-19 pandemic resulting in the cancelling of the assessment. However, math is an area that continues to require additional instruction and support for students and staff. Professional development and intervention support were offered during the 2019-20 school year. Student Study Team meetings were held to provide accommodations for struggling students to assist them with grade level academic standards. The actual metrics data is indicative of the efforts given in these strategies. We will continue to provide additional support to meet the needs of all students.

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

There was definitely a variance in some expenditures last year due to the untimely closing of our school due to COVID-19. Several extracurricular clubs were cancelled due to the COVID-19 pandemic. There were less expenditures for the Kindergarten Assessment Day due to less staff need to assess than originally projected. Tutoring program expenditures were reduced due to the shutdown and also difficulty in acquiring staff.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	<p>For the remainder 2019-20 School year, the goal is for the following:</p> <p>Students feeling safe will be increased to an overall score of 85%.</p> <p>Students feeling connected to Rescue Elementary will be increased to an overall score of 85%.</p> <p>Students feeling cared for by staff will be increased to an overall score of 85%.</p> <p>Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 80%.</p>	<p>The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2020-21 school year. The survey indicated that 86% of students surveyed feel safe at school most or all of the time. Seventy-seven percent of all students surveyed feel well connected with Rescue Elementary. Seventy-eight percent of students reported a high level of caring and support by staff members towards students. Seventy-six percent of students reported that they receive social and emotional learning supports at school.</p>
LCAP Survey	<p>The 2019-20 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.</p>	<p>The 2019 LCAP Parent Survey Results indicated that 89% families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.</p>
Aeries Discipline and Attendance Report	<p>Rescue Elementary's average suspension rate will continue to be below 1% for the 2019-20 school year. Average attendance rate will increase to 97% for the 2019-20 school year and Chronic Absenteeism will be reduced from 6% to at least 4.5%.</p>	<p>Rescue Elementary's average suspension rate was reduced .08% to .06% for the 2019-20 school year. Average attendance rate averaged 95.7% for the 201920 school year. Chronic Absenteeism rate increased from 4.6% to 6%.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety: Rescue Elementary School will work to ensure	School Safety: Rescue Elementary School continues to work	Red Ribbon Week 0000: Unrestricted Site Formula Funds 200	Red Ribbon Week 0000: Unrestricted Site Formula Funds 200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p>	<p>to ensure that all students and staff are safe on campus. All employees and students participated in regular emergency preparedness drills and the staff used of the Catapult Emergency Response system proficiently. Students were provided with lessons on digital citizenship and online safety. students participated in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 received sexual health education. All staff were appropriately trained in Child Abuse Mandated Reporter requirements, and processes continue to be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports continue to be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p>		
<p>School Climate & Community Building:</p> <p>Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral</p>	<p>School Climate & Community Building:</p> <p>Interventions and Supports (PBIS) framework were used to create systems that teach students appropriate behaviors for locations</p>	<p>A Touch of Understanding Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1350</p>	<p>A Touch of Understanding Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1350</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.</p>	<p>throughout the school. The school's PBIS team developed tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices continued to be studied and used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. A school counselor was available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction. School assemblies were provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey was administered to students in 5th grade, and the results were analyzed by the site leadership team to determine additional areas for growth.</p>	<p>B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000</p> <p>Playground Equipment 0000: Unrestricted Donations 1000</p> <p>PE Equipment None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000</p> <p>Dental Puppet Show None Specified None Specified</p>	<p>B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000</p> <p>Playground Equipment 0000: Unrestricted Donations 1000</p> <p>PE Equipment None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000</p> <p>Dental Puppet Show None Specified None Specified</p>
<p>Staff Collaboration & Professional Development: Rescue Elementary School will provide</p>	<p>Staff Collaboration & Professional Development: Rescue Elementary School provided teachers</p>	<p>Love and Logic I Training Registration 5800: Professional/Consulting Services And Operating</p>	<p>Love and Logic I Training Registration 5800: Professional/Consulting Services And Operating</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. Teachers will attend Love and Logic trainings provided by the El Dorado County Office of Education. Meetings and trainings will be offered to yard supervisors to ensure school safety. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.</p>	<p>and classified support staff with professional development to continually improve school climate. Topics included Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time was provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. Teachers attended Love and Logic training provided by the El Dorado County Office of Education. The staff participated in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.</p>	<p>Expenditures Site Formula Funds 1575</p> <p>Love and Logic I Training Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 4,536</p> <p>Love and Logic II Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 1,200</p> <p>Love and Logic II Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 3,360</p> <p>Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries Site Formula Funds 500</p>	<p>Expenditures Site Formula Funds 1575</p> <p>Love and Logic I Training Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 4,536</p> <p>Love and Logic II Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 1,200</p> <p>Love and Logic II Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 3,360</p> <p>Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries Site Formula Funds 394.04</p>

Analysis

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

Rescue Elementary implemented many strategies/activities to support this goal. Social Emotional Learning was a site and district-wide focus during the 2018-19 school year. SEL materials were provided to each classroom and teachers received professional development training to support students. Equipment was purchased for PE and playground activities for students to enjoy safe and engaging activities. Several engaging assemblies were provided for students promoting inclusion, good health, quality relationships, and growth mindset.

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

While many resources were dedicated to supporting Social Emotional Learning, there is more work to do to support staff and students. We are working with our District to provide more professional learning opportunities for staff and are continuing to implement PBIS strategies within our school. This is an ongoing goal that we will continue to measure and provide resources for in order to meeting the needs of our school community.

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

The only variance was a small amount due to the lack of yard supervisor meetings due to the school shutdown during the COVID-19 pandemic in the spring.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Staff Survey	During the 2019-20 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey	Staff received professional development opportunities within our school district. Meetings were held not only providing opportunities to collaborate with peers, but also to provide instruction in proper customer service.
Facility Inspection Tool	Facilities will be in "good repair" or higher as measured by the 2019-20 Facility Inspection Tool.	There were three areas that received a "poor" rating including Interior, Structural, and External categories. Electrical and Restrooms/Fountains received a "fair" rating.
Williams Act/Uniform Complaints	If received during the 2019-20 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	No Williams Act/Uniform Complaints were received during the 2019-20 school year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration & Professional Development: Rescue Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-	Staff Collaboration & Professional Development: Rescue Elementary School provided non-instructional staff including secretaries and custodians with support and opportunities for job related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.</p>	<p>instructional personnel received trainings pertaining to [Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset]. Non-instructional support staff participated in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.</p>		
<p>Facilities & Technology Infrastructure:</p> <p>Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC.</p>	<p>Facilities & Technology Infrastructure:</p> <p>Rescue Elementary School provided facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, used the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary were communicated to RUSD Maintenance personnel. Rescue completed school beautification projects with the support of their PTC.</p>	<p>School Blacktop Restriping None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5,000</p> <p>Portable Sound System None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,000</p> <p>Blacktop Resurfacing None Specified District Funded 60,000</p> <p>Classrom Ramp Replacement and Repair None Specified District Funded</p>	<p>School Blacktop Restriping None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5,000</p> <p>Blacktop Resurfacing None Specified District Funded 60,000</p> <p>Classrom Ramp Replacement and Repair None Specified District Funded</p>

Analysis

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

Training was provided to our secretarial and custodial staff throughout the school year. These trainings focused on professional development in job related duties and customer service. Classroom ramps were replaced and the upper blacktop was resurfaced and striped. The portable sound system was not purchased.

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

Training is very valuable and continues to be ongoing for our staff. School projects provide a fresh look to the school campus. The Rescue PTC continues to be committed to supporting the school in anyway needed.

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

The portable sound system was not purchased by our PTC. Due to the COVID-19 shutdown, the read-a-thon fundraiser was cancelled.

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

Professional Development will continue to be a strategy to support Goal 3 during the 2020-21 school year. Facility projects including the replacement of roofs, siding, ramps, and the upper blacktop will be scheduled during the 2021-22 school year cycle.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	88,491.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	180,941.01

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	61,100.00
Donations	11,000.00
LCFF - Supplemental	34,058.06
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20,350.00
Site Formula Funds	21,754.46
Title I	31,590.49
Title II Part A: Improving Teacher Quality	1,088.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	11,200.00
1000-1999: Certificated Personnel Salaries	18,045.46
2000-2999: Classified Personnel Salaries	59,220.55
4000-4999: Books And Supplies	6,350.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,775.00
None Specified	80,350.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	1,100.00
None Specified	District Funded	60,000.00
0000: Unrestricted	Donations	11,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,681.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,377.06
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	20,350.00
0000: Unrestricted	Site Formula Funds	200.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	12,529.46
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,000.00
4000-4999: Books And Supplies	Site Formula Funds	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	2,775.00
1000-1999: Certificated Personnel Salaries	Title I	2,835.00
2000-2999: Classified Personnel Salaries	Title I	26,843.49
5000-5999: Services And Other Operating Expenditures	Title I	1,912.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,088.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Megan Brown	Classroom Teacher
Renee Mallot	Parent or Community Member
Mary Nugent	Classroom Teacher
Dustin Haley	Principal
Brynn Reynlib	Parent or Community Member
Stefanie Lyster	Parent or Community Member
Sheri Allen	Other School Staff
Kemper Martin	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 2/1/2021.

Attested:

Principal, Dustin Haley on 2/1/2021

SSC Chairperson, Stefanie Lyster on 2/1/2021

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Marina Village Middle School
Address	1901 Francisco Dr El Dorado Hills, CA 95762
County-District-School (CDS) Code	09619786103527
Principal	Levi Cambridge
District Name	Rescue Union Elementary School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

RUSD VISION:

Rescue Union School District is known and respected for quality educational programs that prepare students for the ever-changing challenges of society. Rescue Union School District students succeed with the active support of families, staff and community members. Students are literate, self-reliant, respectful citizens who are prepared for the future.

MISSION STATEMENT:

Marina Village Middle School will provide a comprehensive and academically challenging education for all students. We will maintain a safe and positive environment that promotes respect and responsibility. Marina Village Middle School is committed to partnership, support, and involvement among school, families, and community.

School Profile

Marina Village Middle School is located in the foothills of the Sierra Nevada Mountains, approximately 20 miles east of Sacramento on Highway 50. Marina Village Middle School currently has 579 sixth, seventh, and eighth-grade students attending on a hybrid schedule from mid-August until the end of May. Due to COVID-19, the hybrid schedule allows one-half of students to be on campus during an AM session while the other half of students attend a PM session. Students then participate in asynchronous learning during the time when they are not on campus. Seventy percent of the students are Caucasian, fourteen percent are Hispanic or Latino, and seven percent are Asian. Six percent identify as multi-ethnic while approximately three percent are African-American, Native American, Filipino-American, Pacific Islander. Six English Language Learner (ELL) students currently attend Marina Village Middle School, but that population fluctuates yearly. Marina Village Middle School students learn in a safe, positive environment. Marina Village Middle School recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate. Intellectual growth and academic achievement are critical in early adolescent development. The hybrid school day is structured into 50 minute periods of math, science, physical education, English, history, and an elective. Students receive 150 minutes of in-person instruction and 90 minutes of asynchronous instruction daily. Students pick up their lunches and take them home at the end of the day. Elective options include Band, World Music, Computer Science Coding, Engineering and Design, Spanish, Art, Yearbook, Leadership, Googlature, Speech & Debate, Speech and Drama, Novel Ideas, Clash of Cultures, Energy and the Environment, and Psychology. For the sixth graders, English/history and math/science are each combined in a two-period core class. Passing time between classes is six minutes.

This year, the COVID-19 Pandemic has resulted in the need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and Cal OSHA's industry guidance for schools. As a result, certain assessments and programs have been suspended for the 2020-2021 school year. These programs and assessments are expected to resume in 2021-2022 or when it is appropriate to do so.

Beginning in the summer of 2020, our school team worked diligently to develop comprehensive reopening plans to mitigate the spread of the coronavirus. These plans can be accessed at www.rescueusd.org.

Due to COVID-19, a hybrid schedule allowed one-half of students to be on campus during an AM session while the other half of students attended a PM session. Students then participated in asynchronous learning during the time when they were not on campus. Students from our school who did not feel comfortable attending in-person classes were provided with the opportunity to learn remotely in our new Virtual Frontier Academy.

Although operating within the COVID-19 Pandemic, our focus and commitment to students and quality instruction have not wavered. As we plan for the future and gather data in the weeks to come, we will work to develop in-depth intervention plans to ensure that any social-emotional or academic deficits resulting from this pandemic are quickly and efficiently addressed.

During the 2020 Pandemic, the school day is broken up into a hybrid schedule of three periods with synchronous and asynchronous learning. Students attend three in-person periods per day and then complete the rest of the assignments for those periods at home. They alternate days between attending periods 1-3 and attending periods 4-6. Students do not eat lunch on-site; however, all students are sent home with a lunch for that day and breakfast for the following day. This process will continue through December 2020. Students attend classes in either an AM group or PM group which allows class sizes to be no more than 15. Additionally, the AM group of students can attend the after school program Extended Day while the PM group of students has access to bussing. Both the AM group and PM group have a 10-

minute break woven into their day. All students district-wide were offered a virtual learning program through the Frontier Academy or the Hybrid option described above.

The facilities include a library/media center, a multi-purpose room, a gym, a band room, a computer lab, an administration building, a counseling office, a school psychologist's office, a speech and language office, and 31 classrooms. Each classroom has at least one computer. All computers in classrooms, and the library/media center, are connected to the Internet. 31 wireless Chromebook computer carts with 32 computers are available for use in each classroom along with a Dell computer cart. During distance learning, each student has a Chromebook checked out to them and students are responsible to charge the Chromebook and bring it to school daily.

Marina Village Middle School participates in the School Based Coordinated Program (SBCP), which receives supplemental funding from the State Department of Education based on average daily attendance (ADA). The Marina Village Middle School Site Council (SSC) governs the use of these funds to enhance areas of education so that students will achieve adequate yearly progress in all subgroups in accordance with the single plan for student achievement. The SSC is composed of parents, school staff, and students. Council members are elected for a two-year term and meet monthly. All SSC meetings are open to the public.

Marina Village Middle School provides a positive learning environment where students are challenged in all academic areas. Positive behavior and achievement are normally recognized through our PBIS program along with honor roll, student recognition assemblies, compliment calls to parents/guardians, merit assemblies, Ohana Pride tickets, Student of the week awards, motivational speakers, and grade level assemblies. During our hybrid model, we will not be holding in-person assemblies. Staff members nominate students for recognition based on positive character traits and academic success and improvement. Students nominate other students for setting a good example monthly. The honor roll, presidential awards, and the National Junior Honor Society recognize academic achievement. Students who consistently demonstrate a commitment to school success and involvement in school activities and programs can earn the Mustang Pride Award, which is a culminating honor that is presented during 8th-grade promotion activities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The staff collaborated on the Single Plan during a staff meeting on October 19, 2020. The school site council reviewed and provided feedback on the plan on February 23, 2021. The site council team included teachers, parents, students, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.39%	0.25%	0.24%	3	2	2
African American	0.65%	0.87%	1.33%	5	7	11
Asian	8.28%	9.39%	8.31%	64	76	69
Filipino	1.42%	1.61%	2.41%	11	13	20
Hispanic/Latino	11.51%	11.5%	12.17%	89	93	101
Pacific Islander	0.13%	0.25%	0.12%	1	2	1
White	72.19%	71.08%	70.24%	558	575	583
Multiple/No Response	%	%	5.18%			0
Total Enrollment				773	809	830

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	253	292	258
Grade 7	245	269	291
Grade 8	275	248	281
Total Enrollment	773	809	830

Conclusions based on this data:

1. It can be concluded from this data that Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the high 700's to low 800's. However, during the hybrid model, 200 students selected to participate in distance learning and 602 are attending in person.
2. It can also be concluded that we have students who fall in seven of the focus group populations with white students being the highest percentage.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	9	9	5	1.2%	1.1%	0.6%
Fluent English Proficient (FEP)	37	56	57	4.8%	6.9%	6.9%
Reclassified Fluent English Proficient	1	2	3	16.7%	22.2%	33.3%

Conclusions based on this data:

1. Marina Village has a small percentage of EL students who continue to progress in their language acquisition.
2. The Fluent English Proficient numbers have increased as students have moved into Marina Village and matriculated up from the elementary schools.
3. There were a total of five English Learners in 19/20 with two students who were reclassified during the 19/20 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	238	253	289	234	250	288	234	249	288	98.3	98.8	99.7
Grade 7	269	240	275	262	234	272	262	234	272	97.4	97.5	98.9
Grade 8	282	276	249	278	273	241	278	273	241	98.6	98.9	96.8
All Grades	789	769	813	774	757	801	774	756	801	98.1	98.4	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2580.	2577.	2584.	30.34	27.31	35.07	43.16	49.80	40.97	22.65	17.67	18.06	3.85	5.22	5.90
Grade 7	2605.	2617.	2618.	27.48	32.48	36.76	50.38	49.57	44.49	15.65	14.10	12.50	6.49	3.85	6.25
Grade 8	2623.	2614.	2627.	32.01	28.94	32.37	41.73	45.05	46.47	19.06	17.95	14.94	7.19	8.06	6.22
All Grades	N/A	N/A	N/A	29.97	29.50	34.83	45.09	48.02	43.82	18.99	16.67	15.23	5.94	5.82	6.12

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.34	41.37	39.58	52.79	49.00	49.31	6.87	9.64	11.11
Grade 7	43.68	50.43	45.96	47.89	44.02	44.12	8.43	5.56	9.93
Grade 8	48.92	42.86	51.04	40.65	46.52	38.59	10.43	10.62	10.37
All Grades	44.56	44.71	45.19	46.76	46.56	44.32	8.68	8.73	10.49

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	42.31	40.16	40.97	47.44	51.41	51.04	10.26	8.43	7.99
Grade 7	48.66	53.42	54.41	45.59	39.32	41.18	5.75	7.26	4.41
Grade 8	47.84	40.66	41.49	42.09	49.45	48.13	10.07	9.89	10.37
All Grades	46.44	44.44	45.69	44.89	46.96	46.82	8.67	8.60	7.49

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.07	26.51	29.17	68.80	67.87	65.97	5.13	5.62	4.86
Grade 7	29.89	25.64	24.26	63.22	68.80	71.69	6.90	5.56	4.04
Grade 8	30.22	28.94	26.14	64.75	64.47	68.88	5.04	6.59	4.98
All Grades	28.85	27.12	26.59	65.46	66.93	68.79	5.69	5.95	4.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	45.92	44.98	42.01	50.64	51.00	48.96	3.43	4.02	9.03
Grade 7	39.85	48.72	45.22	53.26	47.44	49.63	6.90	3.85	5.15
Grade 8	42.09	40.29	42.74	48.56	51.65	50.62	9.35	8.06	6.64
All Grades	42.49	44.44	43.32	50.78	50.13	49.69	6.74	5.42	6.99

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Overall year over year performance
 Marina Village has established one of the highest scores in ELA for all middle schools in El Dorado County with an overall percentage of 78.4% (+.88% from 17-18) of students exceeding or meeting standard.
 The 6th-grade students were the lowest performing group when compared against all grades in the area of ELA with 75.34% (-1.77% from 17-18) of students meeting or exceeding standards.
 The 7th-grade students had the highest performing group when compared against all grades in the area of ELA with 82.05% (-.8% from 17-18) of students meeting or exceeding standard.
 The 8th grade students showed a gain in ELA of 4.84% of students meeting or exceeding standards to reach 78.84% of students meeting or exceeding standards.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Claims
 Across all grade levels, students performed the strongest in the Reading claim. However, the Reading claim also had the highest number of students in the "Below Standard" level. Across all grade levels, students struggled in the listening claim with more students falling into the "At or Near Standard" performance level than the other two levels. All other claims had less than 8% of students performing in each of these claims (Writing, Listening, Research/Inquiry).
 6th grade students performed better in the Listening claim when compared against all grade levels.
 7th grade students performed better in the Writing and Research/Inquiry claims when compared against all grade levels.
 8th grade students performed better in the Reading claim when compared against all grade levels.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Cohort Performance
 When compared to the prior year (2017-2018), the same group of students saw no change with their overall performance from their 5th grade to their 6th grade year in ELA and held steady at 75% of students meeting or exceeding standard.

