

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

**BOARD OF TRUSTEES
REGULAR MEETING MINUTES**

Tuesday, December 15, 2020 - 6:30 p.m. Open Session
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 will call the meeting to order.
ROLL CALL:	<ul style="list-style-type: none"> ✓Kim White, President ✓Tagg Neal, Clerk ✓Nancy Brownell, Board Member ✓Suzanna George, Board Member ✓Michael Gordon, Board Member ✓Cheryl Olson, Superintendent and Board Secretary ✓Sean Martin, Assistant Superintendent of Business Services ✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
OPEN SESSION:	Convened open session in the Board Room at 6:38 p.m.
Flag Salute	The Board president led the flag salute.
1. Administration of Oath Of Office to Elected Board Members	The Board president, Kim White, administered the oath of office to Michael Gordon and Tagg Neal who were elected to serve as Governing Board Members of the Rescue Union School District in the November 2020 general election.
2. Adoption of Agenda (Consideration for Action)	Trustee George moved and Trustee Brownell seconded to approve the agenda as presented. The motion passed 5-0.
STUDENT SUCCESS / RECOGNITION:	
Pleasant Grove Middle School	Pleasant Grove Middle School principal, Vera Morris and assistant principal, Todd McGinnis provided a site update and presentation highlighting student successes. Difference Maker awards were presented to Tammi Cotenias, Teacher and Cindy Fackrell, Instructional Assistant.

REPORTS AND COMMUNICATION:	
3. Superintendent's Report	<p>Superintendent Olson shared information regarding a grant received by the Sheriff's Department and their desire to partner with us, centering on Pleasant Grove, Green Valley and Rescue Schools. It is a marijuana eradication grant through which they focus on nutrition, healthy life styles, being active and providing positive activities for students after school and on weekends. This year may be difficult to do a whole lot with the grant due to COVID but time will be spent planning and paving the way for next year.</p> <p>Superintendent Olson wished everyone a beautiful holiday season, despite the pandemic and thanked staff, teachers, students and families for their continued support, compliance with our health and safety protocols, and patience with the continued changes as we navigate this year. She went on to say how much we appreciate the positive spirits and determination and how grateful we are to be in this together. She concluded by saying we will persevere, we have an amazing district, with phenomenal teachers, staff and families.</p>
PUBLIC COMMENTS:	There were no public comments on items not on the agenda.
GENERAL:	
<p>4. Annual Organization Meeting - Board Officers Selection</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>Each December the Board is required to nominate and approve its officers. EC 35143, BB 9100 Organization</p> <ul style="list-style-type: none"> - BB 9121 - Select President - BB 9100 - Select Vice President - BB 9123 - Select Clerk - BB 9122 - Confirm Superintendent to serve as Secretary to the Board <p>Trustee George moved to nominate Nancy Brownell for President. She thanked Trustee White for her selflessness and for doing an amazing job this past year especially with the challenges the district has faced and stated she wanted to give Trustee White the gift of time for this next year. Trustee Neal seconded the motion. Motion carried 5-0</p> <p>Trustee Neal moved to nominate Michael Gordon for Vice President and Trustee George nominated Tagg Neal for Vice President, sighting Mr. Neal's experience having served on the Board for the past 4 years. Trustee Neal declined and Trustee Brownell moved to second the nomination for Michael Gordon. The motion carried 5-0.</p> <p>Trustee Brownell moved to nominate Trustee George to serve as Clerk and Trustee Gordon seconded the motion. The motion carried 5-0.</p> <p>Lastly, Trustee George moved to confirm Cheryl Olson, Superintendent as Secretary to the Board, Trustee Brownell seconded the motion. The motion carried 5-0.</p>

<p>5. Board Committee Representative Appointments/Community Organization Involvement</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>Each December, per Board Bylaws 9130 and 9140 the Board may appoint any of its members to serve as representatives on District Committees or advisory committees of other public agencies or organizations. The Board will consider committee appointments to the El Dorado County School Boards Association and the El Dorado Schools Financing Authority.</p> <p>Trustee Neal moved and Trustee George seconded to nominate Kim White as representative to both the El Dorado County School Boards Association and El Dorado School Financing Authority. The motion passed 5-0.</p> <p>Trustee Neal moved and Trustee White seconded to nominate Michael Gordon as the alternate for the El Dorado County School Boards Association and Suzanna George for the alternate to the El Dorado Schools Financing Authority. The motion passed 5-0</p>
<p>6. Certification of District Signatures</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>Pursuant to Education Code 35143, 42632, 42633 and Board Bylaw 9100, the District must certify the signatures of members of the governing board and verify signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the District.</p> <p>Trustee George moved to approve the Certification of District Signatures and Trustee Gordon seconded the motion. The motion carried 5-0.</p>
<p>7. Adoption of Board Meeting Calendar</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>Pursuant to Education Code 35140 the Board shall adopt a yearly calendar specifying the date, time and place of each regular meeting and Board protocol.</p> <p>Trustee Neal moved and Trustee White seconded to approve the 2021 and the tentative 2022 meeting calendars as presented. The motion passed 5-0.</p>
<p>8. Board Remuneration</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>On an annual basis the Board may increase, the compensation of Board members beyond the limit delineated in Education Code 34120 in an amount not to exceed five (5) percent based on the present monthly rate of compensation. The Board will consider implementation of the increase and approval of Board Bylaw 9250 reflecting the potential increases through 2024.</p> <p>Trustee Neal moved and Trustee Gordon seconded to approve the implementation of the increase and BB 9250 reflecting the potential increased through 2024. The motion passed 4-1. Ayes: Trustee Brownell, Neal, White and Gordon Noes: Trustee George</p>
<p>9. COVID Update and Phase 2 Opening Model Timeline</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>The Board received an update on our current COVID status and discussed the Phase 2 opening model timeline given the recent surge of cases.</p> <p>Superintendent Olson provided a recap of where we have been, where we are currently with county and district data, as well as a look ahead to January and next steps based upon the most current information. She</p>

stated how much we appreciate our Board and their dedication to our students, families and staff.

Mrs. Olson reviewed our start up this year beginning with the Reopening Committee. We now have approximately 2,700 students in our Hybrid model providing every child with daily contact with an adult, and about 702 students in our Frontier Virtual Academy. Our health and safety protocols have been successfully implemented under our Hybrid model and counseling has been provided at all sites, including Frontier for social emotional support.

Counselors Clara Hawkins, Pleasant Grove and Danielle DeSimoni, Jackson, provided information on how students/families in both programs are being supported. The counselors also expressed some concerns about returning to full time too soon. Students experience anxiety, fear and loneliness when quarantined and if the increase in cases should continue, causing a complete closure, this would be very hard on students' mental health and another disruption to their year.