When compared to the prior year (2017-2018), the same group of students improved their overall performance from their 6th grade to their 7th grade year in ELA by 4.14% to reach 81.25% of students meeting or exceeding standards.

When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 7th grade to their 8th grade year in ELA by 3.21% to reach 78.84% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	238	253	289	232	251	288	231	250	288	97.5	99.2	99.7
Grade 7	269	240	275	263	234	271	263	234	271	97.8	97.5	98.5
Grade 8	282	276	249	278	273	242	278	273	242	98.6	98.9	97.2
All Grades	789	769	813	773	758	801	772	757	801	98	98.6	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2592.	2588.	2583.	44.59	42.00	37.15	26.84	28.80	29.17	19.91	23.20	25.35	8.66	6.00	8.33
Grade 7	2595.	2617.	2613.	35.36	44.02	42.44	25.48	31.20	30.63	28.52	16.24	19.93	10.65	8.55	7.01
Grade 8	2645.	2631.	2640.	50.36	45.05	47.93	24.10	23.81	23.97	17.27	20.88	18.60	8.27	10.26	9.50
All Grades	N/A	N/A	N/A	43.52	43.73	42.20	25.39	27.74	28.09	21.89	20.21	21.47	9.20	8.32	8.24

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	54.55	54.80	48.26	32.47	32.40	38.54	12.99	12.80	13.19	
Grade 7	45.21	57.69	55.35	35.25	29.49	33.95	19.54	12.82	10.70	
Grade 8	61.51	57.51	59.09	28.42	28.57	28.93	10.07	13.92	11.98	
All Grades	53.90	56.67	53.93	31.95	30.12	34.08	14.16	13.21	11.99	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	36.36	40.80	32.29	54.55	48.80	53.82	9.09	10.40	13.89
Grade 7	38.78	46.15	43.91	49.05	43.16	44.65	12.17	10.68	11.44
Grade 8	45.68	42.49	52.07	41.73	44.69	36.36	12.59	12.82	11.57
All Grades	40.54	43.06	42.20	48.06	45.57	45.44	11.40	11.36	12.36

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	48.48	38.80	33.68	41.56	48.40	49.65	9.96	12.80	16.67
Grade 7	40.46	43.59	38.75	50.38	47.44	50.18	9.16	8.97	11.07
Grade 8	44.96	39.93	47.11	45.32	50.92	45.45	9.71	9.16	7.44
All Grades	44.49	40.69	39.45	45.91	49.01	48.56	9.60	10.30	11.99

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Overall year over year performance
 Marina Village has established one of the highest scores in Math for all middle schools in El Dorado County with an overall percentage of 70.29% (-1.18% from 17-18) of students exceeding or meeting standard.
 The 6th-grade students were the lowest performing group when compared against all grades in the area of Math with 66.32% (-4.48% from 17-18) of students meeting or exceeding standards.
 The 7th-grade students had the highest performing group when compared against all grades in the area of Math with 73.07% (-2.15% from 17-18) of students meeting or exceeding standard.
 The 8th grade students showed a gain in Math of 3.04% of students meeting or exceeding standards to reach 71.9% of students meeting or exceeding standards.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Claims
 Across all grade levels, students performed the strongest in the Concepts and Procedures claim. In all claim areas, approximately 12% of students performed in the "Below Standard" range.
 6th grade students were the lowest in all claim area when compared against all grade levels.
 7th grade students performed better in the Problem Solving and Communicating Reasoning claims when compared against all grade levels.
 8th grade students performed better in the Concepts and Procedures claim when compared against all grade levels.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Cohort Performance
 When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 5th grade to their 6th grade year in Math by 11.81% to reach 66.32% of students meeting or exceeding standards.
 When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 6th grade to their 7th grade year in ELA by 2.15% to reach 73.07% of students meeting or exceeding standards.
 When compared to the prior year (2017-2018), the same group of students improved in their overall performance from their 7th grade to their 8th grade year in ELA by 3.04% to reach 71.9% of students meeting or exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*		*		*		*	
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	*
All Grades							*	7

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
7	*	*	*	*		*		*	*	*
All Grades	*	*	*	*	*	*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1. Marina Village has less than 10 English Learners so change data for this group was not provided by the State. Marina Village is aware of the 8 students that are English Learners and these students are being supported in their language acquisition through the utilization of the adopted integrated curriculum.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
809	7.2	1.1	0.1

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	9	1.1
Foster Youth	1	0.1
Socioeconomically Disadvantaged	58	7.2
Students with Disabilities	57	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.9
American Indian	2	0.2
Asian	76	9.4
Filipino	13	1.6
Hispanic	93	11.5
Two or More Races	41	5.1
Pacific Islander	2	0.2
White	575	71.1


Conclusions based on this data:

1. Marina Village has a relatively small population of English Learners, Socioeconomically Disadvantaged students, and students with disabilities.
2. It can also be concluded that we have students who fall in eight of the focus group populations. With so few students in a couple of the demographic groups, making sure they feel connected and supported at school is important.
3. Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the low 800's over the last two years.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior year's reporting period.
Marina Village continues to rate at the highest levels of academic performance as reported on the dashboard.

Marina Village has improved its suspension rate and is reported to have be in the green range. The suspension rate declined by 1.1% down to 1.9% of students suspended one or more times in a school year. The rate of suspension for each of these groups will be analyzed on the status change report.
2. Marina Village maintained their chronic absentee rate which stayed steady at 3.9%.
3. Based on the state's calculations of reported data, Marina village is performing in the desired ranges of blue and green in all areas.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 60.6 points above standard Increased ++8.2 points 787	<p>English Learners</p>  No Performance Color 9.4 points above standard Increased Significantly ++20.9 points 20	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  Green 11.9 points above standard Declined -12.6 points 58	<p>Students with Disabilities</p>  Yellow 30 points below standard Increased Significantly ++27.1 points 58

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 97.7 points above standard Increased Significantly ++16.8 points 75	 No Performance Color 88.9 points above standard 13
Hispanic	Two or More Races	Pacific Islander	White
 Blue 48.4 points above standard Increased Significantly ++16.1 points 91	 Blue 66 points above standard Increased ++7.8 points 39	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 56.8 points above standard Increased ++5.2 points 559

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	27.4 points above standard 15	59.5 points above standard Increased ++7.1 points 723

Conclusions based on this data:

- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Overall Performance
 Based on the state's calculations of reported data, all students in each reported category with more than 11 students are performing in the desired ranges in English Language Arts with the exception of students with disabilities. Overall, there was an increase in performance by all students in all areas except for those students who are economically disadvantaged. Overall, the students grew by 6.7 points which brought our overall percentage score up by 1 percent. Marina Village continues to perform at a very high level in English Language Arts.
- Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Student Group Performance
 While still below standard, students with disabilities showed a 26.3 point increase in English Language Arts performance. Students of Asian, Hispanic, White, and Two or More Races all showed increases in English Language Arts performance.

While students in the economically disadvantaged range remain 10.6 points above standard, they showed a 13.9 point decline over the previous year.

3. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

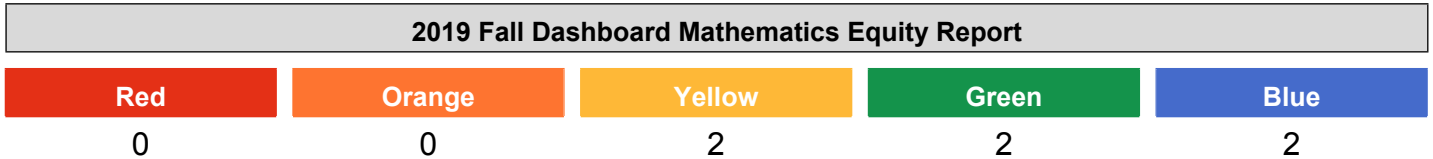
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 44.1 points above standard Maintained -0.5 points 785	<p>English Learners</p>  No Performance Color 5.4 points below standard Declined Significantly -24.8 points 20	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 8.9 points below standard Declined -12.9 points 58	<p>Students with Disabilities</p>  Yellow 48.5 points below standard Increased Significantly ++44.4 points 58

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 94.4 points above standard Maintained -0.3 points 75	 No Performance Color 71.2 points above standard 13
Hispanic	Two or More Races	Pacific Islander	White
 Green 31 points above standard Increased ++4.4 points 89	 Green 51.8 points above standard Declined -6.3 points 40	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 38.5 points above standard Maintained -2.4 points 558

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 5	14.9 points above standard 15	41.3 points above standard Maintained -2.3 points 722

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Overall Performance
Based on the state's calculations of reported data, all students in each reported category with more than 11 students are performing in the desired ranges in Mathematics with the exception of students with disabilities and socio-economically disadvantaged students. Overall, performance increases, declines, or maintaining of performance was mixed for all reporting categories. Overall, the students declined by .5 points but remain 44.1 points above average in mathematics. Marina Village continues to perform at a very high level in mathematics.
2. Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis of growth from the prior testing period.

Student Group Performance
Socio-economically disadvantaged students declined by 12.9 points in mathematics as did students of two or more races who declined by 6.3 points.
Though a performance color is not assigned, English learners declined significantly dropping by 24.8 points. While still 48.5 points below standard, students with disabilities increased significantly growing by 44.4 points.

While still below standard, students with disabilities showed a 26.3 point increase in English Language Arts performance.
All other categories and student groups maintained their performance from the previous year.

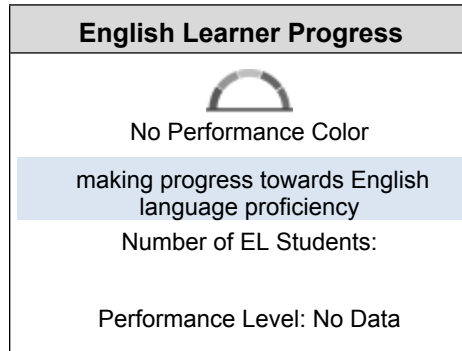
3. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. Marina Village has less than 10 students classified as English Language Learners so data for this group was not provided by the State. Marina Village is aware of the five students that are English Learners and these students are being supported in their language acquisition and their academic progress continues to be monitored and supported though data is not being reported.

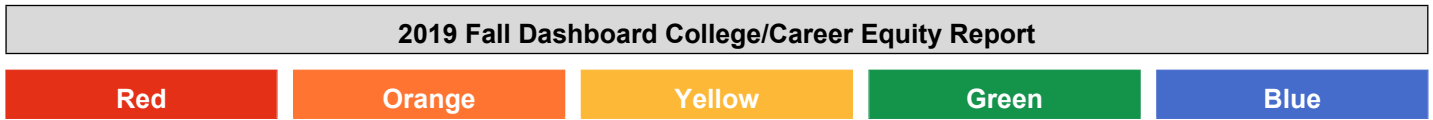
School and Student Performance Data

Academic Performance College/Career

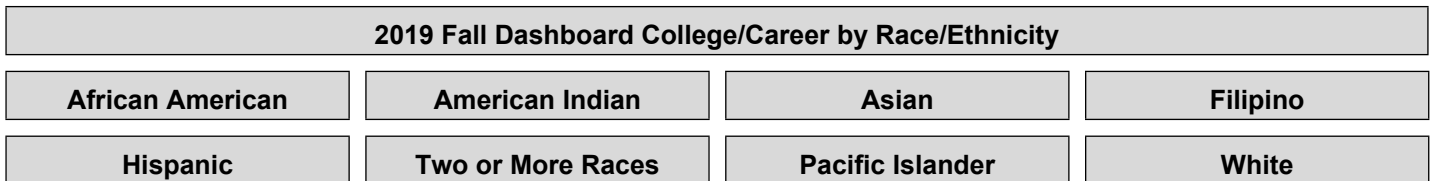
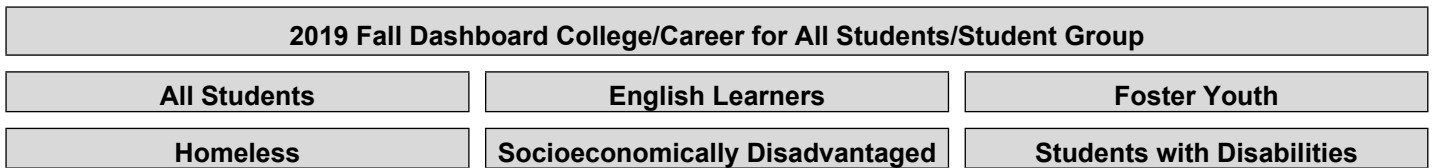
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

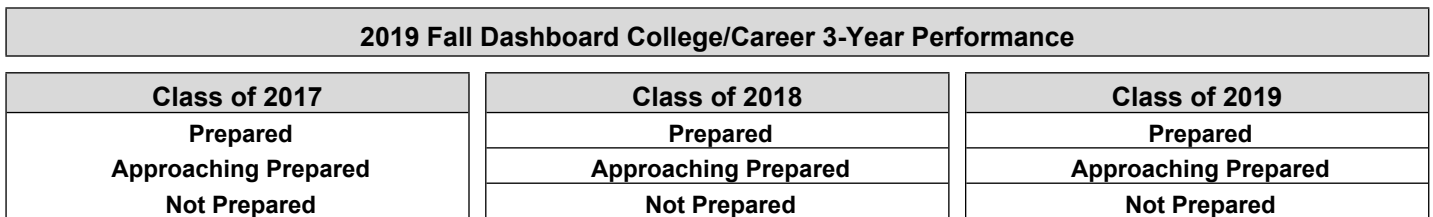
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- This page is not applicable for middle schools.

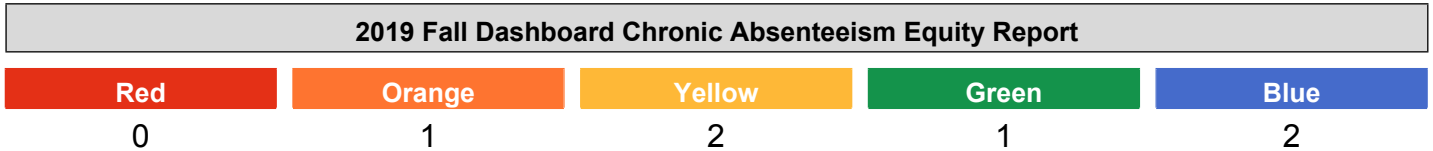
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.9</p> <p>Maintained +0.1</p> <p>825</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.1</p> <p>Declined -1.3</p> <p>62</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>11.9</p> <p>Maintained -0.1</p> <p>67</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Maintained 0 78	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Blue 2.1 Declined -4.4 94	 Yellow 4.9 Increased +4.9 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Yellow 4.6 Increased +0.5 588

Conclusions based on this data:

- Due to COVID-19, no data for the 2019-2020 school year are available. Below is the analysis of growth from the prior attendance year.

Overall Performance
 The data shows that Marina Village students maintained their attendance rate and had a slight increase of .1%. Marina Village middle school continues to have an excellent attendance rate.
- Due to COVID-19, no data for the 2019-2020 school year are available. Below is the analysis of growth from the prior attendance year.

Student Group Performance
 Attendance of the Hispanic population improved by 4.4% along with an improvement of socio-economically disadvantaged students by 1.3%. This is an improvement of two students who attended more in the 19/20 school year.
 Students of two or more races had 4.9% more incidents of chronic absenteeism than the previous year. This is an increase of two students being chronically absent in the 18/19 school year.
 White students had an increase in chronic absenteeism by 0.5% over the previous year. This is an increase of three students being chronically absent in the 18/19 school year.
 All other student group categories maintained their prior performance.
- As shown by the data, the percentages are changes in just a small number of students demonstrates the overall consistency in student attendance. It also illustrates the importance of our attention to the individual student and their families.
 All other categories do not contain enough students to be reportable.

School and Student Performance Data

Academic Engagement Graduation Rate

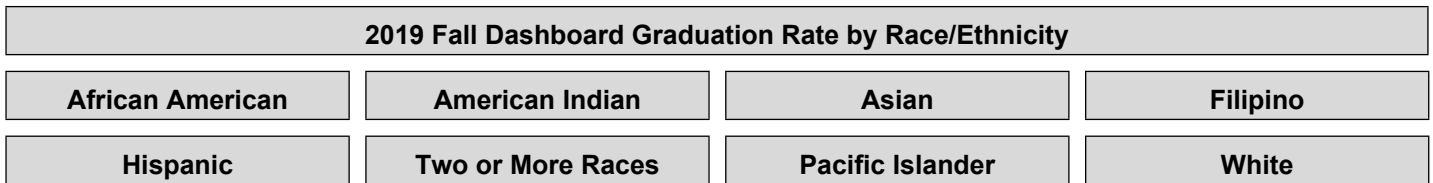
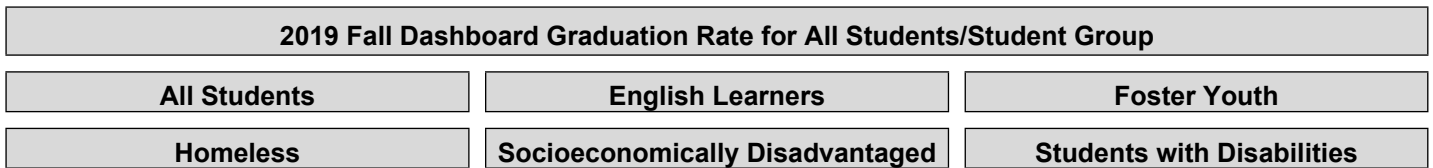
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

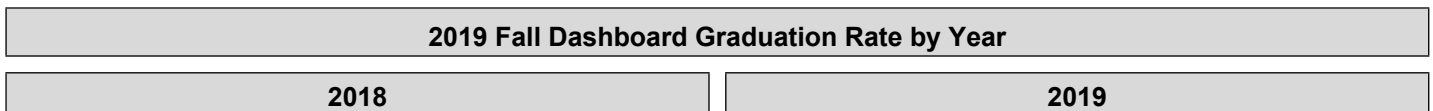
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. This page is not applicable for middle schools.

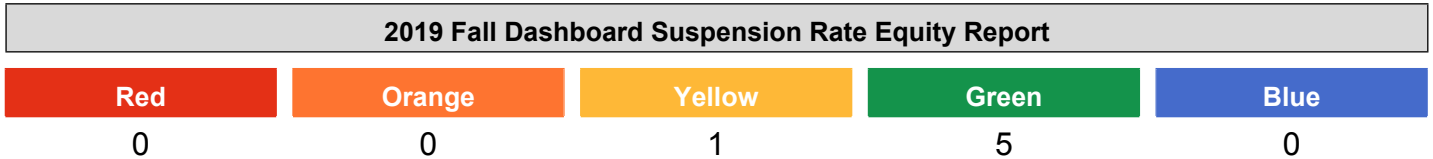
School and Student Performance Data

Conditions & Climate Suspension Rate






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>1.9</p> <p>Declined -1.1</p> <p>829</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.6</p> <p>Declined -1.5</p> <p>63</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>6</p> <p>Declined -7.8</p> <p>67</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2	 Green 2.5 Declined -2.1 79	 No Performance Color 0 Maintained 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.1 Increased +1.1 94	 Green 2.4 Declined -9 42	 No Performance Color Less than 11 Students - Data 2	 Green 1.9 Declined -0.6 590

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3	1.9

Conclusions based on this data:

1. Due to COVID-19, no data for the 2019-2020 school year are available. Below is the analysis of growth from the prior year.

Overall Performance
 Marina Village has improved its suspension rate and is reported to have been in the green range as the rate declined 1.1% (9 students) to an overall percentage rate of 1.9%.
 Six student groups had enough students in that group to be deemed as significant.
2. Due to COVID-19, no data for the 2019-2020 school year are available. Below is the analysis of growth from the prior year.

Student Group Performance
 All student groups showed a decline in suspensions and are in the desired performance range with the exception of Hispanic students.
 Hispanic students showed an increase of 1.1% (1 student) to a total suspension rate in this student group of 1.1% (1 student).
3. Marina Village continues to have a very low suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBA Results	In the spring of 2019, 70.3% of Marina Village students met or exceeded standard on the math portion of the SBA. This is a decrease of 1% from the previous year. In the spring of 2019, 78.4% of Marina Village students met or exceeded standard on the language portion of the SBA. This is an increase of 1% from the previous year.	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 test administration in the math and the language portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model.
SRI (Student Reading Inventory)	72% of Marina Village Students are reading at a proficient or advanced level, 23% are at a basic level, and 5% are reading below basic. We were up 5% in the proficient and advanced level from the previous year. (Goal Met)	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 SRI test administration to be a success.

Planned Strategies/Activities

Strategy/Activity 1

1.) Alignment of Instruction and Content Standards

Marina Village Middle School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using our newly adopted instructional science materials: STEM Scopes (7th & 8th) and Amplify (6th).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2020-6/1/2021

Person(s) Responsible

Principal, Assistant Principal, Departmental & Grade Level Teacher Teams, and District office

Proposed Expenditures for this Strategy/Activity

Amount	1,079
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL - This is a math program that provides student online practice of previously taught math concepts. It also provides assessment data for conceptual understanding. Teachers will have this program available at all grade levels and in the special education classes.
Amount	7,836
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier program Vocabulary, which includes reading comprehension material's and an increase in reading Lexile scores exists as evidenced by the following data: 6th grade improved from 58% to 70% advanced or proficient and 8th grade improved from 51% to 62% advanced or proficient. 7th grade students did not take an the end of the year assessment due to the COVID -19 shutdown and a miscommunication about student accessibility to the test.
Amount	2,500
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PTLW: This fund provides teachers with materials and training for Project Lead the Way Classes

Strategy/Activity 2

2.) Improvement of Instructional Strategies and Materials

Marina Village Middle School will utilize proven instructional methods, including but not limited to, Universal Design for Learning (UDL), Response to Intervention (Rtl), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention such as

the Interim Assessment Blocks (IAB), Student Reading Inventory (SRI) for Lexile measurement, and Benchmark Assessments. Due to the hybrid schedule necessitated by COVID-19, the IAB benchmark assessments will be optional for teachers. When a need is realized, supports will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curriculums to monitor student progress.

Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. Part of these enrichment opportunities include access to materials that will enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks and iPads, and various computer programs that will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Marina Village Middle School will supplement that curriculum with tools and content that is in addition to the adopted materials. These include grade level articulation meetings, differentiation planning meetings during our collaboration time, and vertical teaming meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, Library Technician, Department & Grade Level Teams.

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies: Purchase of materials office and classroom supplies. Amazon, Staples, Quill
Amount	5,500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Copier maintenance and copy costs
Amount	352
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Novels for 7th Grade English - The Life of Bees
Amount	750
Source	LCFF

Budget Reference	4000-4999: Books And Supplies
Description	Library: Provide purchase of additional books for the library.
Amount	723
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Art supplies for our art classes
Amount	2,800
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club: After school intervention classes will be made available for students to get academic support. They will be available both virtually and in person.
Amount	2,500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Planners: Purchase student planners for all students.
Amount	7,175.34
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Guitars for band classes that cannot play wind instruments during COVID-19.

Strategy/Activity 3

3.) Extended Learning Time, Opportunities, and Support Services

Marina Village will extend learning time, educational opportunities, and support services for students. Some of the support services include a co-teaching model between our 7th and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners along with collaboration opportunities to support teachers in modifying curriculum for EL students. In addition, teachers integrate language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning such as PBL (Project Based Learning), DBQ (Document Based Question), and DOK (Depth of Knowledge) questioning strategies.

Marina Village continues to expand our educational opportunities through our elective programs such as Project Lead the Way, Music, Art, World Language, Technology, and Yearbook classes. Students have access to a wide variety of entry-level and advanced level options in each of these areas and will be able to participate in performances and productions. Due to travel restrictions, Marina Village students will not be able to participate in the Chinese sister-school exchange program at this time. Supporting these programs by providing professional development and substitutes allow greater depth and richness to the instruction. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Club. Guest speakers and field trips for our Spanish and music classes are also among the tools Marina Village uses to expand our educational opportunities.

Normally, students at Marina Village also have access to various athletics and clubs. Students may participate in after-school athletics which are comprised of our cross country team, volleyball, basketball, and track, and field teams. Students would be able to participate in our lunchtime intramural sports activities. Students would also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school. However, due to the current restrictions of COVID-19, no sports or after school clubs are available at this time.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2020-6/1/2021

Person(s) Responsible

Principal, Assistant Principal, Department & grade Level Teams, Athletic Department, and PTC.

Proposed Expenditures for this Strategy/Activity

Amount	1,800
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Computer program subscriptions to enhance the curriculum in the classroom and through distance learning: WeVideo, Pear Deck, EdPuzzle, Kami, Etc.
Amount	33,775
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator Full-time Intervention Teacher for 1/2 of the year
Amount	7,000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Ancient Artifacts presenter Lonnie Johnson will continue to provide 4 historical presentations per school year to our sixth grade history classes.

Strategy/Activity 4

4.) Staff Development and Professional Collaboration (Specific to Instruction)

Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide opportunities for professional development and communities of practice. Normally, site and Title II funds will provide staff opportunities to attend professional development training including in Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), Stanford Design Workshop

(computer science), SASP (Sacramento Area Science Project), CUE conference, and others. However, due to budgetary cutbacks, Title II funds are not available from the state at this time.

In a normal school year, early Release Wednesdays” would have enabled professional collaboration among grade levels and academic departments to ensure that staff has the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students’ needs. Additional collaboration meetings would also have been held to specifically look at addressing instruction in the area of listening which is a weakness in SBAC performance both at Marina and across California. However, due to the hybrid schedule required by COVID-19, the early release Wednesdays have been removed from the schedule for this year.

Marina Village will continue to provide staff opportunities to collaborate with other educational professionals outside of our site. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunities to collaborate with other area middle schools..

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2018-6/1/2019

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Materials and guest speakers for professional development and instruction will be provided digitally and through observation/evaluation. Substitutes will be provided for off site collaboration for teachers.

Strategy/Activity 5

5.) Involvement of Staff, Parent, and Community

Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. On-site climate and leadership councils comprised of teachers and administration will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district’s Local Control Accountability Plan. Progress reporting and report cards along with Jupiter grades will provide additional communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) [or our school site’s English Language Advisory Committee (ELAC)]. Stakeholders will be informed about opportunities to participate through our school’s website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Description

Marina Village averages 90% delivered weekly phone and text messages to our 1,1161 parents and guardians contacts. The Marina Village Instagram account has approximately 551 followers and 667 posts as of September 14, 2020. Positive messages are continually updated for students and serve as positive examples of social media use. Electronic marquee is used to provide community and parent messages.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
19/20 California Healthy Kid Survey	71% of students perceive Marina Village as Very Safe or Safe (down 7 points from 18-19). 31% of students report experiencing bullying in the past 12 months (unchanged from 18-19).	Marina Village has the goal to improve the percentage of students feeling safe or very safe to over 80%. Marina Village has the goal to decrease the percentage of students who report experiencing bullying in the past 12 months to 20%.
Social Emotional Inventory	3.3% of students showed a social-emotional need to be addressed.(Up from 2.1% in 19-20). Due to the COVID-19 shutdown, this percentage represents 2/3's of the student body during a normal school year. This also reflects the spring of 2020 and the fall of 2021 which had COVID restrictions.	Even though Marina Village will provide counseling services and supports both virtually and in person, it is expected that the impacts of COVID-19 will cause a rise in students rating as "in need" on the Social Emotional Inventory.

Planned Strategies/Activities

Strategy/Activity 1

1.) School Safety

Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult

Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students and parents will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Marina Village will update safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018.

Students to be Served by this Strategy/Activity

All Students and Staff

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, Counselor, Teachers, Yard Supervisors, Site Council

Proposed Expenditures for this Strategy/Activity

Amount	7,090
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two Additional Hours of Secretarial Support
Amount	8,500
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Crossing Guards

Strategy/Activity 2

2.) School Climate and Community Building

Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end of the trimester awards ceremony, mustang of the week drawings, student break activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-Informed Practices will be studied and used to help de-escalate trauma-induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate their emotions. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth. Staff will also be provided with tools to identify students who are at risk and in need of intervention. Incoming sixth-graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation activities to assist with the transition to middle school.

Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students to providing information around bullying legislation and how students can respond when they see bullying or if they are bullied themselves. In addition, 7th and 8th-grade students will also participate in anti-bullying workshops that will be presented by outside agencies that are designed to promote empathy and understanding between students. Various awareness programs and weeks such as "Say Hello Week," "No Name-Calling Week," and "Red Ribbon Week" will also be supported. Students will also be provided "Can We Talk" slips that allow them to access administration and counseling staff. In addition, we will implement our PBIS program to provide students explicit directions about behavior expectations and rewards for those behaviors.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, Counselor, Staff

Proposed Expenditures for this Strategy/Activity

Amount	14,740
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Source	LCFF
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and climate activities: ASB Bookkeeper Student Council Advisor Athletic Director Climate Committee WEB Advisor Honor Society Advisor Garden Facilitator PC Pals Coordinator
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Amount	1,500
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Source	LCFF
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Budget Reference	4000-4999: Books And Supplies
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Description	Funding for PBIS Rewards and 100 Merit Awards. Rewards and drawing to occur monthly and at the end of each trimester. Additional week-long drawings to correspond with Red Ribbon Week and CAASPP testing. This includes funding rewards for the student body in conjunction with CAASPP testing. This also includes funding the cost of posters and video production for our PBIS behavior instruction.
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Amount	400
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Source	Donations
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Budget Reference	4000-4999: Books And Supplies
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Description	Reading Counts - Million Word Prizes
Amount	700
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent nights to support Anxiety Reduction and Cyber Safety. The nights cost \$2,500. The additional cost was funded by schools around the district who made these nights available to their parents.

Strategy/Activity 3

3.) Staff Collaboration & Professional Development

Marina Village will provide teachers and classified support staff with professional development to continually improve school climate. Topics will continue to include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, and Growth Mindset. Visible Learning will be added to this list. Time would normally have been provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. This collaboration and instruction will need to be conducted digitally and during the short staff meeting times that are available. The staff will participate in the California School Staff Survey (CSSS) to aid in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, District Office, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	150
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Most materials for collaboration and professional development will be provided digitally. These funds will provide for text and other materials to support the trainings.
Amount	800
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Providing substitutes for team collaboration. For example, co-teaching classes, discipline articulation etc.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The goal is to keep the garden maintained throughout the school year when students are not available to work on it.	The garden and landscaping is in good shape and continuing to grow.	The garden will be maintained and ready to receive student workers as soon as it becomes feasible again.
The goal is to provide a clean and healthy school environment that will help us to mitigate the spread of the COVID-19 virus through additional cleaning supplies, yard supervision time, custodial time.	Marina Village has had 12 COVID-19 cases as of January 12, 2021.	The expected outcome is that the number of COVID cases will remain a low enough percentage to allow the school to remain open for the year.

Planned Strategies/Activities

Strategy/Activity 1

1.) Staff Collaboration & Professional Development

Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness and Growth Mindset. The non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Asst. Principal, District Facilities, Counselor

Proposed Expenditures for this Strategy/Activity

Description

Funding for this activity is duplicated in the activities for goal 2.

Strategy/Activity 2

2.) Facilities & Technology Infrastructure

Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO/PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas and students will participate as available during the COVID-19 hybrid instructional model.

Reopening Marina Village after the COVID-19 shutdown has required an upgrade in cleaning and safety procedures. A reopening plan was written which includes details on mid-day cleaning, arrows that direct students, additional yard supervision at drop-off, pick-up, cleaning, and lunch distribution. Cleaning materials and equipment has been upgraded and provided to the custodial team and additional custodial time has been provided for daily sanitization.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Asst. Principal, District Facilities

Proposed Expenditures for this Strategy/Activity

Amount

2,500

Source

Donations

Budget Reference

4000-4999: Books And Supplies

Description

Garden club supplies and materials.

Source

District Funded

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Two additional hours of yard supervision for cleaning and lunch distribution. Additional custodial time for cleaning. The campus will undergo a mid-day cleaning in-between

cohorts each day. Yard supervisors and additional custodial support will be used for this cleaning.