Superintendent Olson reviewed COVID cases and student absences by month. She commented on how our nurses, as well as secretaries are doing a fantastic job contact tracing and managing the cases. It is getting increasingly difficult as numbers increase. This also creates additional work for teachers to provide quarantined students with materials. Information was also provided regarding certificated and classified staff members who have been absent and how any positions have been unable to be filled for the last two-week period. It is becoming more and more difficult to fill positions and our principals and vice principals are regularly covering classes. There is a concern with a spike in cases after the holidays, it will be virtually impossible to fill all positions and in turn could create the need to close affected campuses. Superintendent Olson reported as the county, state and district data indicate, there is concern that during the weeks after winter break there will be a surge in positive cases, as has happened after every other holiday. Therefore, it would be prudent to remain in the hybrid model until the surge subsides so that we could then bring our students back in a more full time capacity. This will help to alleviate the higher numbers of quarantine, and inability to fill positions of absent employees/teachers that would be brought about by returning full time directly after the holidays. Assistant Superintendent of Curriculum and Instruction, Dave Scroggins also provided an overview of the COVID case numbers currently in our county, and reviewed the trends/spikes after holidays that occurred earlier this year.

Scenarios regarding positive cases in the Hybrid vs Full Day program were provided for comparison showing the potential increase in the number of students and adults needing to be quarantined as well as the increase in absences.

Superintendent Olson asked Janie Carlson, school nurse to share her perspective with the Board. She began by defining contract tracing and detailing what that involves. She stated the quarantine process leads to more student absence, more work for teachers creating materials, is a burden for parents who may not be able to work from home with child care and potential lost wages. With the return to full time with surge of current cases and the potential increase of cases after the holidays families will bear the brunt of the burden with quarantined children. She went on to say that after each school exposure information is sent to the health department for case management. Before this last surge the health department was able to manage the case investigation and the follow up needed in order to get our students back in school. Now the health department has given school nurses the authority to release students from quarantine as they are no longer able to keep up with the volume in a

timely manner. The hours to manage this are far more than a normal work week allows. This will only increase with larger class sizes during this surge. In addition, we have not had students from any of our quarantine groups become symptomatic and test positive.

Superintendent Olson summarized the presentation stating, given the current environment in El Dorado County, in RUSD and the trends we have seen after the holidays, District Cabinet recommends that the district remain in Hybrid on January 4, in order to analyze how the winter break affects the number of positive cases in our community. It is also recommended that the Board analyze the trend data at the January 12, Study Session to determine whether or not the number of positive cases are adequately subsiding. If they are, the Board would approve reverting to the previously approved instructional calendar (October 13) beginning at the earliest January 25, 2021. In the meantime, the recommendation is for the Board to approve the hybrid calendar that was originally approved for Frontier in October. If the data indicates that we should not move from Hybrid at the January 12, Study Session, we will continue bringing the data to the Board at each consecutive meeting until we are able to make the decision to reopen more fully. This decision would also allow us to continue feeding every student daily, and continue having daily in person contact with each student and allow us to possibly be able to continue filling all positions on a daily basis.

Public Comments:

Kevin Carey Parent	Thanked everyone for doing an amazing job. In favor of continuing in the Hybrid model as it is currently working well and is keeping students and staff safe. Voiced concern about rushing ahead only to shut down again.
Lynn Scales Teacher	Referred to the RUSD mission statement and reported that when surveyed a large percentage of staff at Rescue School (as well as parents) are in favor of remaining in the Hybrid model. She shared concerns over a greater number of staff/student being quarantined disrupting instruction. Do not want to revert to full distance with surge of cases.
Renee Mallot Teacher	Students are benefiting socially, emotionally, academically and behaviorally with smaller class sizes. The small class is an intervention in and of itself. Opening fully during the surge in cases is not a productive, safe or healthy decision. The Hybrid program is thriving and do not want to revert to full distance learning. Voiced strong support for continuing in the Hybrid model.
Patrick O'Brian Parent	Concerns regarding mask requirement for TK-2 grade students and impacts for children psychologically and academically.
Cathy Keever Teacher	Speaking on behalf of many Lakeview staff members. Initially in agreement with January 4 date for phase 2, however given the significant surge in cases, threatens the safety of students and staff. In order to keep students in school and avoid a return to full distance learning staff asks that the District remain in the current Hybrid model.
Ashley Douglas Parent	She shared her concerns regarding her children not reaching their full potential in the Hybrid

		model. Essential workers, cannot stay home and feels strongly about returning to full time in person model.
	Ashley Crane Teacher/Parent	Feels confident with Hybrid model, regarding safety and meeting student needs academically. Returning to full time amidst the current surge seems somewhat irresponsible increasing risk. Supports continuing in the Hybrid model.
	Juliet Miller Teacher	Speaking on behalf of Lake Forest staff who support continuing in the Hybrid model. Concerns regarding surge of cases, ability to social distance with additional students on campus, and current lack of substitutes. Wait to return to full time, do not want to close and be forced to return to go back to full distance learning.
	Monica Hendrix Parent	Appreciated the information from the counselors and would like to see more data. Concerns regarding the long-term effects on student mental health, we have yet to see the impact on their social and emotional development. Encouraged District to seek funding to bolster the counseling services for families.
	Doug Nowontenski Parent	Proud to be part of RUSD, but shared concerns regarding mask requirement for TK students, should be left up to parents. However, in favor of returning to full time.
	Andrea Whitfield Parent	In support of continuing with the Hybrid model, what we are doing is working and the spread is not happening in the classroom. With more students on campus, and closer contact, less ability for social distancing.
	Laura Brady Parent	Strongly supports full time model, best for students. Tired of teachers hiding behind the safety of students. No spread has occurred at school.
	Carlyn Douma Parent	Supports continuing in the Hybrid model. With the rise in cases and more students in the classroom, more students may need to quarantined and miss more school.
<p>Trustee Neal stated he appreciated the unity regarding the letters and communications the Board received. He went on to say this is a sensitive issue, and with all the information out there, we need to review the rules and guidelines. He made the point that we are not vetting the Hybrid model, the District and Board were very clear about returning to a full in person model when it is safe. Reviewing the science/data there has been a surge after holidays. Mr. Neal indicated that the prudent thing to do would be to wait and remain in the Hybrid model for an additional 2 or 3 weeks (January 25 or February 1), continue monitoring data and discuss at the January 12 Study Session.</p> <p><i>Trustee Neal moved and Trustee George seconded at 9:17 p.m. to extend the meeting until 10:15. The motion passed 5-0.</i></p> <p>Trustee Gordon commented that one thing that stands out for him is the, amazing positivity throughout the community in what we are striving for, learning for our students first and utmost. He thanked staff for providing the information requested in preparing for this meeting.</p>		

Mr. Gordon shared the data driving his decision. As an educator, his focus is on learning, and as a teacher working in a full distance learning model he is seeing the negative impacts regarding student academics. RUSD students are not in such a dire position with the hybrid model. He stated that however, there is a downward turn in academic performance in our middle schools. We need to get our kids back in classroom to full learning to stop downward trend. Secondly, he addressed the fear of potential school closures regarding CDPH 5% data. It is currently clear that we are not coming close to it at this point. He also commented on the need for substitutes and lack of available substitutes creating a massive problem for us. Additionally, he commented on the positivity rates for our district seen after Thanksgiving break, with students away from school, that within 13 days we were able to see a downward turn in positivity rate with kids back in school. He referred the guidance and rules we are required to abide by regarding contact tracing and that students who are not sick at that moment but still subject to quarantine, missing school.