Source

District Funded

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Upgraded cleaning materials and supplies including spray bottles for hypochlorous solution, towels, solution dispensers, hand sanitizer dispensers, plexiglass shielding, air purifiers, HVAC filters, etc.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBA Results	Our goal is to maintain or increase student performance by 2% in the math and 1% in the language portions of the SBA.	Due to COVID-19, no scores for the 2019-2020 school year are available.
SRI (Student Reading Inventory)	The goal is a 4% increase in our proficient or advanced reader.	72% of students were shown to have been proficient or advanced readers. This is an increase of 5% over the previous year. This goal was met.
Interim Comprehensive Assessment for Math	The goal is to increase ICA participation rates to 90% to allow this measure to inform our practice. The goal is also to increase the ICA performance to increase to 5% of students meeting or exceeding standard.	In the 2019-2020 school year, 93.8% of students participated in the ICA for math. Due to the switch of the ICA, the student results for each category displays as Above, Nearly, or Below standard. In the IAB and IAC performance tests the students participated, we received the following results. 8th grade averaged 90% nearly or above standard, 7th grade average 84% nearly or above standard, and 6th grade averaged 95% nearly or above standard. The provides us an overall average of 89.6% of students performing near or above standard on all math performance tests. The 8th and 6th grades had more students performing above standard in each category than nearly or below. 7th grade had more students performing in the near category than above or below.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.) Alignment of Instruction and Content Standards</p> <p>Marina Village Middle School will utilize district adopted, standards-aligned language arts and</p>	<p>1.) Alignment of Instruction and Content Standards</p> <p>* Marina Village utilized the district adopted curriculums and students continued to participate in</p>	<p>PLTW: Provide teachers with materials for Project Lead the Way Classes 5000-5999: Services And Other Operating Expenditures District Funded 8,657</p>	<p>PLTW: Provide teachers with materials for Project Lead the Way Classes 5000-5999: Services And Other Operating Expenditures District Funded 2,662</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction by piloting TCI, HHI, McGraw Hill, STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.</p>	<p>literature-based instructional activities. * Students participated in the "Step-Up to Writing" program to work on writing skills. * Science teachers have been implementing the NGSS and are made final decisions to adopt Amplify in 6th grade and Stem Scopes in 7th and 8th grades as the adopted curriculum. * Replacement books titled "Children's Story" was purchased for 7th grade ELA to replace worn out copies.</p>	<p>Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier program Vocabulary, which includes reading comprehension material's and an increase in reading Lexile scores exists as evidenced by the following data: 6th grade 61% advanced or proficient, 7th grade 74% advanced or proficient, and 8th grade 86% advanced or proficient. 4000-4999: Books And Supplies District Funded 11,000</p> <p>Replacement Texts - 7th Grade Novel 4000-4999: Books And Supplies LCFF 331</p>	<p>6-8 Sadlier Vocabulary Workbooks 4000-4999: Books And Supplies District Funded 7,836</p> <p>Replacement Texts - 7th Grade Novel 4000-4999: Books And Supplies LCFF 331</p>
<p>2.) Improvement of Instructional Strategies and Materials</p> <p>Marina Village Middle School will utilize proven instructional methods, including but not limited to, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB),</p>	<p>2.) Improvement of Instructional Strategies and Materials</p> <p>* Marina Village utilized a variety of instructional methods and strategies to present the curriculum. The IAB and IAC benchmarks were used in addition to to the SRI to inform instruction. Summative and formative assessments were also used to inform instruction. * Various enrichment opportunities were provided including athletics, music, garden club, Ohana Climate Committee, Leadership,</p>	<p>Supplies: Purchase of materials office and classroom supplies. Staples 4000-4999: Books And Supplies LCFF 15,000</p> <p>Supplies: Classroom, office supplies, and art class start up. Amazon, etc. 4000-4999: Books And Supplies LCFF 6,500</p> <p>Library: Provide purchase of additional books for the library. 4000-4999: Books And Supplies LCFF 750</p> <p>PE Equipment and supplies and PE</p>	<p>Supplies: Purchase of materials office and classroom supplies. Staples 4000-4999: Books And Supplies LCFF 12,176</p> <p>Supplies: Classroom, office supplies, and art class start up. Amazon, etc. 4000-4999: Books And Supplies LCFF 7,937</p> <p>Library: Provide purchase of additional books for the library. 4000-4999: Books And Supplies LCFF 1,416</p> <p>PE Equipment and supplies and PE</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Student Reading Inventory (SRI) for Lexile measurement, and Benchmark Assessments. When a need is realized, supports will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curriculums to monitor student progress.</p>	<p>and others to help connect students to school. Enrichment opportunities also came from our Parent Teacher Club and off campus clubs. Technology also remains a vital feature throughout the campus as students were one to one for Chromebooks in every classroom.</p>	<p>Uniforms 4000-4999: Books And Supplies Donations 10,696</p>	<p>Uniforms 4000-4999: Books And Supplies Donations 10,675</p>
<p>Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. Part of these enrichment opportunities include access to materials that will enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks and iPads, and various computer programs that will be used to further engage students and extend students' ability to access content and demonstrate understanding.</p>	<p>* PE Uniforms, equipment, and supplies were purchased through donations and students used them throughout the year. * Additional library books were purchased for student use. * Additional 3D printers were purchased and students utilized them as part of the PLTW curriculum. * Sadlier Vocabulary Books were purchased and utilized throughout each grade level in language arts classrooms. * Classroom and office supplies were purchased. * Million-Word prizes were purchased and students were recognized for their achievement. * Grade level and site level articulation meetings were held during collaboration times. * Collaboration with the high school was limited due to the COVID-19 closures. * Observations and evaluations were completed to provide teachers feedback to improve instruction.</p>	<p>3D Printers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3,800</p>	<p>3D Printers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 3,859</p>
<p>Marina Village Middle School will supplement that curriculum with tools and content that is in addition to the adopted materials. These include grade level articulation meetings, differentiation</p>		<p>Planners: Purchase student planners for all students. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,500</p>	<p>Planners: Purchase student planners for all students. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC) 2,761</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>planning meetings during our collaboration time, and vertical teaming meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.</p>			
<p>3.) Extended Learning Time, Opportunities, and Support Services</p> <p>Marina Village will extend learning time, educational opportunities and support services for students. Some of the support services include a co-teaching model between our 7th and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners along with collaboration opportunities to support teachers in modifying curriculum for EL students. In addition, teachers integrate language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning such as PBL (Project Based Learning), DBQ (Document Based Question), and DOK (Depth of Knowledge) questioning strategies.</p>	<p>3.) Extended Learning Time, Opportunities, and Support Services</p> <p>Due to COVID-19, Not all extended learning activities were available for the entire year.</p> <p>* Marina Village provided homework club intervention for our students after school to support students struggling academically.</p> <p>* Various computer program subscriptions were purchased to enhance the curriculum.</p> <p>* Marina Village provided our co-teaching model in our 7th and 8th grade classes. In addition, our teachers provide differentiated instruction for students and teaching staffed utilized a variety of instructional strategies.</p> <p>* Marina Village continued to expand our elective programs by offering the elective classes.</p> <p>* Marina Village hosted Chinese exchange students from our sister schools who spent time attending class and interacting with our students.</p>	<p>Intervention Funds for our Homework Club. Students can come after school and receive support on homework and instruction on concepts with which they are struggling. 1000-1999: Certificated Personnel Salaries LCFF 19,700</p> <p>Computer program subscriptions to enhance the curriculum: IXL, WeVideo, Etc. 5000-5999: Services And Other Operating Expenditures LCFF 3,500</p> <p>These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator 1000-1999: Certificated Personnel Salaries LCFF 5,040</p> <p>Costs for officiating, equipment, and league membership for our athletic teams 5000-5999: Services And Other Operating Expenditures Donations 4,200</p>	<p>Intervention Funds for our Homework Club. Students can come after school and receive support on homework and instruction on concepts with which they are struggling. 1000-1999: Certificated Personnel Salaries LCFF 4,247</p> <p>Computer program subscriptions to enhance the curriculum: IXL, WeVideo, Etc. 5000-5999: Services And Other Operating Expenditures LCFF 3,027</p> <p>These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator 1000-1999: Certificated Personnel Salaries LCFF 5,040</p> <p>Costs for officiating, equipment, and league membership for our athletic teams 5000-5999: Services And Other Operating Expenditures Donations 3,385</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Marina Village continues to expand our educational opportunities through our elective programs such as Project Lead the Way, Music, Art, World Language, Technology, and Yearbook classes. Students have access to a wide variety of entry-level and advanced level options in each of these areas and will be able to participate in performances and productions. Students will also broaden their multicultural perspective by participating in the Chinese sister-school exchange program. Supporting these programs by providing professional development and substitutes allow greater depth and richness to the instruction. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Club. Guest speakers and field trips for our Spanish and music classes are also among the tools Marina Village uses to expand our educational opportunities.</p> <p>Students at Marina Village also have access to various athletics and clubs. Students may participate in after-school athletics which are comprised of our cross country team, volleyball, basketball, and track, and field teams. Students may also participate in our lunchtime intramural sports activities. Students</p>	<p>* Marina Village students had access to a variety of clubs, sports teams, and school activities.</p> <p>* Ancient Artifact presentations were provided throughout the year but were cut short due to the COVID-19 shutdown.</p> <p>* Our parent teacher club provided after school enrichment classes and various field trips expanded our educational opportunities</p> <p>* Students had access to various athletic clubs and teams as a way to help them connect with the school. Due to COVID-19, the track season at the end of the year was cancelled.</p>	<p>For the past 9 years, Ancient Artifacts presenter Lonnie Johnson has provided 4 historical presentations per school year. 5000-5999: Services And Other Operating Expenditures Donations 7,000</p>	<p>For the past 9 years, Ancient Artifacts presenter Lonnie Johnson has provided 4 historical presentations per school year. 5000-5999: Services And Other Operating Expenditures Donations 2,400</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school.</p>			
<p>4.) Staff Development and Professional Collaboration (Specific to Instruction)</p> <p>Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. Additionally, site and Title II funds will provide staff opportunities to attend professional development trainings including in Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), Stanford Design Workshop (computer science), SASP (Sacramento Area Science Project), CUE conference, and others.</p> <p>“Early Release Wednesdays” will enable professional collaboration among grade levels and academic departments to</p>	<p>4.) Staff Development and Professional Collaboration (Specific to Instruction)</p> <p>* Various Marina Village staff was provided professional development through participation in trainings for Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support), Stanford Design Workshop (computer science), SASP (Sacramento Area Science Project), CUE conference, PE curriculum training, and others.</p> <p>*Early release Wednesdays provided collaboration for teachers to discuss discipline data, engaged in SBAC analysis, and professional development delivered at the site.</p> <p>* The Marina Village math teachers' vertical teaming collaboration was cancelled due to COVID-19. PE, Science, and music teachers were able to collaborate with colleagues at other sites.</p>	<p>This is will send teachers to professional development training in curricular and social emotional learning areas. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1,600</p> <p>PLTW - Professional Training specific to Project Lead the Way 5000-5999: Services And Other Operating Expenditures LCFF 6,214</p> <p>Materials for academic vocabulary training and instruction. 4000-4999: Books And Supplies LCFF 500</p>	<p>This is will send teachers to professional development training in curricular and social emotional learning areas. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 995</p> <p>PLTW - Professional Training specific to Project Lead the Way 5000-5999: Services And Other Operating Expenditures LCFF 1,200</p> <p>Materials for academic vocabulary training and instruction. 4000-4999: Books And Supplies LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>ensure that staff has the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students' needs. Additional collaboration meetings will be held to specifically look at addressing instruction in the area of listening which is a weakness in SBAC performance both at Marina and across California.</p> <p>Marina Village will also provide staff opportunities to collaborate with other educational professionals outside of our site. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunities to collaborate with other area middle schools during our collaboration Wednesdays.</p>			
<p>5.) Involvement of Staff, Parent, and Community</p> <p>Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site</p>	<p>5.) Involvement of Staff, Parent, and Community</p> <p>* Marina provided leadership councils and site council meetings were parents participated in the decision making processes. This continued into the summer as parents were part of the</p>	<p>Marina Village averages 90% delivered weekly phone and text messages to our 1,487 parents and guardians contacts. The Marina Village Instagram account has approximately 496 followers and 665 posts as of October 1, 2019. Positive messages are</p>	<p>Marina Village averages 90% delivered weekly phone and text messages to our 1,161 parents and guardians contacts. The Marina Village Instagram account has approximately 551 followers and 677 posts as of September 14, 2020. Positive</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Council and be a part of the decision making process. On-site climate and leadership councils comprised of teachers and administration will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Progress reporting and report cards along with Jupiter grades will provide additional communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) [or our school site's English Language Advisory Committee (ELAC)]. Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.</p>	<p>school re-opening committees. * Parent teacher conferences, SST meetings, and other parent/teacher meetings were held. * Marina Village provided phone, email, and text messaging to our parent community. Instagram was also utilized to promote events.</p>	<p>continually updated for students and serve as positive examples of social media use. Electronic marque is used to provide community and parent messages. 0</p>	<p>messages are continually updated for students and serve as positive examples of social media use. Electronic marque is used to provide community and parent messages. 0</p>

Analysis

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

As described, each proposed expenditure and service was provided as described in the "Actual Service Provided" section of the document.

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

As described above, these strategies and activities allowed for Marina Village to continue to provide an excellent education for students. Unfortunately, students were not able to demonstrate their learning with the state standardized tests due to the COVID-19 shut down. However, we did see a 5% increase in proficient and advanced readers using our RTI metric and we had a 99% promotion rate of students at the end of the year. Students, teachers, and parents were able to have the programs, materials, and information to allow students to access the curriculum and received help when they struggled with content mastery.

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

No material differences between proposed expenditures and the estimated actual expenditures exist except in the areas of the Sadlier Vocabulary Books, intervention funding, and PLTW training and materials funding. The Sadlier purchase was due to inaccurate estimates from a previous year and a smaller amount of funds were spent in that area. The difference in intervention funding was due to the challenge of staffing the program at the start of the year and that since the school closed for COVID-19, the program was not used during the last trimester of the school year. The smaller amount spent on PLTW training was reduced as the trainings were moved online and teachers taking the training no longer had to travel to the training location.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
19/20 California Healthy Kid Survey	Marina Village has the goal to improve the percentage of students feeling safe or very safe to over 85%. Marina Village has the goal to decrease the percentage of students experiencing bullying in the past 12 months to 20%.	71% of students perceive Marina Village as Very Safe or Safe (down 7 points from 18-19). 31% of students report experiencing bullying in the past 12 months (unchanged from 18-19).
Social Emotional Inventory	Counseling services provided to those students and a .3% reduction in students rating as "in need" on the Social Emotional Inventory	3.3% of students showed a social-emotional need to be addressed.(Up from 2.1% in 19-20). Due to the COVID-19 shutdown, this percentage represents 2/3's of the student body during a normal school year. This also reflects the spring of 2020 and the fall of 2021 which had COVID restrictions.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.) School Safety</p> <p>Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students and parents will be provided with lessons on</p>	<p>1.) School Safety</p> <p>* All Marina Village employees and students participated in emergency preparedness drills utilizing the Catapult Emergency Response System.</p> <p>* Leadership and site teams continued to work with district officers to refine procedures. A printed hand book of district policies was created and resides at each school site.</p> <p>* Students and parents were provide with lessons on digital citizenship.</p>	<p>Additional Two Way Radios and Safety Binders 4000-4999: Books And Supplies LCFF 800</p> <p>These funds are allocated for a Teacher In Charge stipend position where the site and students can receive support when administration is off site. 1000-1999: Certificated Personnel Salaries LCFF 300</p> <p>Crossing Guards 2000-2999: Classified</p>	<p>Additional Two Way Radios and Safety Binders 498</p> <p>These funds are allocated for a Teacher In Charge stipend position where the site and students can receive support when administration is off site. 1000-1999: Certificated Personnel Salaries LCFF 300</p> <p>Crossing Guards 2000-2999: Classified</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p>	<p>Students had these lessons in their classes and parents were offered informational nights. The parent nights were put on by the PTC. * Red Ribbon Week activities were held by the counselor and our Ohana Climate committee which included information about the dangers of drug and alcohol abuse. * Due to the COVID-19 shutdown, students did not receive instruction in sexual health education. These courses will be provided in the 2020-2021 school year. * All staff were trained as Child Abuse Mandated Reporters along with Pest Management training. * Staff, campus visitors, and volunteers were supervised and followed the appropriate security checks as outlined by the district. * Facility inspections were held to determine areas where safety needed to be improved. * Safety manuals and procedures were updated and additional two way radios were purchased for our office and yard supervision staff. * A Teacher in Charge stipend position was available to support students and staff with administration is off-site. * Crossing guard positions were added to support students going across Francisco drive during arrival and dismissal. * The site paid for two hours daily of additional secretarial support and the district covered two</p>	<p>Personnel Salaries District Funded 8,500</p> <p>Two Additional Hours of Secretarial Support 2000-2999: Classified Personnel Salaries LCFF 9,100</p>	<p>Personnel Salaries District Funded 7,875</p> <p>Two Additional Hours of Secretarial Support 2000-2999: Classified Personnel Salaries LCFF 7,090</p>
<p>Marina Village will update safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018. Radios will be provided to office and yard supervision staff so that the speed of communications in the case of an emergency will be increased. In addition, a Teacher in Charge stipend position is made available to support students and staff when the administration is off-site.</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	additional hours daily of secretarial support.		
<p>2.) School Climate and Community Building</p> <p>Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end of the trimester awards ceremony, mustang of the week drawings, student lunch activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-Informed Practices will be studied and used to help de-escalate trauma-induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will</p>	<p>2.) School Climate and Community Building</p> <p>* Marina Village continued in the 2019-2020 school year to work on student connections by continuing the second year of PBIS implementation. This second year included tier 2 supports for students who continue to struggle even with our academic supports. Tier 1 supports continued with rewards at lunch and in the classroom for positive behavior and academic performance. Tier 2 Check In Check Out sheets were implement as were de-escalation techniques. The de-escalation techniques were taught to and implemented by student conflict managers, teachers, administration, and counseling.</p> <p>* Counseling services continued to be provided in the 2019-2020 school year. The counselor also provided staff with inventory surveys to identify at risk students who needed intervention.</p> <p>* 7th grade students did talk the CA Healthy Kids survey.</p> <p>* W.E.B day continued continued to be a success at the beginning of the school year as well as throughout the year as new students enrolled at Marina Village.</p> <p>* Anti-bullying presentations and workshops were provided</p>	<p>These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and climate activities:</p> <p>ASB Bookkeeper Student Council Advisor Athletic Director Volleyball, Basketball, Cross Country, and Track Coaches Climate Committee WEB Advisor Honor Society Advisor Garden Coordinator PC Pals Coordinator 1000-1999: Certificated Personnel Salaries LCFF 27,700</p> <p>CORE3 program for 7th and 8th grade students Funding will be provided through a mix of PTC (\$2,000), ASB (\$2,000), and Site funds (\$1,000). 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000</p> <p>Funding for PBIS Rewards and 100 Merit Awards. Rewards and drawing to occur monthly and at the end of each trimester. Additional week long drawings to correspond with Red Ribbon Week and CAASPP testing. This includes funding a reward by providing rootbeer floats for the student body in conjunction with CAASPP testing. This also includes funding the cost of</p>	<p>These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and climate activities:</p> <p>ASB Bookkeeper Student Council Advisor Athletic Director Volleyball, Basketball, Cross Country, and Track Coaches Climate Committee WEB Advisor Honor Society Advisor Garden Coordinator PC Pals Coordinator 1000-1999: Certificated Personnel Salaries LCFF 27,700</p> <p>CORE3 program for 7th and 8th grade students Funding will be provided through a mix of PTC (\$2,000), ASB (\$2,000), and Site funds (\$1,000). 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,000</p> <p>Funding for PBIS Rewards and 100 Merit Awards. Rewards and drawing to occur monthly and at the end of each trimester. Additional week long drawings to correspond with Red Ribbon Week and CAASPP testing. This includes funding a reward by providing rootbeer floats for the student body in conjunction with CAASPP testing. This also includes funding the cost of</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate their emotions. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth. Staff will also be provided with tools to identify students who are at risk and in need of intervention. Incoming sixth graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation activities to assist with the transition to middle school.</p> <p>Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students to providing information around bullying legislation and how students can respond when they see bullying or if they are bullied themselves. In addition, 7th and 8th-grade students will also participate in anti-bullying workshops that will be presented by outside agencies that are designed to promote empathy and understanding between students. Various awareness programs and weeks such as "Say Hello Week," "No Name Calling Week," and "Red Ribbon Week" will also be supported. Students will also be provided "Can We</p>	<p>to all grade levels as well as the various awareness programs described in the plan.</p>	<p>posters and video production for our PBIS behavior instruction. 4000-4999: Books And Supplies LCFF 2,000</p> <p>Lunch time games and supplies 4000-4999: Books And Supplies Donations 700</p> <p>Reading Counts - Million Word Prizes 4000-4999: Books And Supplies Donations 400</p>	<p>posters and video production for our PBIS behavior instruction. 4000-4999: Books And Supplies LCFF 1,500</p> <p>Lunch time games and supplies 4000-4999: Books And Supplies Donations 370</p> <p>Reading Counts - Million Word Prizes 4000-4999: Books And Supplies District Funded 97</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Talk” slips that allow them to access administration and counseling staff. In addition, we will implement our PBIS program to provide students explicit directions about behavior expectations and rewards for those behaviors.</p>			
<p>3.) Staff Collaboration & Professional Development</p> <p>Marina Village will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aid in determining topics for future collaboration.</p>	<p>3.) Staff Collaboration & Professional Development</p> <p>* Marina Village provided the collaboration time on early release Wednesdays and training in SEL, TIP, and PBIS supports. Much of the material and training costs were covered by the district so no funds were expended for those trainings.</p> <p>* Our staff participated in the California School Staff Survey.</p>	<p>Materials for collaboration and professional development. 4000-4999: Books And Supplies LCFF 500</p>	<p>Materials for collaboration and professional development. 4000-4999: Books And Supplies LCFF 0</p>

Analysis

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

As described, each proposed expenditure and service was provided as described in the "Actual Service Provided" section of the document.

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

As described above, these strategies and activities allowed for Marina Village to continue to provide an excellent education for students. As stated above, we were not able to improve the report of bullying and how much students feel safe actually went down. It would be conjecture to attribute the decline in feeling safe to a specific event regarding a campus threat that occurred at the beginning of the year but some anecdotal accounts would suggest that this might be the case.

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

No material differences between proposed expenditures and the estimated actual expenditures exist except for a general reduction in costs some crossing guard time, reward supplies and the professional development. While we did have our professional development on Wednesdays, no cost for materials was expended except for copies. The other reductions were primarily due to the school closure for the third trimester due to COVID-19.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Landscaping to be completed	Facility improvements will be completed.	Landscaping projects were completed
Fire alarm and intruder alarm	The fire and intruder alarm systems will be replaced	Fire and intruder alarm systems were replace and will be completed in the 2020-2021 school year

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1.) Staff Collaboration & Professional Development</p> <p>Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in determining areas where</p>	<p>1.) Staff Collaboration & Professional Development</p> <p>* Non-instructional staff were provided both on and off site training. Secretaries attended health office, attendance, and site level trainings. Custodians were provided training in the use of chemicals and equipment. All non-instructional staff were provided training in SEL and trauma informed practices at the beginning of the school year. In addition, materials from those trainings were provided to staff that could not attend.</p> <p>* Non-instructional staff also participated in the state mandated training for pest control and mandated reporter training.</p>	<p>Funding for this activity is duplicated in the activities for goal 2.</p>	<p>Funding for this activity is duplicated in the activities for goal 2.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
we can offer additional support.			
<p>2.) Facilities & Technology Infrastructure</p> <p>Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO/PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas. In addition, the fire and intruder detection systems will be replaced to bring the site up to code and to correct faulty equipment.</p>	<p>2.) Facilities & Technology Infrastructure</p> <p>* Marina Village provided the facilities, technology, and furniture to allow for effective school operations. * Marina Village supported our garden club and campus beautification efforts in our landscape areas. * Fire detection and intruder detection systems were completed at the site.</p>	<p>Completion of landscaping, fire detection, and intruder detection systems. There are no site budget costs associated with this goal. 6000-6999: Capital Outlay District Funded</p> <p>Replace the fire and intruder alarm systems 6000-6999: Capital Outlay District Funded</p> <p>Garden club supplies and materials 4000-4999: Books And Supplies Donations 2,500</p>	<p>Completion of landscaping, fire detection, and intruder detection systems. There are no site budget costs associated with this goal. 6000-6999: Capital Outlay District Funded</p> <p>Replace the fire and intruder alarm systems 6000-6999: Capital Outlay District Funded</p> <p>Garden club supplies and materials 4000-4999: Books And Supplies Donations 2,500</p>

Analysis

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

As described, each proposed expenditure and service was provided. The fire detection and intruder detection systems were installed and are operating. The final phases of each system will be completed in the 2020-2021 school year. The garden club received supplies through the PTC and continued to work to beautify the campus. Students were able to participate at lunch and the garden was featured in a community showcase.

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

The strategies were effective as facilities became fully operational. In addition, the goal of the garden club is to help students connect to the school and to the activity of caring for the site. Both goals were accomplished.

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

No significant material difference between the proposed expenditures and the actual expenditures.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized in a way that reflects their connections to the goals. Going forward, the intruder detection system is operational but will need to be completed for the MPR. The fire detection system is complete and is awaiting final inspection and approval from the local fire marshall. Changes can be found in the current goals and strategy sections of the SPSA.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	120,670.34

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	27,090.34
Donations	9,900.00
LCFF	81,180.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	52,615.00
2000-2999: Classified Personnel Salaries	15,590.00
4000-4999: Books And Supplies	33,886.34
5000-5999: Services And Other Operating Expenditures	18,579.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	8,500.00
4000-4999: Books And Supplies	District Funded	15,011.34
5000-5999: Services And Other Operating Expenditures	District Funded	3,579.00
4000-4999: Books And Supplies	Donations	2,900.00
5000-5999: Services And Other Operating Expenditures	Donations	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF	52,615.00
2000-2999: Classified Personnel Salaries	LCFF	7,090.00
4000-4999: Books And Supplies	LCFF	13,475.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500.00

School Site Council Membership

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

- 2 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Levi Cambridge	Principal
Samantha Schlesinger	Principal
Shea Smith	Classroom Teacher
Jessica Swartz	Classroom Teacher
Tammi Dagenais	Parent or Community Member
Amber Williams	Parent or Community Member
Anna Miller	Parent or Community Member
Justin Hall	Parent or Community Member
Kaelyn Conley	Secondary Student
Nathan Hansen	Secondary Student
Karen Freed	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: School Safety Committee as part of the School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 2/2/21.

Attested:



Principal, Levi Cambridge on 2/2/21

SSC Chairperson, Tammi Dagenais on 2/2/21

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Pleasant Grove Middle School
Address	2540 Green Valley Road Rescue, CA 95672
County-District-School (CDS) Code	09619780101519
Principal	Vera Rue Morris
District Name	Rescue Union Elementary School District
SPSA Revision Date	September 8, 2020
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

Pleasant Grove Middle School, a California Distinguished School, will provide every student with a high standard of academic learning combined with personal and social development in a collaborative, healthy, inclusive, and positive environment. As an AVID (Advancement via Individual Determination) school, Pleasant Grove supports AVID's mission "to close the achievement gap by preparing all students for college and career readiness and success in a global society."

School Profile

Since opening on August 18, 2003, Pleasant Grove has established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 487 sixth, seventh, and eighth grade students.

At Pleasant Grove, our primary goal is to help all of our students be successful. All programs and policies are established to accomplish this goal. In order to support this, Pleasant Grove couples our certified school-wide AVID program and practices with Positive Behavior Incentives and Supports (PBIS). To support students on a path of career and college readiness, AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap and for making college access and success available to all students. By implementing school-wide AVID strategies, we provide all students with methodologies that develop their critical thinking, literacy, and math skills across all content areas. Our AVID program focuses on skills and behaviors that promote academic success and provide intensive support with tutorials and strong student/teacher relationships, while also supporting peer collaboration, and a rigorous education. Our PBIS program helps to foster and develop student's social emotional skills and successes. For example, students are recognized and rewarded for their positive choices, taught or re-taught social skills as needed, and provided with various types of behavior supports. The school-wide AVID and PBIS programs work together to develop the whole child both academically and socially.

In order to support the transition into middle school sixth grade from elementary, we core our students together. Core scheduling allows sixth graders to have the same teacher for history and language arts, the same teacher for math and science, and an additional teacher for PE. This reduces the amount of transitions and teachers from six different teachers down to three to four depending on each sixth graders' schedule.

In a usual year, 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, Spanish, Leadership, Speech/Drama, Health and Fitness, 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.

During the 2020 Pandemic, the school day is broken up into a hybrid schedule of three periods with synchronous and asynchronous learning. Students attend three in person periods per day and then complete the rest of the assignments for those periods at home. They alternate days between attending periods 1-3 and attending periods 4-6. Students do not eat lunch on site; however, all students are sent home with a lunch for that day and a breakfast for the following day. This process will continue through December 2020. Students attend classes in either an AM group or PM group which allows class sizes to be no more than 15-16. Additionally, the AM group of students can attend the after school program Extended Day while the PM group of students has access to bussing. Both the AM group and PM group have a 10 minute break woven into their day. All students district wide were offered a virtual learning program through the Frontier Academy or the Hybrid option described above.

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.

During the 2020 Pandemic, SDC students are being offered full day classes with a smaller class size since many of the students have opted to attend the virtual school Frontier Academy. RSP students follow the AM/PM hybrid schedule while also receiving virtual support delivered by an instructional aide and tailored asynchronous work.

Additional support is provided by a full-time counselor, a nurse, a full-time psychologist, a district EL Coordinator, and a county speech/language specialist (2 days/week). A Learning Support Team is in place to support students who may be struggling academically or socially. Tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting.

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

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Pleasant Grove consulted with all stakeholders in the development of this site plan. Since the 2019-2020 school year ended abruptly, stakeholder gathering surveys were not sent out. However, surveys are normally sent out to gather data on school climate, inclusion practices, academic rigor, areas of strength, and areas needing improvement. The data of the surveys is reviewed by staff via professional discussions at staff and collaboration meetings to elicit feedback about any conclusions and possible responses to the data. The school Site Council meets six times a year to review data collected in their survey and compares it to both the results of the Healthy Kids Survey data and the comments and ideas offered by staff. Additional data is collected through our participation on our District English Learner Advisory Committee (DELAC), Site English Learner Advisory Committee (ELAC), and monthly meetings with our Parent Teacher Organization (PTO), all of which are reviewed by school staff at collaboration meetings.

SBAC assessment data, Lexile measurements, bi-trimester grade analysis data, and SRI metrics are also reviewed by school staff throughout the year, considered in conjunction with the indirect data gathered in the above data and used in the development of this plan. However, due to COVID-19, there is no new SBAC data.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.36%	0.2%	0.41%	2	1	2
African American	0.36%	0.39%	0.21%	2	2	1
Asian	1.26%	1.56%	1.03%	7	8	5
Filipino	1.08%	0.98%	1.45%	6	5	7
Hispanic/Latino	17.33%	22.07%	22.73%	96	113	110
Pacific Islander	%	0.2%	0.62%		1	3
White	75.81%	73.05%	71.9%	420	374	348
Multiple/No Response	%	%	1.65%			0
Total Enrollment				554	512	484

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	188	166	143
Grade 7	161	185	162
Grade 8	205	161	179
Total Enrollment	554	512	484

Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	21	38	28	3.8%	7.4%	5.8%
Fluent English Proficient (FEP)	9	14	21	1.6%	2.7%	4.3%
Reclassified Fluent English Proficient	4	4	10	21.1%	19.0%	26.3%

Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	153	185	167	151	183	158	151	183	158	98.7	98.9	94.6
Grade 7	202	154	183	201	153	182	201	153	182	99.5	99.4	99.5
Grade 8	192	200	162	189	196	160	189	196	160	98.4	98	98.8
All Grades	547	539	512	541	532	500	541	532	500	98.9	98.7	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2555.	2562.	2549.	25.17	22.95	23.42	42.38	47.54	40.51	16.56	18.03	21.52	15.89	11.48	14.56
Grade 7	2593.	2608.	2593.	27.36	33.99	23.63	44.28	44.44	53.85	16.92	13.07	11.54	11.44	8.50	10.99
Grade 8	2561.	2602.	2595.	14.29	23.47	22.50	33.86	43.88	48.75	29.10	25.51	15.63	22.75	7.14	13.13
All Grades	N/A	N/A	N/A	22.18	26.32	23.20	40.11	45.30	48.00	21.07	19.36	16.00	16.64	9.02	12.80

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	31.13	33.33	30.38	49.01	49.73	47.47	19.87	16.94	22.15
Grade 7	43.78	47.71	32.42	42.29	40.52	52.20	13.93	11.76	15.38
Grade 8	26.98	35.20	36.25	40.74	50.00	48.75	32.28	14.80	15.00
All Grades	34.38	38.16	33.00	43.62	47.18	49.60	22.00	14.66	17.40

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	35.10	28.96	32.28	46.36	55.74	52.53	18.54	15.30	15.19
Grade 7	47.26	56.21	48.35	39.30	33.99	44.51	13.43	9.80	7.14
Grade 8	19.58	33.16	34.38	56.08	55.10	51.88	24.34	11.73	13.75
All Grades	34.20	38.35	38.80	47.13	49.25	49.40	18.67	12.41	11.80

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	28.48	24.59	22.15	62.25	68.31	65.19	9.27	7.10	12.66
Grade 7	22.89	18.30	17.03	68.16	72.55	73.63	8.96	9.15	9.34
Grade 8	15.34	26.02	17.50	67.20	64.80	70.63	17.46	9.18	11.88
All Grades	21.81	23.31	18.80	66.17	68.23	70.00	12.01	8.46	11.20

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	40.40	40.98	27.85	43.05	48.63	51.90	16.56	10.38	20.25
Grade 7	44.28	56.21	40.66	44.78	35.95	48.35	10.95	7.84	10.99
Grade 8	21.69	43.88	30.00	53.44	45.41	55.63	24.87	10.71	14.38
All Grades	35.30	46.43	33.20	47.32	43.80	51.80	17.38	9.77	15.00

Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	153	186	166	151	185	156	151	185	156	98.7	99.5	94
Grade 7	202	154	183	201	153	182	201	153	182	99.5	99.4	99.5
Grade 8	192	200	162	188	196	160	188	196	159	97.9	98	98.8
All Grades	547	540	511	540	534	498	540	534	497	98.7	98.9	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2532.	2554.	2540.	19.87	24.86	25.64	31.13	32.43	24.36	25.83	28.65	29.49	23.18	14.05	20.51
Grade 7	2560.	2562.	2567.	24.88	26.14	28.57	26.37	22.22	24.18	28.86	31.37	29.67	19.90	20.26	17.58
Grade 8	2550.	2583.	2579.	21.28	33.16	24.53	15.43	18.37	25.16	28.72	25.51	25.16	34.57	22.96	25.16
All Grades	N/A	N/A	N/A	22.22	28.28	26.36	23.89	24.34	24.55	27.96	28.28	28.17	25.93	19.10	20.93

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	28.48	34.59	33.33	40.40	39.46	37.18	31.13	25.95	29.49	
Grade 7	32.84	35.95	35.16	37.31	34.64	39.56	29.85	29.41	25.27	
Grade 8	26.06	38.27	35.85	32.45	31.63	37.11	41.49	30.10	27.04	
All Grades	29.26	36.33	34.81	36.48	35.21	38.03	34.26	28.46	27.16	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.49	32.97	23.72	48.34	48.65	47.44	25.17	18.38	28.85
Grade 7	30.35	28.10	30.22	49.25	48.37	48.90	20.40	23.53	20.88
Grade 8	25.00	32.65	25.79	36.17	47.96	47.80	38.83	19.39	26.42
All Grades	27.41	31.46	26.76	44.44	48.31	48.09	28.15	20.22	25.15

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	25.83	28.11	23.08	45.70	50.27	48.72	28.48	21.62	28.21
Grade 7	28.86	24.84	24.73	52.74	56.21	62.09	18.41	18.95	13.19
Grade 8	23.40	30.61	23.90	45.21	48.47	57.23	31.38	20.92	18.87
All Grades	26.11	28.09	23.94	48.15	51.31	56.34	25.74	20.60	19.72

Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1541.0	1551.7	1540.1	1566.8	1541.4	1536.1	11	15
Grade 7	*	*	*	*	*	*	*	9
Grade 8	*	*	*	*	*	*	*	6
All Grades							18	30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	33.33	*	40.00	*	20.00	*	6.67	11	15
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	36.67	*	26.67	*	20.00	*	16.67	18	30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	60.00	*	33.33		0.00	*	6.67	11	15
7	*	*	*	*	*	*	*	*	*	*
All Grades	*	50.00	*	26.67	*	10.00	*	13.33	18	30

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.33	*	13.33	*	53.33	*	20.00	11	15
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	16.67	*	20.00	*	40.00	*	23.33	18	30

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	33.33	*	66.67	*	0.00	11	15
All Grades	*	30.00	*	53.33	*	16.67	18	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	73.33	*	20.00	*	6.67	11	15
All Grades	61.11	63.33	*	23.33	*	13.33	18	30

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.33	*	40.00	*	46.67	11	15
7	*	*	*	*	*	*	*	*
All Grades	*	16.67	*	40.00	*	43.33	18	30

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	13.33	*	80.00	*	6.67	11	15
All Grades	*	16.67	66.67	76.67	*	6.67	18	30

Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
512	29.1	7.4	0.2

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	38	7.4
Foster Youth	1	0.2
Homeless	9	1.8
Socioeconomically Disadvantaged	149	29.1
Students with Disabilities	82	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	1	0.2
Asian	8	1.6
Filipino	5	1.0
Hispanic	113	22.1
Two or More Races	8	1.6
Pacific Islander	1	0.2
White	374	73.0




Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.
2. Please note that students can either attend in person school or our at home virtual school named Frontier.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="297 506 368 533">Green</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="774 506 846 533">Green</p>	<p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1255 506 1326 533">Green</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 705 368 732">Yellow</p>		

Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

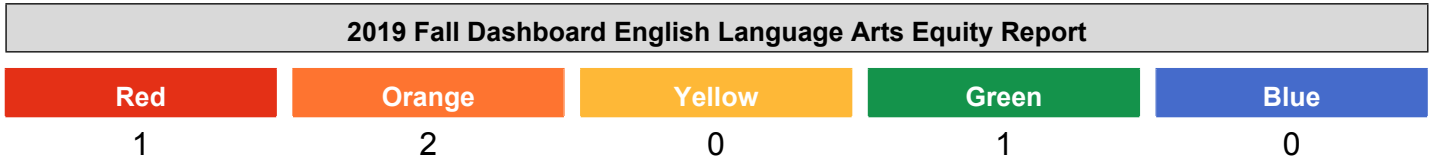
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>30.9 points above standard</p> <p>Declined -8.8 points</p> <p>482</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>60.7 points below standard</p> <p>Declined Significantly -15.3 points</p> <p>37</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>8.1 points below standard</p> <p>Declined -8.8 points</p> <p>137</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>91.9 points below standard</p> <p>Declined Significantly -19.8 points</p> <p>72</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.3 points below standard Declined Significantly -15.3 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 42.1 points above standard Declined -4.4 points 355

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
94.9 points below standard Declined Significantly -17.8 points 20	20.8 points below standard 17	38.2 points above standard Declined -5.1 points 440

Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

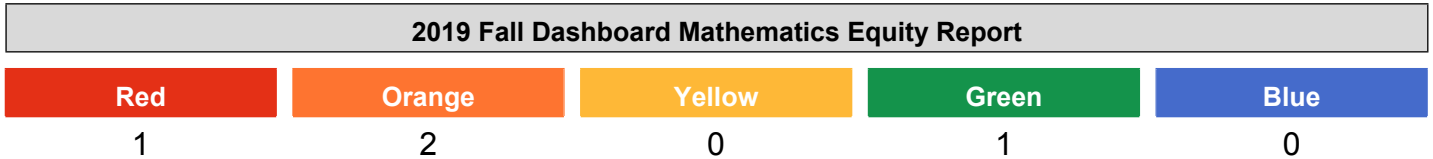
School and Student Performance Data

Academic Performance Mathematics






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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>5.5 points below standard</p> <p>Declined -4.5 points</p> <p>480</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>106.6 points below standard</p> <p>Declined Significantly -16.1 points</p> <p>37</p>	<p>Foster Youth</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>60.5 points below standard</p> <p>Declined -10.4 points</p> <p>136</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>138.7 points below standard</p> <p>Declined -9 points</p> <p>72</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.9 points below standard Maintained -1.5 points 103	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 6.9 points above standard Maintained -1.9 points 353

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
145.5 points below standard Declined Significantly -40.9 points 20	60.6 points below standard 17	2.4 points above standard Maintained -0.4 points 438

Conclusions based on this data:

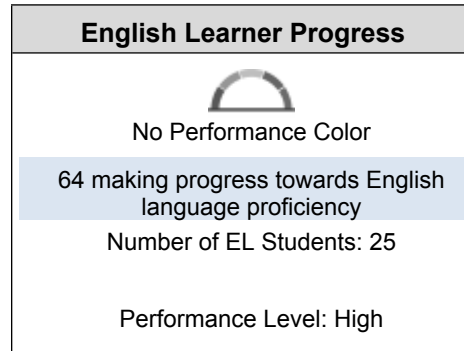
1. In math, socio-economically disadvantaged students decreased 10.4 points. Continued targeted work is needed to help support this sub-group in closing the achievement gap.
2. In math, students with disabilities decreased 9 points. Continued targeted work is needed to help support this sub-group in closing the achievement gap.
3. In math, English learners decreased 16.1 points; they are still scoring 106.6 points below standard. Continued targeted work is needed to help support this sub-group in closing the achievement gap.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. Due to COVID-19, the standardized state assessment was cancelled. There will be no data for the 2019-2020 school year.

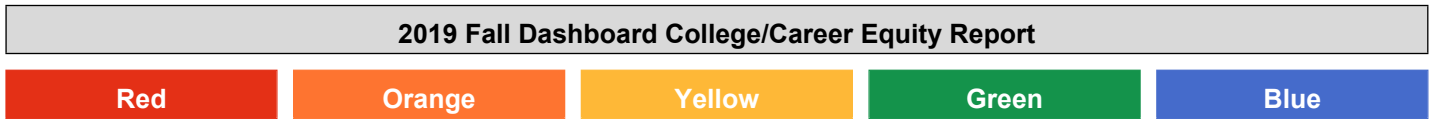
School and Student Performance Data

Academic Performance College/Career

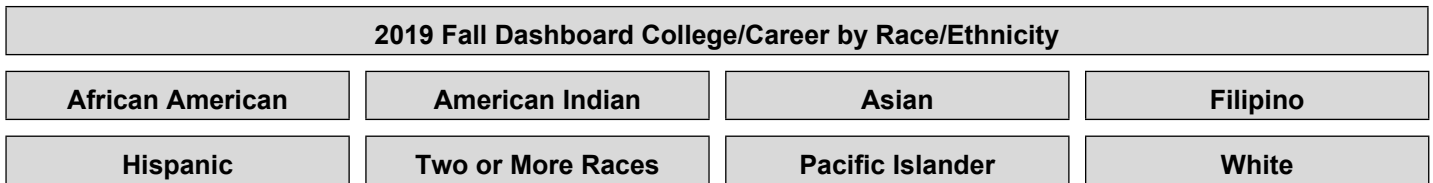
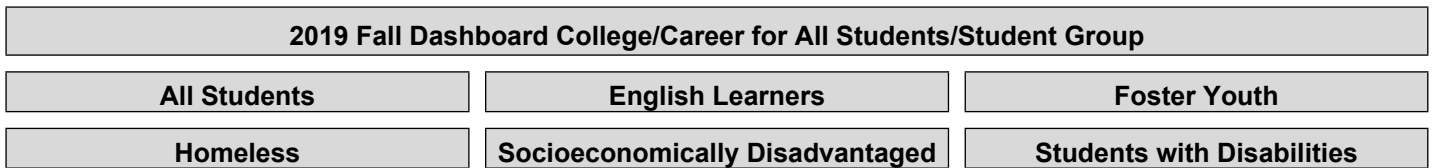
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

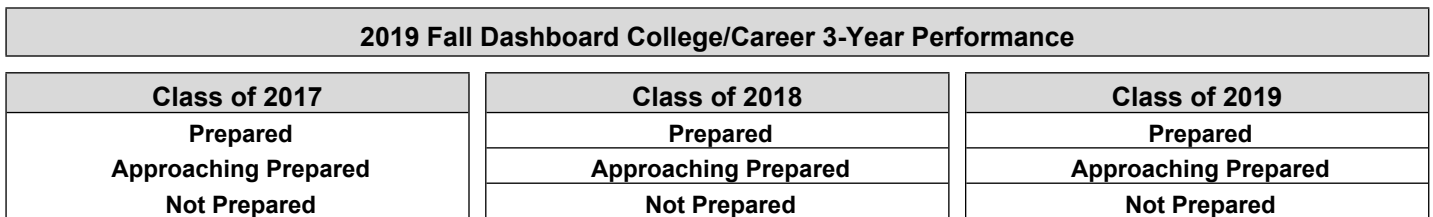
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

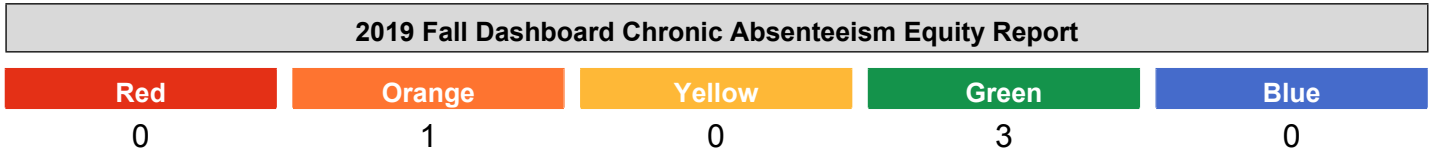
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>6</p> <p>Declined -0.8</p> <p>534</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>0</p> <p>Declined -9.1</p> <p>41</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.9</p> <p>Declined -1.8</p> <p>168</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>7.1</p> <p>Declined -1.8</p> <p>85</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.7 Increased +0.8 117	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 5.2 Declined -1.1 388

Conclusions based on this data:

- Continued focus on communicating with parents the importance of student attendance and the effect it has on student overall achievement.
- Chronic Absenteeism has decreased among all subgroups. Continue to use SARB resources to address Chronic Absenteeism.
- Chronic Absenteeism decreased by .8 as measured by the LCAP matrix reporting system.