In closing, he stated he would trust in staff at this point and support the idea of returning back to school on January 4 in the hybrid model. He asked that within the first two weeks of returning and if cases are trending downward, and our human infrastructure is not negatively impacted, he would encourage us to consider potentially returning to full time model by January 19.

Trustee White indicated that her thoughts were similar to Trustee Neal and Gordon. She said it is very apparent our kids are not spreading it in the classroom, we have been in school since August and that is not where transmissions are occurring. The concern is not about students and staff getting sick being in school together. However, she indicated that she is concerned about the requirements and what we are forced to do regarding contact tracing. Trustee White said she sees this as being a complication that makes it difficult to provide an education for our kids and frustrating for parents who want their children in school. There was an example of this at the high school during finals week. She agreed that we should come back in January in the hybrid as it is reasonable to expect we will see more cases when we return after break. She commented that to Trustee Gordon's point, she also felt that half way through January we will see a correction, although nobody knows for sure. She stated she is concerned about coming back having yet another discussion and is leaning toward an intended return date at the end of January or beginning of February. If something should change, we do have a meeting scheduled and there would also be the opportunity to have a special meeting. Based on data and what we are trying to predict, it would be reasonable to stay in hybrid for the bulk of January but have an intended date to return. This provides clarity to our families, and gives credibly to our intention.

Trustee George commented that we are fortunate to have a community that cares so much about what happen in our schools not just for their children but with our staff and each other. She also thanked staff and administrators for their input. She appreciated the thoughtfulness and the depth of the letter from the site administrators. They have all been with us for a good number of years and they know our district, students, community and she places a great deal of respect and credence in what they have to say. The insight they provided was critical to her. Trustee George went on to say that as much as we have learning loss, there is also learning gain with smaller class sizes, as was mentioned by Renee Mallot, and that is happening in hybrid model. Still making up from last year, but making progress as well. Trustee George went on to say highest positive case numbers are in the 18 to 49 age group and that is our families, this is where the spread is. It is not spreading in class

	<p>because of amazing protocols put into place by the District but it is happening in our community. Children can be safe in our classrooms in hybrid. Trustee George did ask about the logistics to change mid trimester.</p> <p>Board President Brownell, thanked the community members and staff. She stated we are so appreciative of the importance of leadership as a verb in this context. She stated the heartfelt and thoughtful letters from our principals and the leadership along with their principals the teachers have shown. She said the common strand from input and communications the Board has received was that yes, we want our students back in school full time. However, there are implications as we have learned looking at the science/data and the capacity issues with employees. In conclusion Trustee Brownell stated that the recommendation from cabinet and from our leaders across the board, out in the community and our schools, is it makes sense to use caution but not wait too long. Trustee Brownell asked staff to provide clarity on the timeline to define some parameters, before the Board made a motion.</p> <p>Assistant Superintendent, Dave Scroggins indicated it would be possible to begin mid trimester. He stated the calendar that was presented back in October, as our fallback position, could be used for January to continue in the Hybrid model and then revert back to phase 2 calendar.</p> <p>Additional clarification was provided regarding the timeframe for transitioning. Phase 1 will be extended in the hybrid program, Phase 2 would be shortened and Phase 3 would still begin on March 1, barring any unforeseen circumstances.</p> <p>Sean Martin Assistant Superintendent of Business Services indicated that we could look at the January 19th to get back as quickly as possible but operationally the 25 or 1st would be better (bidding for transportation, food service and custodial).</p> <p>The Board then discussed the best date to return, allowing for the transition, operationally, for staff and for families.</p> <p>Trustee Neal moved to adopt the new calendar through January 22 to extend the Hybrid model, with Phase 2 beginning on January 25, 2021, instead of the original date of January 4. Phase 3 would remain the same. Trustee Gordon seconded the motion. The motion passed 4-1.</p> <p>Ayes: Trustee White, Neal, Gordon and Brownell Noes: Trustee George</p>
<p>10. Middle School Schedules for Phase 2 (Supplement) (Consideration for Action) Superintendent</p>	<p>The Board reviewed and discussed the possible elimination of the middle school lunch period in Phase 2 during January and February to ensure our health and safety protocols can be maintained.</p> <p>Dave Scroggins, Assistant Superintendent of Curriculum and Instruction presented the options for the lunch schedule at the middle schools for phase 2. This item was discussed at the last meeting and three options were provided for additional discussion/direction. Mr. Scroggins reviewed the important considerations that included: academic needs of students, social emotional needs of students, general safety of students, staff and the community at large, impacts of scheduling on potential quarantine numbers, impacts of scheduling on operational efficacy (securing substitutes, Count and District COVID trends), stakeholder input and negotiated agreements.</p> <ul style="list-style-type: none"> • Option 1 – 12:45 Dismissal with Grab and Go Lunch • Option 2 – 1:15 Dismissal with Two Breaks and a Grab and Go Lunch • Option 3 – 1:15 Dismissal with Scheduled In-person Lunch