School and Student Performance Data

Academic Engagement Graduation Rate

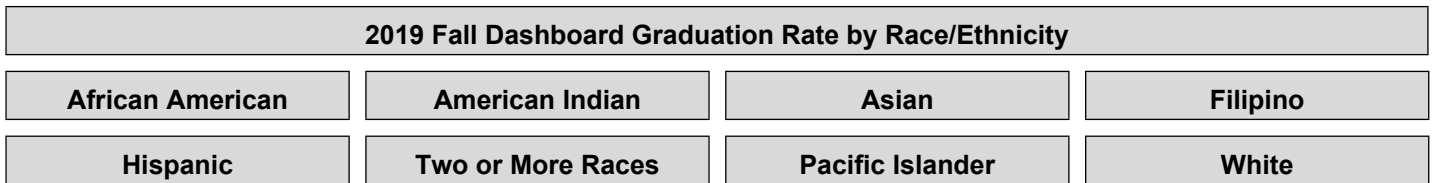
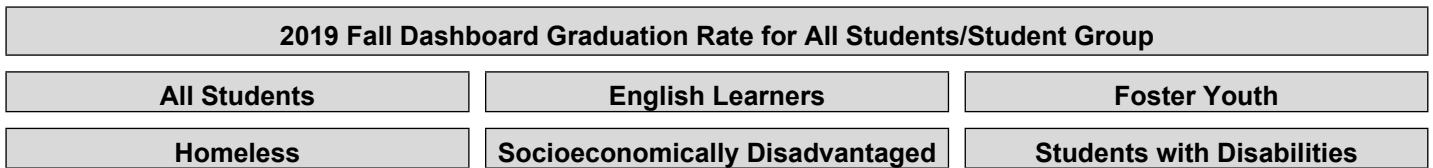
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

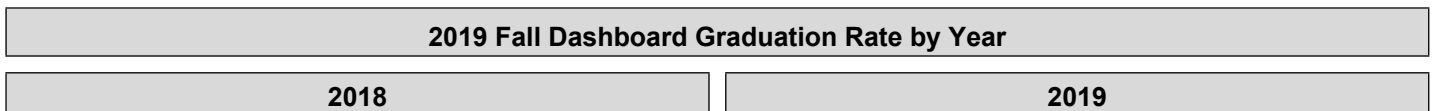
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

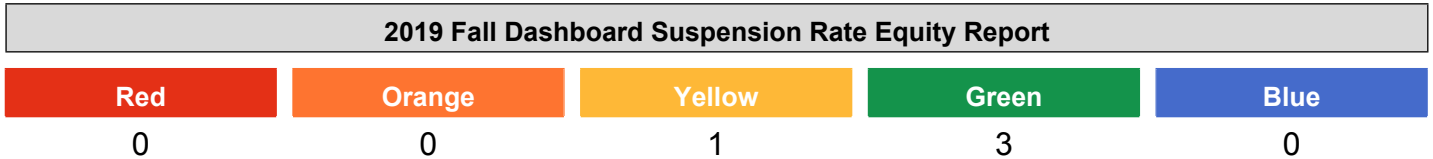
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>2.8</p> <p>Declined -2.1</p> <p>538</p>	<p>English Learners</p>  <p>No Performance Color</p> <p>2.4</p> <p>Increased +2.4</p> <p>41</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>10</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>5.9</p> <p>Declined -2.7</p> <p>170</p>	<p>Students with Disabilities</p>  <p>Yellow</p> <p>8.1</p> <p>Declined -3</p> <p>86</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5	 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 5
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.7 Declined -4.2 117	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 2	 Green 2.8 Declined -1.5 390

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4.8	2.8

Conclusions based on this data:

1. The overall suspension rates of students with disabilities decreased by 3% and socioeconomically disadvantaged students decreased by 2.7%. The overall suspension rate declined by 2.1
2. In reviewing suspension data, it was concluded all means of intervention (where appropriate) were implemented prior to the suspension and that the suspension was warranted. Continue to work with school psychologist to identify Students with Disabilities who could benefit from Behavior Plans and ERMHS services.
3. Continue to make improvement of school climate and student inclusivity a priority through the work of our PBIS team, lunch clubs, and the creation of a Learning Support Team.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Due to COVID 19, parents surveys, staff surveys, and student listening circles were used to help create the instructional model. Reading counts data and grade checks were used to form the baseline for goals since the 2020 CAASPP was not administered nor was the 2020 LPAC completed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	<p>Please note, this baseline cannot be updated due to COVID-19.</p> <p>6th Grade - 71% Above or Met Standard in 17/18 to 60.76% in 18/19</p> <p>7th Grade - 78% Above or Met Standard in 17/18 to 77.48% in 18/19</p> <p>8th Grade - 67% Above or Met Standard in 17/18 to 71.25 in 18/19</p>	<p>Increase the number of students in the "Above or Met Standard" in Language Arts by 3% by focusing on students in the "Standard Nearly Met" subgroup.</p>
CAASPP Math	<p>Please note, this baseline cannot be updated due to COVID-19.</p> <p>6th Grade - 57% Above or Met Standard in 17/18 to 49% in 18/19</p> <p>7th Grade - 48% Above or Met Standard in 17/18 to 52.75% in 18/19</p> <p>8th Grade -</p>	<p>Increase the number of students in the "Above or Met Standard" in Math by 3% by focusing on students in the "Standard Nearly Met" subgroup.</p>

Metric/Indicator	Baseline	Expected Outcome
SRI (Student Reading Inventory) Lexile	<p>51% Above or Met Standard in 17/18 to 49.69% in 18/19</p> <p>Baseline: Due to COVID 19, the Baseline below compares learning gains, stagnation, or loss between Fall 2019 to Fall 2020 Reading Inventory as measured by Lexile. The baselines below compare the two programs of Hybrid in person & Frontier full distance learning students.</p> <p>8th Frontier Grade: The average gain between 7th-8th grades is 64 Lexile Points</p> <p>2019-2020</p> <ul style="list-style-type: none"> • 18 Students increased @ least 64 Lexile points (55%) • 2 Students did not have data to show from year to year (.06%) • 8 Students increased 1-64 Lexile points (24%) • 5 Students decreased Lexile points (15%) <p>7th Grade Frontier: The average gain between 6th-7th grades is 76 Lexile Points.</p> <p>2019-2020 Baseline Data</p> <ul style="list-style-type: none"> • 8 students increased @ least 76 Lexile points (36%) • 2 students did not have data to show from year to year (.10%) • 8 students increased 1-75 Lexile points (36%) • 4 students decreased Lexile points (18%) <p>6th Grade Frontier: The average gain between 5th-6th grades is 88 Lexile Points.</p> <p>2019-2020 Baseline Data</p> <ul style="list-style-type: none"> • 11 students increased @ least 88 Lexile points (46%) • 6 students increased @ least 1-88 Lexile points (25%) 	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory) Lexile Level by 7% at each grade level.

Metric/Indicator

Baseline

Expected Outcome

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<ul style="list-style-type: none"> • 7 students decreased Lexile points (29%) <p>8th Grade Hybrid: The average gain between 7th-8th grades is 64 Lexile Points</p> <p>2019-2020</p> <ul style="list-style-type: none"> • 54 Students increased @ least 64 Lexile points (55.1%) • 2 Students did not have data to show from year to year (2%) • 18 Students increased 1-64 Lexile points (18.4%) • 24 Students decreased Lexile points (24.5%) <p>7th Grade Hybrid: The average gain between 6th-7th grades is 76 Lexile Points.</p> <p>2019-2020 Baseline Data</p> <ul style="list-style-type: none"> • 46 students increased @ least 76 Lexile points (41%) • 10 students did not have data to show from year to year (9%) • 35 students increased 1-75 Lexile points (31%) • 22 students decreased Lexile points (19%) <p>6th Grade Hybrid: The average gain between 5th-6th grades is 88 Lexile Points.</p> <p>2019-2020 Baseline Data</p> <ul style="list-style-type: none"> • 63 students increased @ least 88 Lexile points (51.2%) • 15 students did not have data to show from year to year (12.8%) • 25 students increased @ least 1-88 Lexile points (20%) • 20 students decreased Lexile points (16%)
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Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)

"D/F" Grades Trimester 1 E/LA: Please note- Due to COVID 19, grades were not recorded or collected for Trimester 3 in the 2019/2020 school year. Baseline will compare Trimester 1 & 2 Progress

Increase the number and percentage of students achieving a grade of "C" or higher in Math and English classes at all grade levels by providing targeted interventions, student check

Metric/Indicator	Baseline	Expected Outcome
	<p>Report and Trimester Grades from 2019-2021.</p> <p>2019-2020 1st Progress Report = 50 students with at least 1 F 1st Trimester grades - 44 Students with at least one F</p> <p>2020-2021 1st Progress Report = 113 Students with at least 1 F (28 are Frontier Kids so 85= Hybrid) 1st Trimester Grades = 78 (17 are Frontier so 61 = Hybrid Number)</p>	<p>ins, and increase office to home grade reporting communication.</p>
FLEX Literacy Data	<p>Baseline after 1 year of implementation in SPED ELA classes & intervention class: Please note, due to COVID 19 and school cancelation, the end of year data was not collected or able to be collected on this.</p> <p>Reading Intervention Data 3 out of 8 students or 43% increased Lexile level by @ least 55 points 2 out of 8 or 25% did not make any growth 3 out of 8 or 43% decreased their Lexile level (decreased st. effort too)</p> <p>English SAI 2 Data: 8 out of 14 or 57% increased Lexile by at least 55 points 4 out of 14 or 29% did not make growth 2 out of 14 or 14% decreased Lexile level (decreased st. effort too)</p> <p>Overall Data Consolidated: 11 out of 22 or 50% of students increased Lexile by over 30 points 6 out of 22 or 27% did not make any growth 5 out of 22 or 23% of students decreased their Lexile</p>	<p>Increase student lexile levels by at least 50 points for all students using the program FLEX.</p>
District Benchmark Assessments	<p>Please note due to COVID and needed adjustments in pacing, all IABs will be done on a voluntary basis based on whether or not teachers can provide in class time for the assessments within the shortened school days.</p> <p>November - IAB Edit January IAB - Reading Info Text</p>	<p>Provide all students access to at least two benchmark assessments with formative data provided to students as a means of reinforcement of lessons and reteaching of lessons.</p>

Metric/Indicator	Baseline	Expected Outcome
	<p>February - IAB PT E/LA February - Math Focused IAB March - Listening IAB May - Math End of Course Final (Used as a multiple measure to place students in math classes for the next year).</p> <p>All IAB's are used in the non-standardized way as an instructional tool to increase student access to the SBAC.</p>	
IXL Math	<p>Due to COVID 19, the data for the 2019-2020 school year is not accurate or complete. However, since August 2020-November 2020, we are currently at 14,008 skills practiced, 10,822 skills proficient, and 3,225 skills mastered. 2,011 hours have been completed at school and 900 hours have been completed at home for a total of 2,911 hours thus far.</p>	<p>Increase students meeting or exceeding standard by 3% as measured on CAASPP</p> <p>Overall goal for the year: Total skills proficient and mastered of 18,00 skills based on the current level in November 2020 of 14,047. Please note, this data does include the Frontier Academy students. So this baseline can only be used for the 2020-2021 school year comparing November to May.</p>

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Pleasant Grove Middle School will utilize district adopted, standards-aligned language arts, math, and history curriculum. California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will improve their writing skills by participating in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process (6th and 7th grades). Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes in 7th and 8th grade and Amplify Curriculum in 6th grade along with Mystery Science in all grades.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/17/2020-5/28/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	4700
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent)
Amount	4000
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Proposed expenditure represents teacher professional development/training for district adopted curriculum & pilot curriculums. Proposed expenditure represents funds that come from multiple sources.

Strategy/Activity 2

Improvement of Instructional Strategies and Materials

Pleasant Grove Middle School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Response to Intervention (RtI), Advancement Via Individual Determination (AVID), and Designated and Integrated English Language Development Strategies. Additionally, proven strategic instructional strategies and supplemental materials will be used to support accelerated growth for various sub groups: English Language Development Learners, low socio-economically disadvantaged students, and any other groups of students needing additional supports. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials and structures shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day, before, or after school will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and VR Headsets, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Library Media coordinator to complete annual CDE Online School Library Survey. The ELPAC assessment will be given to English Learners, annually, to determine mastery of English Language skills and what instructional support is needed. Please note, the ELPAC was not completed in 2020 due to COVID-19.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies

Description	Provide support materials, supplies and intervention support to enhance instruction for our EL population, low income populations, and any other student groups in need. This may include technology, programs, resources, software, supplemental materials or curriculum, and library resources. These support materials may come at a cost or may be free supplemental materials. Proposed expenditure represents funds that come from multiple sources.
Amount	0
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Purchase supplies and books for various book competitions such as Battle of the Books. Due to COVID 19, Battle of the Books is cancelled for the school year.
Amount	3850
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Jazz Band before and after school enrichment classes. Due to COVID 19, this will likely decrease to approximately \$3849.50 from 7699 since the band will not be able to meet until cleared by the state to perform band in-doors.
Amount	30000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Analyze data and identify students who are struggling to meet grade level standards and are not on track to be high school ready to ensure appropriate supports are implemented and placement is appropriate in the master schedule. Some students may be strategically placed in a co-taught Math or E/LA class, a Resource Class (SAI) for Math or E/LA, or in a class supported by a paraprofessional or intervention aide. Proposed expenditure represents 2 intervention aides (2.5 hours/each) used in general education classes to assist students.
Amount	0
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Proposed expenditure represents teacher professional development/training for supplemental programs. Proposed expenditure represents professional development for various programs. Due to budget cuts, PG will not receive Title 2 funds during the 2020-2021 school year.
Amount	4000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	AVID Schoolwide: Donations are used for supplies, College Fair, and other related activities & incentives. Please note, the college fair may not occur this year due to COVID-19.

Amount	4679
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	AVID Schoolwide: Funds are used for Summer Institute (Including EL Coordinator), Transportation for field trips, Schoolwide AVID Binders, substitute costs for teacher trainings throughout year, AVID Membership and AVID Weekly subscription, AVID supplies. Non specified budget reference due to memberships, supplies, PD, personnel costs all under this umbrella. (Funds from multiple budget references: 4000 Books & Supplies, 1000 Certificated personnel, 5000 Services and other operating expenditures) Please note, due to COVID 19, teachers will not be attending AVID Summer institutes in person but still may need to attend virtual sessions.
Amount	500
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development and field trips promoting school wide AVID strategies and college field trips. Please note, field trips have been postponed for this school year due to COVID-19.
Amount	17,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL Math, FLEX, Reading Counts, Rosetta Stone, Newsela- all online supported programs are used as supplemental tools and curriculums to support subgroup growth and achievement in ELA & Math. Please note, due to budget cuts, Rosetta Stone & Newsela have been eliminated from this year's expenditures.
Amount	3500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials to support various aspects of the school operating systems: enrichment program supplies, school supplies, library supplies, ink for teacher's printers in their pods, etc.

Strategy/Activity 3

Increased educational opportunities & Enrichment

Pleasant Grove Middle School will provide differentiation and increased educational opportunities for students. Students will have the opportunity to participate in CJSF, Career Days, College Fairs, STEAM, and Agriculture in the Classroom activities. All students will have access to visual and performing arts production and will have the option to learn to play a musical instrument. If the County and State Health Departments permit, Extracurricular learning opportunities will be offered to students such as field trips, lunch clubs, and enrichment before and after school programs. Students will participate in "I Love Reading Week" and have the opportunity to participate in the Battle of the Books to promote literacy for all. Students will be placed in math, reading or writing intervention classes to support proficiency in grade-level standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fund a .4 FTE to support math and English Language Arts intervention classes for targeted qualifying students.
Amount	1400
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Prioritize Library collection and program needs. Provide reading motivational events and activities, author visits, assemblies, celebrations and support Battle of the Books program/activities. Proposed expenditure represents funds that come from multiple budget references. Please note, this is usually a Site Funded budget line; however, due to budget cuts during the 2020-2021 school year, this will be funded through donations.
Amount	0
Source	None Specified
Budget Reference	None Specified
Amount	7000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds associated with Band/Choir Program. Amount represents funds associated with Disneyland field trip as well as other field trips and performances. Please note, these donations are placed into the Jazz Band Donation Account. Due to COVID 19, these funds will not be collected this year. Funds will be used to purchase band stands and new chairs to allow for better spacing in the classroom. This budget will be matched by a local grant agency.
Amount	1,444
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Funds associated with enrichment elective classes, lunch clubs, and enrichment after school classes. However, these will only occur if safety regulations can be followed due to COVID 19.

Amount	600
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Physical Education Department needed equipment and supplies. Please note, this use to come from site funds general budget. However, due to budget cuts in the 2020-2021 school year, these items will be funded through donations.
Amount	4,800
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	PE Clothes. Please note, this money will be utilized to purchase next year's items if needed.
Amount	11,383
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Funds allocated for general school supplies, postage, copy machine expenses, and copy machine contracts.
Amount	10,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Funds associated with providing supplies and materials for physical education, lunch time activities, supplies for extra curricular activities such as reading competitions, theater productions, shirts for all sixth graders, teacher supplies, awards for various connectedness activities, etc.

Strategy/Activity 4

Staff Development & Professional Collaboration

Pleasant Grove Middle School will ensure that staff members responsible for providing and overseeing instruction, including: certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and academic departments and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. Please note, due to the schedule and calendar changes resulting from COVID 19, teacher collaboration time will be varied between Early Release days and Distance Learning days.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Registration fees associated with professional development registrations/conferences. Please note, this is usually paid for out of site general funds; however, due to budget cuts in the 2020-2021 school year, donation funds will be used.
Amount	0
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Work with district curriculum specialists, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy) and the supports needed, as well as differentiation, engagement, communication, critical thinking, and technology infusion. Additionally, professional collaboration time between staff members. Proposed expenditures represent substitutes, per diem, and associated salary benefits. Due to COVID 19 and budget cuts, this will not be funded this school year.

Strategy/Activity 5

Involvement of Staff, Parents & Community

Pleasant Grove Middle School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) and or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support our Parent Teacher Organization (PTO) to bring about enhancements to school programs and community activities. The school will support the Intel PC Pal Program.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/12/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Conferencing with parents, including interpreters when needed, to increase communication home to families about student achievement and engage parents in the learning process with their child. Meetings and other outreach opportunities for parents to become engaged in the educational process with the school including, DELAC, ELAC, Site Council, Library Advisory Committee, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk.
Amount	250
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of materials to support communication with parents and community- Marquee maintenance.
Amount	10000
Source	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage needed for general education and special education teacher attendance at IEP and transition meetings.
Amount	0
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey (5th and 7th Grade)	<ul style="list-style-type: none"> 61% of students reported feeling safe when reported for the 2019 Fall Survey. Goal Not met by 19%. This increased to 63% in the Fall of 2020 survey 61% of students reported feeling connected when asked in 2019 Fall Survey. Goal Not met by 19%. This remained the same in the Fall of 2020 survey 59% of students reported feeling there was a caring adult in school. Goal Not met by 16%. In the Fall of 2020, this data was mixed with students in our virtual school. However, 58% of hybrid only students reported feeling close to people at this school and 28% neither agreed or disagreed. 	<p>For the 2020-2021 School Year, the goal is for the following:</p> <p>Students feeling safe will increase to an overall score of 80%</p> <p>Students feeling connected to Pleasant Grove will increase to an overall score of 80%</p> <p>Students feeling cared for by staff will increase to an overall score of 75%</p>
LCAP Student & Parent Survey	18/19 School Year Results	For the 2020-2021 School Year, the goal is for the following:

Metric/Indicator	Baseline	Expected Outcome
	<ul style="list-style-type: none"> • 84% Feel their students is physically safe in class • 57% feel the school provides adequate academic enrichment opportunities & 27% are neutral, 16% in disagree combined categories • 47% feel the school teaches students how to behave appropriately in social situations and 34% neutral, 15% in combined disagreement category. • 34% feel school teaches students how to resolve conflict with peers & 30% neutral, 21% in combined disagreement category. <p>Please note, this survey was not conducted during the 19/20 school year due to COVID-19</p>	Increase all areas by 5%.

Planned Strategies/Activities

Strategy/Activity 1

School Safety

Pleasant Grove Middle School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship, online safety, and responsible technology use (cyberbullying, internet safety, and other digital dilemmas), and how to access the school counselor. All students will participate in Red Ribbon Week activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education meeting either district standards or state standards. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan. The technology team will collaborate with school site personnel to distribute Hot Spots where necessary.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Expenditures associated with the development of emergency preparedness as directed by the School Site Safety Team, Digital Citizenship and Online Safety, Red Ribbon Week, Sexual Health Education, Child Abuse Mandated Reporter Training, and Volunteer Training. Please note, most of these trainings can be held during work hours and outside of hours requiring extra pay.

Strategy/Activity 2

School Climate & Community Building

Pleasant Grove Middle School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs and academic counseling. Individual counseling, small group sessions, and whole class instruction will also be provided by the school counselor and school psychologist. Provide support services to students and families through our school counselor reaching out to meet with families as well as provide training for our staff regarding social emotional needs of students to better support them in the classroom. The whole school will participate in community Operation School Bell Program. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the Site Council, staff and administration team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Additional resources needed to support sports programs and needs. Due to budget cuts this will be eliminated for the 2020-2021 school year.
Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies

Description	Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB), Leadership Lunchtime activities, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. Please note, this budget has been cut in 1/2 to account for the lack of ability to have many of the items listed. However, these items will remain in the description in case they can be added in once/if COVID regulations change.
Amount	200
Source	Donations
Budget Reference	0000: Unrestricted
Description	Expenditures related to items needed for counseling sessions, de-escalation room, and de-escalation tools/items.
Amount	26022
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for Athletic Director, Music Director, PC Pals Coordinator, SST Coordinator, Yearbook Coordinator, 8th Grade Football Coach, 7th and 8th Girls Volleyball, 7th and 8th Boys Volleyball, 7th and 8th grade Girls Basketball, Track and field coach. Please note, the following stipends have been approved to be eliminated for the 2020-2021 school year due to budget cuts: SIP @ \$715, Student Council Advisory @ \$1906, Teacher in Charge @ 357 for a total elimination of \$2,978.
Amount	10570
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Stipends for Student Council Book Keeper, WEB Advisor, Cross Country, coaches 7th and 8th Boys Basketball and Wrestling coaches. Please note, the following stipends have been approved to be eliminated for the 2020-2021 school year due to budget cuts: 6-7th grade Flag Football coach @ \$1,430.
Amount	1440
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends and hourly rate associated with teachers overseeing and/or facilitating lunch time clubs and/or afterschool enrichment targeting socioeconomically disadvantaged students and other subgroups needing additional supports and opportunities to be connected to school. 2 clubs per grade level.

Strategy/Activity 3

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Certificated and Classified staff to attend professional learning opportunities during the school day and after school related to (but not limited to) such topics as Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Supports, Restorative Justice, Alternative Discipline Strategies, Deescalation Strategies, Growth Mindset, CPR and First Aide Training, and Differentiation. Increase number of staff that are trained in various strategies that they can share with colleagues to improve our capacity to support students. Please note, due to budget cuts and COVIS 19, these items have been postponed for the 2020-2021 school year.
Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. No expenditures are anticipated to achieve this goal.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Staff Survey	Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey.	During the 2020-2021 school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning, campus safety, campus disinfecting and specific duty area as outlined as a need from their respective departments and the California School Staff Survey
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in "Good Repair" or higher as measured by the 2019-2020 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2020-2021 school year.	If received during the 2020-2021 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the

important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Secretary Trainings
Amount	200
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Custodial Trainings and overtime as needed to keep campus disinfected and clean especially during the COVID 19 Pandemic.

Strategy/Activity 2

Facilities & Technology Infrastructure

Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations and support students and staff in being as safe as possible during the 2020 COVID Pandemic. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator. Additionally, the school will engage in parent and staff committees to gather input into areas to address, alter, and possibly update during the COVID 19 Pandemic.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2020

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Garden Coordinator Stipend will be eliminated for the 2020-2021 school year due to budget cuts. However, the garden will still be maintained on a voluntary basis through the SDC class.
Amount	500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Funds for Garden Project (Donations and PTO), Theater production

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC ELA	Increase the number of students in the "Above or Met Standard" in Language Arts by 3% by focusing on students in the "Standard Nearly Met" subgroup.	Due to COVID 19, this data was not collected when schools were closed.
SBAC Math	Increase the number of students in the "Above or Met Standard" in Math by 3% by focusing on students in the "Standard Nearly Met" subgroup.	Due to COVID 19, this data was not collected when schools were closed.
SRI (Student Reading Inventory) Lexile	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory) Lexile Level by 7% at each grade level.	Due to COVID 19, this data was not collected when schools were closed.
Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)	Increase the number and percentage of students achieving a grade of "C" or higher in Math and English classes at all grade levels by providing targeted interventions, student check ins, and increase office to home grade reporting communication.	Due to COVID 19, this data was not collected when schools were closed.
FLEX Literacy Data	Increase student lexile levels by at least 50 points for all students using the program FLEX.	<p>Please note: This data consists of new students as well as returning students. Due to COVID 19, the FLEX data was not collected at the end of the 2019-2020 school year.</p> <p>Reading Intervention Data: 13 out of 36 students (36%) increased their Lexile score by 0-100 points. 14 out of 36 students (38%) increased their Lexile score by 100 points or more. 15 out of 36 students (41%) did not increase their Lexile scores.</p> <p>SAI English 6: 2 out of 8 students (25%) increased their Lexile score by 0-100 points. 2 out of 8 students (25%) increased their Lexile score by 100 points or more. 4 out of 8 students (50%) did not increase their Lexile scores.</p>

Metric/Indicator	Expected Outcomes	Actual Outcomes
		<p>SAI English 7: 4 out of 10 students (40%) increased their Lexile score by 100 points or more. 6 out of 10 students (60%) did not increase their Lexile scores.</p> <p>SAI English 8: 5 out of 18 students (27%) have increased their Lexile score by 0-100 points. 8 out of 18 students (44%) have increased their Lexile score by 100 points or more. 5 out of 18 students (27%) have seen no increase in their Lexile score.</p>
District Benchmark Assessments	Provide all students access to at least two benchmark assessments with formative data provided to students as a means of reinforcement of lessons and reteaching of lessons.	All students had access to at least two benchmark assessments with in class reflection and error analysis.
IXL Math	<p>Increase students meeting or exceeding standard by 3% as measured on CAASPP</p> <p>Increase skills mastered from 14,529 to 15,500.</p>	Due to COVID 19, the data for the 2019-2020 school year is not accurate or complete. However, since August 2020-November 2020, we are currently at 14,008 skills practiced, 10,822 skills proficient, and 3,225 skills mastered. 2,011 hours have been completed at school and 900 hours have been completed at home for a total of 2,911 hours thus far.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Alignment of Instruction with Content Standards</p> <p>Pleasant Grove Middle School will utilize district adopted, standards-aligned language arts, math, and history curriculum. California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities</p>	<p>All items were used throughout the school year but with varying degrees of implementation. Throughout the 2020-2021 school year science teachers have fully implemented Amplify in 6th grade and StemScopes in 7th and 8th grade.</p>	<p>Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent) 5000-5999: Services And Other Operating Expenditures District Funded 4700</p>	<p>4700 5800: Professional/Consulting Services And Operating Expenditures District Funded 4700</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>emphasizing literal and inferential comprehension through guided reading techniques. Students will improve their writing skills by participating in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process (6th and 7th grades). Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, pilot curriculum, or other NGSS aligned bridge programs.</p>		<p>Proposed expenditure represents teacher professional development/training for district adopted curriculum & pilot curriculums. Proposed expenditure represents funds that come from multiple sources. 1000-1999: Certificated Personnel Salaries Site Formula Funds 4000</p>	<p>2000 1000-1999: Certificated Personnel Salaries Site Formula Funds 850</p>
<p>Improvement of Instructional Strategies and Materials</p> <p>Pleasant Grove Middle School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Response to Intervention (Rti), Advancement Via Individual Determination (AVID), and Designated and Integrated English Language Development Strategies. Additionally, proven strategic instructional strategies and supplemental materials will be used to support accelerated growth for various sub groups: English Language Development Learners, low socio-economically disadvantaged students, and any other groups of students needing additional supports.</p>	<ul style="list-style-type: none"> RTI strategies and AVID strategies have been implemented throughout the entire school year by all teachers and support staff. GLAD has had minimal implementation with three teachers utilizing the strategies. English Language Learners have had 1/2 a year of access to a curriculum support class and the majority of ELs have had access to a curriculum support additional class starting in October 2020 	<p>Provide support materials, supplies and intervention support to enhance instruction for our EL population, low income populations, and any other student groups in need. This may include technology, programs, resources, software, supplemental materials or curriculum, and library resources. These support materials may come at a cost or may be free supplemental materials. Proposed expenditure represents funds that come from multiple sources. 4000-4999: Books And Supplies None Specified 1000</p> <p>Purchase supplies and books for various book competitions such as Battle of the Books. 4000-4999: Books And Supplies Donations 0</p>	<p>350 4000-4999: Books And Supplies None Specified 350</p> <p>0 4000-4999: Books And Supplies Site Formula Funds 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day, before, or after school will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and VR Headsets, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Library Media coordinator to complete annual CDE Online School Library Survey. The ELPAC assessment will be given to English Learners, annually, to determine mastery of English Language skills and what instructional support is needed.</p>	<p>and it will continue throughout the school year.</p> <ul style="list-style-type: none"> • Due to Covid-19, Jazz Band, Battle of the Books, College Fair will be postponed until it is safe to mix stable groups. However, Jazz Band did get to participate in the competition at Disneyland. • 1 Teacher attended the AVID Summer institute. 2 teachers had sub days to tour an AVID Showcase school. 2 Teachers had sub days to attend PD. 	<p>Jazz Band before and after school enrichment classes. 1000-1999: Certificated Personnel Salaries District Funded 7699</p>	<p>7699 1000-1999: Certificated Personnel Salaries District Funded 7699</p>
		<p>Analyze data and identify students who are struggling to meet grade level standards and are not on track to be high school ready to ensure appropriate supports are implemented and placement is appropriate in the master schedule. Some students may be strategically placed in a co-taught Math or E/LA class, a Resource Class (SAI) for Math or E/LA, or in a class supported by a paraprofessional or intervention aide. Proposed expenditure represents 2 intervention aides (2.5 hours/each) used in general education classes to assist students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 30000</p>	<p>30000 2000-2999: Classified Personnel Salaries District Funded 30000</p>
		<p>Proposed expenditure represents teacher professional development/training for supplemental programs. Proposed expenditure represents professional development for various programs: IXL, Sadlier Oxford Vocabulary Program, Step Up to Writing, GLAD, Kate Kinsella. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 1000</p>	<p>1350 1000-1999: Certificated Personnel Salaries District Funded 450</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>AVID Schoolwide: Donations are used for supplies, College Fair, and other related activities & incentives. 4000-4999: Books And Supplies Donations 4000</p>	<p>1380 4000-4999: Books And Supplies Donations 1380</p>
		<p>AVID Schoolwide: Funds are used for Summer Institute (Including EL Coordinator), Transportation for field trips, Schoolwide AVID Binders, substitute costs for teacher trainings throughout year, AVID Membership and AVID Weekly subscription, AVID supplies. Non specified budget reference due to memberships, supplies, PD, personnel costs all under this umbrella. (Funds from multiple budget references: 4000 Books & Supplies, 1000 Certificated personnel, 5000 Services and other operating expenditures) None Specified LCFF - Supplemental 12,680</p>	<p>8650 5800: Professional/Consulting Services And Operating Expenditures Other 8650</p>
		<p>Professional development and field trips promoting school wide AVID strategies and college field trips. 5800: Professional/Consulting Services And Operating Expenditures Donations 2000</p>	<p>1450 None Specified District Funded 1450</p>
		<p>IXL Math, FLEX, Reading Counts, Newsela- all online supported programs are used as supplemental tools and curriculums to support subgroup growth and achievement in ELA</p>	<p>17000 5000-5999: Services And Other Operating Expenditures District Funded 17000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		& Math. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 17,000	
<p>Increased educational opportunities & Enrichment</p> <p>Pleasant Grove Middle School will provide differentiation and increased educational opportunities for students. Students will have the opportunity to participate in CJSF, Career Days, College Fairs, STEAM, and Agriculture in the Classroom activities. All students will have access to visual and performing arts production and will have the option to learn to play a musical instrument. Extracurricular learning opportunities will be offered to students such as field trips, lunch clubs, and enrichment before and after school programs. Students will participate in "I Love Reading Week" and have the opportunity to participate in the Battle of the Books to promote literacy for all. Students will be placed in math, reading or writing intervention classes to</p>	<ul style="list-style-type: none"> • There was one 6th grade math intervention class as well as a 7/8 math intervention class. These classes took place daily in place of an elective. Students were able to move in and out of the class at trimester marks depending on various data points. • There was one 7/8th grade ELA intervention course with a cap of 15 students. • An ELD aide supported all ELS in various ways and at various degrees of support. For example, she pushed into the ELA intervention course and 	Supplies and materials to support various aspects of the school operating systems: enrichment program supplies, school supplies, library supplies, etc. 4000-4999: Books And Supplies Donations 7000	1130 4000-4999: Books And Supplies Donations 1130
		Fund a .4 FTE to support math and English Language Arts intervention classes for targeted qualifying students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 20000	20000 1000-1999: Certificated Personnel Salaries District Funded 20000
		Prioritize Library collection and program needs. Provide reading motivational events and activities, author visits, assemblies, celebrations and support Battle of the Books program/actives. Proposed expenditure represents funds that come from multiple budget references. 4000-4999: Books And Supplies None Specified 900	900 None Specified None Specified 900
		None Specified None Specified 0	
		Funds associated with Band/Choir Program. Amount represents funds associated with Disneyland field trip as well as other field trips and performances. Please note, these	42550 0000: Unrestricted Donations 30000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
support proficiency in grade-level standards.	<p>provided small group instruction around critical reading and writing.</p> <ul style="list-style-type: none"> Each grade level had at least 2 lunch clubs throughout the week. Jazz Band did get to participate in the competition at Disneyland. A new charging cart was purchased for our VHR sets. 	donations are placed into the Jazz Band Donation Account. 5800: Professional/Consulting Services And Operating Expenditures Donations 30000	
		Funds associated with enrichment elective classes, lunch clubs, and enrichment after school classes. 4000-4999: Books And Supplies Donations 2000	1900 1000-1999: Certificated Personnel Salaries General Fund 1900
		Physical Education Department needed equipment and supplies. 4000-4999: Books And Supplies Site Formula Funds 600	650 4000-4999: Books And Supplies General Fund 650
		PE Clothes 4000-4999: Books And Supplies Donations 4800	
		Funds allocated for teachers for classroom supplies, technology, and materials. 4000-4999: Books And Supplies Site Formula Funds 14200	10410 4000-4999: Books And Supplies Site Formula Funds 10410
		Funds associated with providing supplies and materials for physical education, lunch time activities, supplies for extra curricular activities such as reading competitions, theater productions, etc. None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 10000	600 None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 600
		Staff Development & Professional Collaboration	All science teachers minus one participated in the NGSS curriculum

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Pleasant Grove Middle School will ensure that staff members responsible for providing and overseeing instruction, including: certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and academic departments and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.</p>	<p>adoption. Attended 1/2 day trainings 2 times. Staff participated in collaboration two times per month. 1 substitute needed 2 times for teacher to attend PD for PBIS</p>	<p>development registrations/conferences. 2000-2999: Classified Personnel Salaries Site Formula Funds 1000</p> <p>Work with district curriculum specialists, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy) and the supports needed, as well as differentiation, engagement, communication, critical thinking, and technology infusion. Additionally, professional collaboration time between staff members. Proposed expenditures represent substitutes, per diem, and associated salary benefits. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1100</p>	<p>650 None Specified None Specified 650</p>
<p>Involvement of Staff, Parents & Community</p> <p>Pleasant Grove Middle School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Parents of</p>	<ul style="list-style-type: none"> • Two ELAC Meetings took place with interpreters. • PTO supported in maintenance of the marquee. 	<p>Conferencing with parents, including interpreters when needed, to increase communication home to families about student achievement and engage parents in the learning process with their child. Meetings and other outreach opportunities for parents to become engaged in the educational process with the school</p>	<p>0 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>English learners will be invited to participate in the District English Language Advisory Committee (DELAC) and or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support our Parent Teacher Organization (PTO) to bring about enhancements to school programs and community activities. The school will support the Intel PC Pal Program.</p>		<p>including, DELAC, ELAC, Site Council, Library Advisory Committee, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk. 2000-2999: Classified Personnel Salaries Donations 500</p>	
		<p>Purchase of materials to support communication with parents and community- Marquee maintenance. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 200</p>	<p>200 None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 200</p>
		<p>Substitute coverage needed for general education and special education teacher attendance at IEP and transition meetings. 1000-1999: Certificated Personnel Salaries Special Education 10000</p>	<p>10000 2000-2999: Classified Personnel Salaries Special Education 10000</p>
		<p>None Specified None Specified 0</p>	

Analysis

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

- StemScopes and Ampliphy were implemented in all classrooms minus one science classroom. All science teachers minus one participated in vetting the various potential adoption curriculums.
- School Wide AVID trainings took place monthly along with monthly AVID team meetings, and weekly AVID Binder Checks.
- Jazz band was fully implemented and students competed in the state competition at Disneyland.
- Two staff participated in Technology PD opportunities
- The intervention classes were implemented but had to be cancelled once school was closed.