	<p>Sean Martin, Assistant Superintendent of Business Services stated that operationally not having lunch service does allow us to have much more flexibility when it comes to disinfecting, allocation of time for custodial team and use of yard supervisors available to disinfect during that window of time, enabling us to keep our standard at the highest levels. It is also becoming increasing difficult to recruit additional staff, and with the elimination at the middle school it would allow that personnel to be used at the elementary sites.</p> <p>The Board asked clarifying question of staff and discussed the options presented. Trustee Neal indicated that the social emotional aspect for students at this age is critical and it is important to have the in person lunch period. Trustee Gordon strongly encouraged a consideration of a fourth option be considered, making the lunch period 35 minutes and move 5 minutes to the break period, decreasing lunch time and intermingling cohorts and increasing social interaction during the break time. District administration indicated this option could be considered, but it would need to be negotiated.</p> <p>Trustee Neal moved to table the item to the January 12 study session to consider additional information but rescinded his motion.</p> <p>Trustee George moved and Trustee White seconded to approve Option #3, 1:15 dismissal with scheduled in-person lunch. The motion passed 4-1. Ayes: Trustee White, Neal, George and Brownell Noes: Trustee Gordon</p>
<p>PERSONNEL:</p>	
<p>11. Public Hearing Proposals for RUFT Negotiations Openers in 2021-2022 (Supplement) (Hearing) Assistant Superintendent of Business Services</p>	<p>To comply with Government Code 3547, the Board is holding a public hearing for comment prior to the adoption of RUFT Negotiation Openers in 2021-2022.</p> <p>OPEN PUBLIC HEARING: 10:19 p.m. CLOSE PUBLIC HEARING: 10:20 p.m.</p> <p>There were no public comments.</p>
<p>BUSINESS AND FACILITIES ITEMS</p>	
<p>12. First Interim Budget Report/Positive Certification (Supplement) (Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board is required by law to receive updated financial reports during the fiscal year. After reviewing the report, the Board considered certification of the financial condition of the District.</p> <p>Trustee George moved and Trustee Neal seconded to approve the First Interim Budget Report with a positive certification. The motion passed 5-0.</p>
<p>13. Budget Overview for Parents (Supplement) (Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board will consider approval of the Budget Overview for Parents.</p> <p>Trustee George moved and Trustee White seconded to approve the Budget Overview for Parents. The motion passed 5-0.</p>

<p>14. Resolution #20-16 Rural School Bus Pilot Project Grant</p> <p>(Supplement)</p> <p>(Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Rescue Union School District has submitted an application for one additional bus to the Rural School Bus Pilot Project Grant. The District must pass this resolution as part of the process to be awarded the grant.</p> <p>Trustee Neal moved and Trustee George seconded to approve Resolution #20-16 for the Rural School Bus Pilot Project Grant. The motion passed 5-0.</p>
<p>CURRICULUM & INSTRUCTION</p>	
<p>15. Public Hearing – Surplus Instructional Materials</p> <p>(Supplement)</p> <p>(Hearing/ Consideration for Action) Assistant Superintendent of Curriculum and Instruction</p>	<p>In compliance with BP 3270, the District will:</p> <ul style="list-style-type: none"> • Hold a public hearing regarding the disposal of surplus instructional materials. The public notice has been posted for the appropriate 60-day period. <p style="padding-left: 40px;">OPEN PUBLIC HEARING: 10:43 p.m.</p> <p style="padding-left: 40px;">CLOSE PUBLIC HEARING: 10:44 p.m.</p> <ul style="list-style-type: none"> • Consider action to declare items on the attached list surplus and dispose of by donation, destruction, or sale. <p>There were no public comments. Trustee George moved and Trustee White seconded to approve the disposal by donation, destruction or sale the surplus instructional materials listed. The motion passed 5-0.</p>
<p>CONSENT AGENDA:</p> <p>(Consideration for Action)</p>	<p>All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items.</p> <p>It was noted that for Item 19A the school site should be Rescue instead of Marina Village.</p> <p>Item #16 was pulled for separate vote</p> <p>Trustee George moved and Trustee White seconded to approve the balance of the Consent Agenda. The motion passed 5-0.</p>
<p>16. Board Meeting Minutes</p> <p>(Supplement)</p>	<p>Minutes of the November 10, 2020, Regular Board Meeting.</p> <p>Trustee White moved and Trustee Neal seconded to approve the minutes for the November 10, 2020 Regular Board meeting. The motion passed 3-0 with 2 abstentions. Ayes: Trustee White, Neal and Brownell Abstentions: Trustee George and Gordon</p>
<p>17. District Expenditure Warrants</p> <p>(Supplement)</p>	<p>Warrants must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 10/28/20 through 11/13/20.</p>
<p>18. District Purchase Orders</p> <p>(Supplement)</p>	<p>Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 11/3/20 through 12/8/20.</p>

<p>19. Personnel (Supplement)</p>	<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 the need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.</p>
<p>A. Certificated Leave of Absence (LOA):</p>	<p>Gretchen Belleci, Teacher, 100% LOA, Marina Village, <i>Rescue</i> effective 2/4/21</p>
<p>B. Classified Management Resignation:</p>	<p>Maureen Hillel, Behaviorist, (1.0 FTE), Student Support Services, effective 11/13/20</p>
<p>C. Classified Personnel Employment: Leave of Absence (LOA): Resignation:</p>	<p>Sean Calhoun, Bus Driver, (.75 FTE), Transportation, effective 12/1/20 Jamie Hall, Instructional Assistant, (.17 FTE), Green Valley, effective 12/1/20 Amiee Hepler, Itinerant Independence Facilitator, (.75 FTE), Jackson, effective 1/4/21 Brian Overton, Bus Driver, (.63 FTE), Transportation, effective 11/16/20 Lissette Castillo, Food Service Worker, 100% LOA, Food Services, effective 1/4/21 Morgan Aasen, Instructional Assistant, (.13 FTE), Lakeview, effective 1/3/21 Robin Hutchins, Yard Supervisor, (.08 FTE), Green Valley, effective 12/18/20 Deborah Langton, Support Services Secretary, (.88 FTE), Food Service, effective 12/25/20 Nancy Lovejoy, Yard Supervisor, (.44 FTE), Green Valley, effective 11/12/20 Heather Rodriquez, Instructional Assistant, (.17 FTE), Green Valley, effective 12/11/20 Sandra Ruffini de Anquin, Student Services Secretary, (1.0 FTE), Lake Forest, effective 1/1/21 Janette Williams, Yard Supervisor, (.49 FTE), Jackson, effective 12/18/20</p>
<p>20. AB181 White Paper Response (Serrano Village M2 – Unit 1) (Supplement)</p>	<p>AB181 Department of Real Estate Subdivision “White Paper” Response and Student Yield Impact analysis of Serrano Village M2 – Unit 1. The District has established a .357 student yield factor per single-family unit. Accordingly, staff estimates the District can expect there will be 3.93 students generated from this subdivision.</p>
<p>ADJOURNMENT:</p>	<p>Trustee White moved to adjourn the meeting at 10:45 p.m.</p>

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

**BOARD OF TRUSTEES
STUDY SESSION MINUTES**

Tuesday, January 12, 2021 – 5:30 P.M.

Rescue District Office Board Room

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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 5:35 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 				
OPEN SESSION:	The meeting commenced in open session in the District Board Room.				
Welcome	The Board president provided an introduction to Board Study Session format.				
1. Adoption of Agenda (Consideration for Action)	Trustee White moved and Trustee Neal seconded to approve the agenda as presented. The motion passed 5-0.				
PUBLIC COMMENTS:	Public comments were heard from: <table border="1" style="width: 100%; margin-top: 10px;"> <tbody> <tr> <td style="width: 25%;">Coleen Triana Parent</td> <td>Thanked the Board and staff for the Hybrid program, giving her children a sense of normalcy. Concerns regarding ability to social distance when returning to a more full time model. The Hybrid program is working and she does not feel now is the right time to change course. In favor of continuing in the Hybrid model.</td> </tr> <tr> <td>Laura Brady Parent</td> <td>Thanked the Board and asked that they continue to honor the decision to open on January 25 in the more full time model. The cases in school are low and it has been proven there is no spread on campuses. She indicated she is not concerned about social distancing, if you are too scared, stay</td> </tr> </tbody> </table>	Coleen Triana Parent	Thanked the Board and staff for the Hybrid program, giving her children a sense of normalcy. Concerns regarding ability to social distance when returning to a more full time model. The Hybrid program is working and she does not feel now is the right time to change course. In favor of continuing in the Hybrid model.	Laura Brady Parent	Thanked the Board and asked that they continue to honor the decision to open on January 25 in the more full time model. The cases in school are low and it has been proven there is no spread on campuses. She indicated she is not concerned about social distancing, if you are too scared, stay
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		home. Please represent our students and community not teachers, they have representation through their union.
	Nancy Zanatta Teacher	Asked that the Board extend the Hybrid model through the end of the 2 nd trimester. Her main concerns is the lunchroom. It will be harder to social distance and with no masks while eating it puts everyone's safety at risk. Our county is in a lock down, with businesses limiting capacity, but the Board wants to fill the classrooms with minimal social distancing and it is not safe. Also concerns about face shields, not as safe as masks. Conditions can be reevaluated at the end of the trimester.
	Nicole Parent	An essential worker and wants kids back in school full time. Governor has just lifted stay at home order for Greater Sacramento, and El Dorado County has not been the problem. We are being overly cautious and it is affecting our children.
	Andrew Jones Parent	Voicing his support for continuing in the Hybrid model. It has been challenging at home but well worth it for safety. He shared his appreciation of all the effort from Board and teachers will be supportive of whatever decision the Board makes.
	Sean Scollard Parent	Expressed support for the Board and District. The Hybrid model has been working to prevent the spread of COVID, but concerned about the decrease in education for his child. Feels it is important to get back to the more full time model. Parents are not educators, always a struggle to teach your own. The spike in cases for El Dorado County mainly in So. Lake Tahoe. Supports returning to full time model.
	Alicia Parent	She expressed her gratitude for the opening of schools and all the work the teachers are doing. Supports returning to a more full time model. She has a special needs student and this environment is not working for her child. Urges the Board to stick with their decision to reopen to more full time model.
GENERAL		
2. CSBA Conference (Supplement) (Information and Discussion) Board President	<p>The Board discussed and shared information regarding individual sessions attended.</p> <p>President Brownell commented that in looking at the CSBA conference and good governance she reminded the Board of the work they did a couple of years ago (reflected on the Board placemats). The information is still valuable and relevant. Board norms have been identified, protocols/procedures and how we go about organizing ourselves, it is good to review the information. With the new year we can reflect on what we have learned at CSBA and how we hope to go forward. At this point, President Brownell shared her own personal views on recent political events.</p> <p>Trustee George shared that the sessions are still available through the end of the month and also noted that virtual attendance is available for the Masters in Governance program for Board members. She went on to comment about the session Reimagining School Marketing in the Post COVID Era.</p>	

This will help us to look at how we can market ourselves as we come out of COVID, making sure we are staying in touch with parents, community, maintaining flexibility and determine how to build on things we are already doing to deliver some new types of program. There is a huge opportunity for us.

Trustee Neal thanked cabinet and Trustee George for encouraging virtual attendance at the CSBA conference. The flexibility of the virtual conference was helpful with no distractions for the individual breakout sessions. However, Trustee Neal indicated he did not feel as connected during the general sessions. He mentioned how important the IT department becomes, particularly now with the new virtual world. Mr. Neal commented that now we can look at how to dovetail this with student learning, providing a great example of future jobs. Trustee Neal also commented on the session regarding bullying. He concluded by saying he did miss the team building and collaboration of in person attendance.

Trustee White shared that her experience was probably similar to what our families experience while sharing office space with students. She stated how she is a huge fan of CSBA, it is the Boards opportunity for continuing education. She went on to share she found out something about herself, that she learns better in person, there is more of a connection. The session that stood out for her was the one where the Board members were texting each other, there was more engagement. In addition, she participated in the legal sessions. In conclusion, she expressed how online learning can be very difficult.

Trustee Gordon shared that he did his best to get the most well rounded learning experience as a new board member and appreciated the opportunity. He commented on sessions regarding governance, finance/budget and connecting families, schools and staff with community. The session that stood out for him was also Reimagining School Marketing in the Post COVID Era.

As a teacher, he sees great value in what learning is going to look like with the new normal and we have the opportunity to recreate the new normal. Mr. Gordon commented that in this rather competitive environment how do we capture those families who will potentially be looking at new ways of learning. He stated that the question is what type of learning environment can we create in our schools from the competitive perspective for families that are looking to relocate, to choose Rescue Union. Real application learning within our classrooms allowing teachers to collaborate with our community and creating lessons to excite and introduce them to the world of different vocations that are out there.

He encouraged introducing a co-op Academy creating cooperative learning opportunities with the professional communities giving students real learning applications.

He concluded by saying he encourages our district to, beyond the great things we and staff are already doing, to be innovative during these times to separate Rescue from other districts, to one day, through these potential experiences have students choosing a career that they are passionate about.