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

- Due to COVID-19 the end data to compare first trimester intervention effectiveness to third trimester data was not collected.
- Due to COVID-19, referrals from the First Trimester compared to Third Trimester to evaluate the effectiveness of PBIS.

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

No differences in materials needed. Although the school was shut down early due to COVID-19, we still endured expenditures associated with making packet work for students, extra supplies needed for teaching at home, sanitation supplies needed for when we returned for cleaning out classrooms, etc... Additionally, we saved money on PD due to the staff not being able to travel for the AVID summer institute. Only one staff member ended up attending this PD and it was virtual.

- The Disneyland Trip cost roughly \$12,000 more than predicted during the summer of 2019 due to more students attending the trip as well as parents. However, all this money was fundraised and/or paid for by parents and through out donation account.

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

Due to budget cuts, the school will not be funding Project Lead the Way or the AVID Summer institute for travel. Additionally, Lunch Clubs, Theater, and Jazz Band have been postponed until it is safe to resume these activities. Rosetta Stone and NewsELA will not be purchased in the 2020-2021 school year to save funds.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey (5th and 7th Grade)	<p>For the 2019-2020 School Year, the goal is for the following:</p> <p>Students feeling safe will increase to an overall score of 80%</p> <p>Students feeling connected to Pleasant Grove will increase to an overall score of 80%</p> <p>Students feeling cared for by staff will increase to an overall score of 75%</p>	<p>Goal Not met by 19%. This increased to 63% in the Fall of 2020 survey</p> <ul style="list-style-type: none"> • Goal Not met by 19%. This remained the same in the Fall of 2020 survey • In the Fall of 2020, this data was mixed with students in our virtual school. However, 58% of hybrid only students reported feeling close to people at this school and 28% neither agreed or disagreed.
LCAP Student & Parent Survey	<p>For the 2019-2020 School Year, the goal is for the following:</p> <p>Increase all areas by 5%.</p>	NA-Survey was not completed due to COVID-19.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>School Safety</p> <p>Pleasant Grove Middle School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency</p>	<ul style="list-style-type: none"> • No cost associated with these trainings as all staff completed them during their work hours. • Red Ribbon Week was funded through donations gathered from 	Expenditures associated with the development of emergency preparedness as directed by the School Site Safety Team, Digital Citizenship and Online Safety, Red Ribbon Week, Sexual Health Education, Child Abuse Mandated Reporter Training, and Volunteer	200 4000-4999: Books And Supplies Donations 200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Response system. Students will be provided with lessons on digital citizenship, online safety, and responsible technology use (cyberbullying, internet safety, and other digital dilemmas), and how to access the school counselor. All students will participate in Red Ribbon Week activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education meeting either district standards or state standards. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.</p>	<p>the leadership class.</p>	<p>Training. 5000-5999: Services And Other Operating Expenditures Donations 1000</p>	
<p>School Climate & Community Building</p> <p>Pleasant Grove Middle School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral</p>	<ul style="list-style-type: none"> All stipends were allotted for sports regardless of the COVID -19 school closure minus the Track and Field stipends. 	<p>Additional resources needed to support sports programs and needs. 4000-4999: Books And Supplies Donations 1000</p>	<p>0 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs and academic counseling. Individual counseling, small group sessions, and whole class instruction will also be provided by the school counselor and school psychologist. Provide support services to students and families through our school counselor reaching out to meet with families as well as provide training for our staff regarding social emotional needs of students to better support them in the classroom. The whole school will participate in community Operation School Bell Program. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the Site Council, staff and administration team to</p>	<ul style="list-style-type: none"> The Wellness center was created and funded through a grant. WEB facilitated the welcoming of our new 6th graders and chips and water were provided but funded by PTO. 	<p>Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB), Leadership Lunchtime activities, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. 4000-4999: Books And Supplies Donations 1000</p>	<p>1000 4000-4999: Books And Supplies Donations 1000</p>
		<p>Expenditures related to the creation of a deescalation room and dedicated area for group and individual counseling needs. Grant received for the Wellness Room. 4000-4999: Books And Supplies Donations 500</p>	<p>3000 4000-4999: Books And Supplies Donations 3000</p>
		<p>Stipends for Athletic Director, Music Director, PC Pals Coordinator, SIP Coordinator, SST Coordinator, Student Council Advisor, Yearbook Coordinator, 8th Grade Football Coach, 7th and 8th Girls Volleyball, 7th and 8th Boys Volleyball, 7th and 8th grade Girls Basketball, Track and field, teacher in charge, leadership director. 1000-1999: Certificated Personnel Salaries Site Formula Funds 29000</p>	<p>26000 1000-1999: Certificated Personnel Salaries Site Formula Funds 26000</p>
		<p>Stipends for Student Council Book Keeper, WEB Advisor, 6th and 7th Football coaches, Cross Country, coaches 7th and 8th Boys Basketball and Wrestling coaches. 2000-2999:</p>	<p>11000 1000-1999: Certificated Personnel Salaries Site Formula Funds 11000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
determine additional areas for growth.		<p>Classified Personnel Salaries Site Formula Funds 12000</p> <p>Stipends and hourly rate associated with teachers overseeing and/or facilitating lunch time clubs and/or afterschool enrichment targeting socioeconomically disadvantaged students and other subgroups needing additional supports and opportunities to be connected to school. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 13000</p>	<p>3200 1000-1999: Certificated Personnel Salaries Site Formula Funds 3200</p>
<p>Staff Collaboration & Professional Development</p> <p>Pleasant Grove Middle School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in</p>	<ul style="list-style-type: none"> • 5 staff members participated in PBIS trainings. 1 Needed a substitute teacher for 2 trainings. • The entire staff participated in Restorative Circles PD. • 5 Staff attended CPR First Aid Training and 3 needed substitute teachers. • All trainings occurred during work hours. 	<p>Certificated and Classified staff to attend professional learning opportunities during the school day and after school related to (but not limited to) such topics as Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Supports, Restorative Justice, Alternative Discipline Strategies, Deescalation Strategies, Growth Mindset, CPR and First Aids Training, and Differentiation. Increase number of staff that are trained in various strategies that they can share with colleagues to improve our capacity to support students. 1000-1999: Certificated Personnel Salaries District Funded 1500</p> <p>Provide monthly trainings for lunch supervisors on being</p>	<p>750 2000-2999: Classified Personnel Salaries Site Formula Funds 750</p> <p>0 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
determining topics for future collaboration.		more effective with students and positive behavior modification strategies. No expenditures are anticipated to achieve this goal. None Specified None Specified 0	

Analysis

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

Due to school closures, our Theater program, boys' volleyball, and track and field were not able to occur. We did begin rehearsing for the theater program; however, it did have to be cancelled. PBIS was implemented throughout the school year and 5 staff members were able to attend trainings. The entire staff attended monthly trainings and contributed to creating Best Practices lessons to teach and reinforce the rules and procedures of the school. Yard Duties attended a de-escalation training facilitated by our vice-principal and school psychologist.

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

The PBIS and Puma Awards as very effective. Anytime multiple referrals were received, a PBIS lesson was created to support the positive reteaching of it. Additionally, each week at least 5 Puma Pride Awards were drawn.

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

Due to school closure, Puma Pride Awards were not purchased for March-May. Additionally, the last PBIS training was cancelled. The theater production was cancelled, so there was a cost savings in teacher work hours as well as the cost saved in purchasing items for the play which would have been funded by PTO.

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

Changes will depend on COVID-19 regulations and directives. Proposed changes will be virtual PDs, postponement of theater and sports and until safe to do so, and virtual staff meetings and whole staff trainings.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Staff Survey	During the 2019-2020 school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning and specific duty area as outlined as a need from their respective departments and the California School Staff Survey	Staff received PD two times per month on the topics of pacing and assessments and AVID. These PD days ended due to the school shutting down in March 2020.
Facility Inspection Tool	Facilities will be in "Good Repair" or higher as measured by the 2018-19 Facility Inspection Tool.	
Williams Act/Uniform Complaints	If received during the 2019-2020 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration & Professional Development Pleasant Grove Middle School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to	A new custodian was hired; however, current staff flexed their work hours to aid in the training of the new hire. Therefore, there was no additional cost. <ul style="list-style-type: none"> Secretary training occurred during work hours and/or comp time was accumulated, so there was no additional cost. 	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded 0 Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded 200	0 0 0 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.</p>			
<p>Facilities & Technology Infrastructure</p> <p>Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator.</p>	<p>Due to COVID-19, the Garden lessons were not fully implemented. However, we were able to have all 7th grade science classes participate in at least one lesson in the garde. Additionally, the SDC class was able to maintain the garden from August-February. The stipend for Garden was split between two teachers and decreased to \$2000 from \$4000.</p>	<p>Garden Coordinator Stipend 1000-1999: Certificated Personnel Salaries Site Formula Funds 2000</p> <p>Funds for Garden Project (Donations and PTO), Theater production 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 500</p>	<p>2000 1000-1999: Certificated Personnel Salaries Site Formula Funds 2000</p> <p>400 None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 400</p>

Analysis

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

Due to COVID-19 and in person school ending in March, these goals were not fully implemented. However, we did have PD surrounding social emotional needs of students every month coupled with AVID PD. Additionally, we had monthly Garden science lessons available for all students/classes. All 7th grade science classes visited the Garden at least two times.

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

Staff attended 5-6 PDs on Circles to promote a space for positive reflection and talk during class. One teacher practiced Restorative Circles on a regular monthly basis, all teachers attempted at least one form of Restorative Circles. Additionally, 5 staff members attended three trainings for PBIS and all staff members attended monthly staff PD surrounding PBIS and the creation of best practice rules and procedures lessons.

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

NA

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

The Garden Stipend will not be funded due to budget cuts. Additionally, off site PD will be postponed due to COVID 19.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	189,738.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	12,750.00
Donations	22,700.00
LCFF - Supplemental	82,179.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,750.00
Site Formula Funds	51,359.00
Special Education	10,000.00
Title II Part A: Improving Teacher Quality	0.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	200.00
1000-1999: Certificated Personnel Salaries	101,312.00
2000-2999: Classified Personnel Salaries	10,870.00
4000-4999: Books And Supplies	38,877.00
5000-5999: Services And Other Operating Expenditures	21,800.00
5800: Professional/Consulting Services And Operating Expenditures	12,000.00
None Specified	4,679.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	3,850.00
2000-2999: Classified Personnel Salaries	District Funded	200.00
5000-5999: Services And Other Operating Expenditures	District Funded	4,700.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	4,000.00
0000: Unrestricted	Donations	200.00
2000-2999: Classified Personnel Salaries	Donations	100.00
4000-4999: Books And Supplies	Donations	14,800.00
5000-5999: Services And Other Operating Expenditures	Donations	100.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	7,500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	60,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	17,000.00
None Specified	LCFF - Supplemental	4,679.00
None Specified	None Specified	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,750.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	27,462.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	10,570.00
4000-4999: Books And Supplies	Site Formula Funds	12,827.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	500.00
1000-1999: Certificated Personnel Salaries	Special Education	10,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Vera Rue Morris	Principal
Nita Franks	Classroom Teacher
Natalie Hadden	Other School Staff
Charise Harris	Classroom Teacher
Clara Hawkins	Other School Staff
Jolie Hauck	Parent or Community Member
Dan Anzini	Parent or Community Member
Jon Ford	Parent or Community Member
Ray Antar	Parent or Community Member
Noah Hauck	Secondary Student
Sean Vargas	Secondary Student
Betty Anzini	Secondary Student
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1/16/19.

Attested:



Principal, Vera Rue Morris on



SSC Chairperson, Nita Franks on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Rescue Union School District

AGENDA ITEM: Consolidated Application

BACKGROUND:

The Consolidated Application is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to school districts throughout California. Annually, each local agency (LEA) submits the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.

STATUS:

The Consolidated Application is completed online through the Consolidated Application and Reporting System (CARS) to apply for Categorical Program funding and to report the use of these funds.

FISCAL IMPACT:

Receipt of continued federal categorical aid funds.

BOARD GOAL(S):

Board Focus Goal I – STUDENT NEEDS:

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

Board Focus Goal II – FISCAL ACCOUNTABILITY:

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

RECOMMENDATION:

Approve the Consolidated Application.

2020-21 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963
 Kevin Donnelly, Rural Education and Student Support Office, KDonnelly@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2020-21 Title II, Part A allocation	\$67,524
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$67,524

Title IV, Part A Transfers

2020-21 Title IV, Part A allocation	\$21,019
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2020-21 Title IV, Part A allocation after transfers out	\$21,019

*****Warning*****

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2020–21 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
 Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$274,223
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$274,223

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
* Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
* Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$20,982

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2020–21 Approved indirect cost rate	5.76%
Indirect cost reservation	\$14,935
Administrative reservation	\$26,198

Reservation Summary

Total LEA required and authorized reservations	\$62,115
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$212,108

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2020-21 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208
 Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$67,524
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$67,524
Repayment of funds	\$0
2020-21 Total allocation	\$67,524
Administrative and indirect costs	\$9,047
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$58,477

*****Warning*****

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2020-21 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for Title III English Learner (EL) student program, and to report required reservations.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2020-21 Title III EL student program allocation	\$17,732
Transferred-in amount	\$0
Repayment of funds	\$0
2020-21 Total allocation	\$17,732

Allocation Reservations

Professional development activities	\$90
Program and other authorized activities	\$17,295
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$347
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total allocation reservations	\$17,732

*****Warning*****

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2020-21 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2020.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2020-21 Title III EL student program allocation	\$17,732
Transferred-in amount	\$0
2020-21 Total allocation	\$17,732
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$278
3000-3999 Employee benefits	\$83
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$28
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$389
2020-21 Unspent funds	\$17,343

*****Warning*****

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2020-21 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , KDonnelly@cde.ca.gov , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$21,019
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2020-21 Title IV, Part A LEA available allocation	\$21,019
Indirect cost reservation	\$1,144
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$19,875

*****Warning*****

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2020-21 Consolidation of Administrative Funds

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

CDE Program Contact:

Jonathan Feagle, Fiscal Oversight and Support Office, JFeagle@cde.ca.gov, 916-323-8515

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

*****Warning*****

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2020–21 Title I, Part A School Student Counts

This data collection contains school-level student data. The information in this data collection will be used by the local educational agency (LEA) to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

School ranking options Within each grade span group

Select the highest to lowest school ranking method

Select a low income measure FRPM

Explanation of Pre-populated Student Counts

The data fields in this form, containing total student enrollment counts and eligible low income students ages 5-17 counts, were pre-populated with PRIOR year (Fiscal Year 2019–2020) certified data from CALPADS Fall 1 data submission.

Note: The LEA may use prior year data or current year data to calculate eligibility and ranking for Title I, Part A school allocations. The LEA may choose to manually enter current year data in place of prior year data.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Green Valley Elementary	6098693	K	5	1	393	143
Jackson Elementary	6005706	K	5	1	447	35
Lake Forest Elementary	6109441	K	5	1	448	54
Lakeview Elementary	0108258	K	5	1	536	26
Marina Village Middle	6103527	6	8	2	830	53
Pleasant Grove Middle	0101519	6	8	2	484	145
Rescue Elementary	6005714	K	5	1	465	85

Warning

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2020–21 Title I, Part A School Allocations

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, LZhou@cde.ca.gov, 916-319-0956
 Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

If applicable, enter a Discretion Code. Use lower case only.

Allowable Discretion Codes

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure

FRPM

Ranking Schools Highest to Lowest

Within each grade span group

LEA-wide low income %

15.02%

Available Title I, Part A school allocations

\$212,108

Available parent and family engagement reservation

\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2019–20 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Green Valley Elementary	6098693	1	393	143	36.39	Y	N	1	1013.73	144963.39	\$0	\$0	144963.39	
Rescue Elementary	6005714	1	465	85	18.28	Y	N	2	789.93	67144.05	\$0	\$0	67144.05	
Lake Forest Elementary	6109441	1	448	54	12.05	N	N	3	0.00	0.00	\$0	\$0	0.00	
Jackson Elementary	6005706	1	447	35	7.83	N	N	4	0.00	0.00	\$0	\$0	0.00	
Lakeview Elementary	0108258	1	536	26	4.85	N	N	5	0.00	0.00	\$0	\$0	0.00	
Pleasant Grove Middle	0101519	2	484	145	29.96	Y	N	1	0.00	0.00	\$0	\$0	0.00	
Marina Village Middle	6103527	2	830	53	6.39	N	N	2	0.00	0.00	\$0	\$0	0.00	

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2020–21 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Title I Policy, Program, and Support Office, LZhou@cde.ca.gov, 916-319-0956
Rina DeRose, Title I Policy, Program, and Support Office, RDerose@cde.ca.gov, 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Green Valley Elementary	6098693	Y	37%	01/22/2019	01/22/2019	01/22/2019
Jackson Elementary	6005706	N				
Lake Forest Elementary	6109441	N				
Lakeview Elementary	0108258	N				
Marina Village Middle	6103527	N				
Pleasant Grove Middle	0101519	N				
Rescue Elementary	6005714	Y	19%	01/22/2019	01/22/2019	01/22/2019

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2019-20 Title I, Part A LEA Carryover

Report only expenditures and obligations for fiscal year (FY) 2019-20 allocation to determine funds to be carried over.

CDE Program Contact:

Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Carryover Calculation

2019-20 Title I, Part A LEA allocation	\$280,460
Transferred-in amount	\$0
2019-20 Title I, Part A LEA available allocation	\$280,460
Expenditures and obligations through September 30, 2020	\$280,460
Carryover as of September 30, 2020	\$0
Carryover percent as of September 30, 2020	0.00%

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2019-20 Title III English Learner YTD Expenditure Report, 18 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2019 through December 31, 2020.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	\$19,712
Transferred-in amount	\$0
2019-20 Total allocation	\$19,712
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$12,953
3000-3999 Employee benefits	\$2,497
4000-4999 Books and supplies	\$1,197
5000-5999 Services and other operating expenditures	\$1,893
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$394
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$778
Total year-to-date expenditures	\$19,712
2019-20 Unspent funds	\$0

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2018-19 Title III English Learner YTD Expenditure Report, 27 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2018 through September 30, 2020.

Note: The period of availability of 2018-19 funds has been extended until September 30, 2021.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2018-19 Title III EL student program allocation	\$19,334
Transferred-in amount	\$0
2018-19 Total allocation	\$19,334
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$3,141
2000-2999 Classified personnel salaries	\$5,862
3000-3999 Employee benefits	\$2,495
4000-4999 Books and supplies	\$1,897
5000-5999 Services and other operating expenditures	\$5,701
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$238
Total year-to-date expenditures	\$19,334
2018-19 Unspent funds	\$0
Note: LEAs have until September 30, 2021 to spend 2018-19 funds and to file a closeout report thereafter.	

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2018-19 Title III Immigrant YTD Expenditure Report, 27 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2018 through September 30, 2020.

Note: The period of availability of 2018-19 funds has been extended until September 30, 2021.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
 Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Authorized Title III Immigrant student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2018-19 Title III immigrant student program allocation	\$2,951
Transferred-in amount	\$0
2018-19 Total allocation	\$2,951
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$68
3000-3999 Employee benefits	\$19
4000-4999 Books and supplies	\$312
5000-5999 Services and other operating expenditures	\$2,441
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$111
Total year-to-date expenditures	\$2,951
2018-19 Unspent funds	\$0
Note: LEAs have until September 30, 2021 to spend 2018-19 funds and to file a closeout report thereafter.	

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Item: 16
Date: March 9, 2021

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.