Trustee Brownell shared her appreciation to Trustee George for the encouragement to attend the conference. She enjoyed the virtual environment and the capacity to multi-task. She felt the strands this year were very helpful. She stated her focus was on the equity sessions and found that to be helpful in exploring governance with an equity lens. She shared resource that the Board might like to explore over the course of the year. Additionally, Trustee Brownell commented on other sessions regarding the coming impacts of K-12 schools, and Board-Superintendent Relations. She shared her appreciation of the work done as a board, and for our great administrative team, leadership team, RUFT and CSEA. Lastly, she stated that we are committed collectively in our community to working through these incredibly difficult times, knowing there will be light at the

	<p>end of the tunnel. We are very appreciative of the range of communication and the capacity to really be out in front with our community about what is happening and what we are trying to accomplish.</p>
<p>3. El Dorado County School Boards Association Nominations</p> <p>(Supplement)</p> <p>(Consideration for Action)</p> <p>Superintendent</p>	<p>The Board considered nominations for the El Dorado County School Boards Association Awards Ceremony. This year the celebration will be a virtual live stream event on Monday, March 22, 2021.</p> <p>Superintendent Olson shared the names of 4 nominees submitted by our schools for Category 3: Outstanding Community Member or Volunteer.</p> <ul style="list-style-type: none"> • Claudia Carbonell “CC” Bensley • Marilyn Hylton • Gene Harris • Jana Vermette <p>Trustee George moved and Trustee Neal seconded to approve the nomination for all 4 individuals (Category 3) for the EDCSBA Annual Awards Ceremony. The motion passed 5-0.</p>
<p>4. COVID Update</p> <p>(Supplement)</p> <p>(Information and Possible Consideration for Action)</p> <p>Superintendent</p>	<p>The Board will receive an update on our current COVID status.</p> <p>Superintendent Olson provided updated information on our COVID status and mitigations. She began by thanking the Board members for their care and diligence in making sure they have accurate facts, data and information before making decisions regarding our district, parents for their hard work supporting their children as never before and our teachers/staff for all they have done to navigate this year.</p> <p>Mrs. Olson reported that at the December meeting the Board made the difficult decision to push back our more full reopening. They listened to our administrators, Cabinet, and took careful consideration of the data. Reviewing the trends, it was understood that for at least two weeks after every holiday, there is a significant uptick in positive cases. It would not have been prudent to begin a more full time situation during that time period after winter break.</p> <p>Mrs. Olson went on to say that we are currently in the middle of another important two-week window after New Year’s Eve. It is important for us to continue monitoring cases. We are concerned that if we put 24-30 students in a classroom right now, with the number of positive cases we are seeing in the community, we run the very real risk of a significant increase in positive cases and quarantine numbers in our schools. Vaccines for our teachers are imminent, which will help significantly. We are also expecting a new document from CDPH with new mandates/directives. We will need to look at these to be sure we are adhering to any new guidelines, not knowing what that may entail. Additionally, there are only a certain amount of substitutes available and we continue to struggle to fill positions. Thankfully, we have had a good number of parents step forward to become substitutes and we are extremely grateful. There is a hold up to get them all processed through the county office. EDCOE is not conducting fingerprinting right now due to COVID. Eventually it will be a great help to have our parents sign up, but in the meantime waiting for the process to be completed is still an issue. This is a truly a complex, difficult and challenging issue. We know our students need to be back in school fulltime and we want that, it just needs to be at the appropriate time.</p> <p>Assistant Superintendent of Curriculum and Instruction provided an update on current county and district trend data. Mr. Scoggins reviewed the county dashboard and did explain that positive cases are added to the date on which the person is confirmed to be positive. The farther back in time the</p>

date, the more stable the data seems to be. Recent dates see more fluctuation as new test data comes in. The data seems to stabilize after 4-7 days of reporting and data within the last 4 or 5 days tend to under-reflect the amount of positive cases. Sizeable increases are seen as new information is reported; lag time appears to be approximately one week. Also reviewed trend data comparison between the county and district.

Superintendent Olson stated we will not know the full extent of the spike in cases from New Year's Eve until the end of the week. Additionally, the Governor has proposed legislation that would require us to offer testing to every student and every staff member every week while we are in the purple tier. This potentially would be a huge endeavor not only with manpower, but time, money and tracking the testing process. Vaccines for our staff were thought to be about 4 weeks out however we were just informed that we can start that process now and we already have many staff members signed up. She went on to say that when we remove the ability to social distance and have lunch in person, with the cohort size being well over 100 at the middle schools, there is concern that we will have to quarantine many more individuals.

The Superintendent at this point provided the Board with the Cabinet's recommendation: 1) Continue to monitor the case numbers to watch for a significant decline in positive cases over a span of at least two weeks to help determine when it makes the most sense to enter phase 2. It was recommended that the Board reassess the information at the January 26, 2021 Regular Board meeting. 2) When the District enters phase 2, it is recommended that the Board send middle school students home with bag lunches, dismissing at 12:45 instead of 1:15 until February 28, to alleviate the large numbers of students close together, without masks and without a way to distance. Because of these issues, it is important to note that if we do continue with middle school lunch periods students will have assigned seating, it will not be free time. If we indeed get to phase 3 on March 1, then our students would be in a full day situation, with lunch periods intact.

President, Brownell summarized the recommendations and the Board began discussions. Trustee Neal indicated he was appreciative of the data, and asked if anyone had any additional data to share. Mr. Scroggins did provide some preliminary numbers for January 12th that were not previously included that indicated approximately 54 new cases reported in the Cameron Park and EDH area.

Trustee White commented it is little troubling that the conversation is always about COVID numbers, and not about data on education loss, test scores, and new counseling requests. She stated our focus, is myopic, and just focused on case numbers, and our responsibility is to look at all data affecting the wellbeing and education of students. She stated in terms of data, when comparing absences for Lake Forest School last year and this year during the first week of January as students returned, there were more absences in 2020. Of the absences in 2021, 45 of those students were not ill, but quarantined. This indicates a healthier crew now than in 2020. In addition, she expressed how proud she is of our district for moving forward to open in the fall and we have done a great job. We are charged with the difficult decision to do what we think is right and not what is easy. She went on to share comments from, Dr. Fauci, Governor Newsom and NPR regarding the need for students to be back in school and that students are not major sources of transmission either to each other or to adults. She also shared information from Dimitri Christakis, Pediatrician from a recent publication, regarding the estimation of US children's educational attainment and years of life lost associated with primary school closures during the pandemic. We made the decision to reopen in August, and got it right, although there are differing opinions. She indicated concerns regarding the long-term effects on kids, always using COVID numbers and not other data that should be part of the conversation.

Michael Gordon stated as a teacher he sees first hand from students the backward steps and downward turn of their social interaction and engagement with complete distance learning. Mr. Gordon continued sharing data points, and said putting 24-30 kids back in the classroom, he understands the uncertainty, but we have another 13 days and we are hopeful the numbers trend down, making it a little more comfortable. He again mentioned the fear of potentially having schools close due to 5% criteria, and reported that our schools currently are still very far from that particular spot.

Mr. Gordon commented on a study that he found to be incredibly important. He indicated that the decision made in August was significantly more challenging, than the decision we have this evening. What we have now that we did not have then is data and science. Still challenging although not as hard, still not simple. Mr. Gordon shared an article from the Scientific Journal, Nature Communications, where 19 scientist participated in a study conducted with 9.8 million asymptomatic cases. Of those who participated in the study, 300 came back positive. Contact tracing for those 300, resulted in 1100 contacts with not one testing positive. Trustee Gordon stated that what that study shows is that people who are not demonstrating symptoms, are not transporting the virus. Given the magnitude of the study, with scientists from three countries, Mr. Gordon said he feels comfortable with what this study indicates and it makes it unlikely that asymptomatic individuals are spreading the disease.

He went on to say the decision we have made is still multiple weeks away, there is the potential for the downward trend of numbers. Teachers and students have practiced the hybrid model all year and if numbers do not continue to go in a downward trend, obviously, it is in our best interest to pivot back to hybrid for safety. Again, the numbers would need to be continuing to increase. If we have to pivot, we already know how to do the hybrid. He indicated that at this point he is not ready to reconsider changing the plan we made last month based on where we think the numbers are going to go.

Trustee Gordon went on to say that he does not believe that the description the principals have provided in preparation for the lunches at the middle schools was the intended design of introducing lunch in phase 2, not when we talked last month, but understands the need to create a safe environment. He stated that in his opinion if the lunch will be this contained model, we are better suited to implement the grab and go lunch for phase 2. Trustee Gordon also shared that when we implement phase 2 on the 25th and we don't have a lunch (with implementation of the grab and go option), and our numbers change in the negative, we can attribute that to more students on campus. However, if we implement the in person lunch option and numbers change, we won't know if it is due to more students on campus or the addition of interacting with an in person lunch period. With the plan for contained outdoor lunches, Mr. Gordon stated he would be more comfortable sending lunch home, monitoring case numbers with additional students on campus and then plan for when we could implement lunch based on how phase 2 progresses. He stated the primary purpose is increasing instruction for our kids, chooses instruction over lunch.

Trustee George thanked everyone for the information that was shared and commented that we will also have the benefit of a new administration with a roadmap to get schools open within 180 days. She went on to say that one thing we have all been crying out for is help for our schools. Schools need help, money, resources and as we struggled over the summer, working hard and creatively to do the best for our students, it is amazing what we have done with limited resources. She said she was excited to see that now not only are schools in the spotlight but starting to realize the need for social emotional learning. Trustee George indicated she considers our administrators and staff as experts regarding social emotional learning and

with the hard work of our Superintendent and team, Rescue has been building and embedding SEL into our classrooms for a number of years. It is not new for us to be sure we are looking at the social emotional welfare of our students. She continued by stating it is great that now everyone else is realizing how important this is and finally looking at this to help schools get back to the business of teaching kids. She commented that there is an opportunity to maximizing our instruction, not losing any instructional minutes just merely the grab and go lunch. It may not be optimal, but we have been and will continue to be flexible and can revisit it.

Trustee George went on to say that we took such minute care in crafting a program that was successful and we are very fortunate to live in a geographic region where we are not experiencing the 1 in 10 positivity rate as seen in Los Angeles.

Trustee George said we should continue to remain vigilant and it is disturbing to hear comments such as if you are too scared you should stay home. That is bullying and there are many families within our district that do not want their kids back in school full time. She shared her frustration, saying the adults need to act like adults so we can get kids back in school. We can't let our guard down. Thinking about how can we maintain the maximize safety standards moving forward as we did in the fall, take that risk but be successful in a very heightened environment. Also making it possible to have cleaner data, without the lunch, when reviewing numbers when returning to the more full time model.

Trustee George concluded by saying we continue to maintain our high standards that we have established and that the district has done very successfully. Then, absolutely, moving forward is the best thing for our students.

Trustee Neal expressed how proud and humbling it is to serve with the board and his hope was that we accept these outcomes and the process. In looking at everything it is very difficult to satisfy how everyone feels. The vaccines are beginning to roll out, and we have provided school choice. He indicated the risks he was willing to take certainly may not be the same risks someone else would take. We need to acknowledge all constituent in the district, but there is a large group that aren't fearful. Again, vaccines are rolling out and looking at the data he indicated that he could see nothing to change the direction that the Board has currently taken. He stated, in regard to the lunch, he can be empathetic, and appreciated Mr. Gordon's comments regarding the data and could support the direction of the Board. Lastly, he said he appreciated the comments from the community.

Trustee Brownell stated part of the concern with opening on the 25 is not so much about student transmissions as we have seen the data supporting this, but with the adults. Currently we have three principals out and still concerned about capacity for staffing as the cases may not be about children but about adults.

She stated that if we reach a threshold where we can't run the organization on the level we need to because the adults are not able to participate, that is a concern we do not have an answer for. However, if the data is trending downward over the next 10 days that would give us all more confidence. If it does not trend downward and there continues to be a number of people, even within our own school community, who are testing positive, kids and adults, I would be concerned about entering phase 2. She commented that regarding lunch and listening to middle school folks talk about potential models and organizing to help them be where they need to be at lunch, seems exhausting to think about.

In summary Trustee Brownell noted that if on one hand the decision to promote the grab and go as the model we want to implement for lunch could be made tonight, that would be helpful. In addition, there seems to be consensus about staying the course on moving into phase 2 but still monitor data and perhaps for some the data is not as important.

	<p>Trustee White stated that based on comments, it seems that we need to do something with the lunch options, we have already made a decision in terms of going back on the 25th and it does not sound like anyone wants to change that direction. She additionally commented that there is actually a third option regarding the data as students return to campus. With or without lunch there is still the possibility that any additional increased in cases could just be the fact that it is becoming more prevalent in our community and our schools are just a reflection of that.</p> <p>As a point of clarification Dave Scroggins interjected that we do have this agreement with our unions for middle school but not for elementary. However, it is somewhat easier to manage interactions at the elementary level.</p> <p>Trustee Brownell stated it is very clear for middle school but asked about the plan for elementary site in phase 2 and the expectation for lunches. Mr. Scroggins responded by saying that basically isolating cohorts in a sense that a class would eat at assigned tables with assigned seats. He continued by saying that the reality is that as cases become confirmed, we still need contact tracing and we already have mechanisms in place to do that quickly and easily. In addition, we already have play zones with designated cohort play areas.</p> <p>Trustee Gordon moved and Trustee George seconded to approve the recommendation from Cabinet for the grab and go option for middle school lunch during phase 2. The motion passed 5-0.</p>
ADJOURNMENT:	Trustee White moved to adjourn the meeting at 8:02 p.m.

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				

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100882/00	WON-DOOR CORPORATION								
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001293/00	ZEP SALES & SERVICE								
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TOTAL BATCH PAYMENT	89,830.21 ***	0.00	89,830.21
TOTAL USE TAX AMOUNT			35.23
TOTAL DISTRICT PAYMENT	89,830.21 ****	0.00	89,830.21
TOTAL USE TAX AMOUNT			35.23
TOTAL FOR ALL DISTRICTS:	89,830.21 ****	0.00	89,830.21
TOTAL USE TAX AMOUNT			35.23

Number of checks to be printed: 66, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be printed.

89,830.21

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 11/23/20
 District Designee Date

015 RESCUE UNION SCHOOL DISTRICT J54989
0033 12_07_2020 LQ

ACCOUNTS PAYABLE PRELIST
BATCH: 0033 0033 11_30_2020 LQ

APY500 L.00.19 12/04/20 15:02 PAGE 10
<< 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

105836/00 THE DEVEREUX FOUNDATION

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102582/00 US BANK EQUIPMENT FINANCE

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100001/00 VERIZON WIRELESS

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105389/00 WEVIDEO INC.

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TOTAL BATCH PAYMENT	867,952.91	***	0.00	867,952.91
TOTAL USE TAX AMOUNT				10.44

TOTAL DISTRICT PAYMENT	867,952.91	****	0.00	867,952.91
TOTAL USE TAX AMOUNT				10.44

TOTAL FOR ALL DISTRICTS:	867,952.91	****	0.00	867,952.91
TOTAL USE TAX AMOUNT				10.44

Number of checks to be printed: 57, not counting voids due to stub overflows.
Number of zero dollar checks: 1, will be printed.

867,952.91

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


District Designee

12/4/20
Date

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

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			TOTAL PAYMENT AMOUNT						977.50 *

102582/00 US BANK EQUIPMENT FINANCE

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215205	PO-210143	11/25/2020	429696511	112020-122020	5 01-1100-0-5633-1110-1000-022-0000-92-000	NN	P		574.87	574.87
215205	PO-210143	11/25/2020	429696511	112020-122020	6 01-1100-0-5633-1110-1000-027-0000-97-000	NN	P		522.51	522.51
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215208	PO-210146	11/25/2020	429696511	112020-122020	PD 1 01-0000-0-5690-0000-7200-081-0000-00-000	NN	P		12.74	12.74
215208	PO-210146	11/25/2020	429696511	112020-122020	L 1 01-0000-0-5690-0000-7200-081-0000-00-000	NN	P		79.70	79.70
215208	PO-210146	11/25/2020	429696511	112020-122020	PD 3 01-1100-0-5690-1110-1000-021-0000-91-000	NN	P		12.86	12.86
215208	PO-210146	11/25/2020	429696511	112020-122020	L 3 01-1100-0-5690-1110-1000-021-0000-91-000	NN	P		80.49	80.49
215208	PO-210146	11/25/2020	429696511	112020-122020	PD 1 01-0000-0-5690-0000-7200-081-0000-00-000	NN	P		44.79	44.79
215208	PO-210146	11/25/2020	429696511	112020-122020	L 1 01-0000-0-5690-0000-7200-081-0000-00-000	NN	P		332.78	332.78
215208	PO-210146	11/25/2020	429696511	112020-122020	PD 2 01-0000-0-5690-1110-1000-081-0000-00-000	NN	P		223.95	223.95
215208	PO-210146	11/25/2020	429696511	112020-122020	L 2 01-0000-0-5690-1110-1000-081-0000-00-000	NN	P		1,663.91	1,663.91
			TOTAL PAYMENT AMOUNT						4,583.05 *	4,583.05

100145/00 WESTERN SIGN COMPANY

215492	PO-210474	10/28/2020	7910		1 01-8150-0-4300-0000-8110-085-0000-00-000	YN	F		240.24	240.24
			TOTAL PAYMENT AMOUNT						240.24 *	240.24
			TOTAL USE TAX AMOUNT							17.42

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

TOTAL BATCH PAYMENT	164,298.67 ***	0.00	164,298.67
TOTAL USE TAX AMOUNT			17.42

Cheryl Olson 12/11/20
District Designee Date

TOTAL DISTRICT PAYMENT	164,298.67 ****	0.00	164,298.67
TOTAL USE TAX AMOUNT			17.42

TOTAL FOR ALL DISTRICTS:	164,298.67 ****	0.00	164,298.67
TOTAL USE TAX AMOUNT			17.42

Number of checks to be printed: 53, not counting voids due to stub overflows.

164,298.67

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

TOTAL DISTRICT PAYMENT							121,214.85	****	0.00	121,214.85
TOTAL USE TAX AMOUNT										94.56

TOTAL FOR ALL DISTRICTS:							121,214.85	****	0.00	121,214.85
TOTAL USE TAX AMOUNT										94.56

Number of checks to be printed: 39, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be printed.

121,214.85

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 12/16/20
 District Designee Date

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

102244/00	SUN LIFE FINANCIAL							
PV-210379	12/18/2020	203027	EMP LIFE JAN	01-0000-0-3901-0000-2700-081-0000-00-000	NN			314.17
PV-210379	12/18/2020	203027	EMP AD&D JAN	01-0000-0-3901-0000-2700-081-0000-00-000	NN			30.01
PV-210379	12/18/2020	203027	DEP LIFE JAN	01-0000-0-9582-0000-0000-000-0000-00-000	NN			2.20
TOTAL PAYMENT AMOUNT							346.38 *	346.38

TOTAL BATCH PAYMENT	33,236.55 ***	0.00	33,236.55
TOTAL DISTRICT PAYMENT	33,236.55 ****	0.00	33,236.55
TOTAL FOR ALL DISTRICTS:	33,236.55 ****	0.00	33,236.55

Number of checks to be printed: 23, not counting voids due to stub overflows.

Handwritten initials and a circled number 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

Handwritten signature
 District Designee
 12/18/20
 Date

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
210601	4 IMPRINT	4imprint-Gen Music-Hoodies	651.02	Pleasant Grove Middle School
210588	AMAZON CAPITAL SERVICES INC	Printer - R sped - April Kvam	235.94	DISTRICTWIDE SERVICES
210591	AMAZON CAPITAL SERVICES INC	Laptop Battery	58.97	DISTRICTWIDE SERVICES
210599	AMAZON CAPITAL SERVICES INC	Memory Drive	36.34	DISTRICTWIDE SERVICES
210602	AMAZON CAPITAL SERVICES INC	Amazon-Leadership	200.00	Pleasant Grove Middle School
210606	AMAZON CAPITAL SERVICES INC	HardDrives for teacher updates	962.68	DISTRICTWIDE SERVICES
210609	AMAZON CAPITAL SERVICES INC	Memory Kits & Amy's phone case	169.42	DISTRICTWIDE SERVICES
210596	AMPLIFY EDUCATION INC	Amplify Science TE - PG	360.36	DISTRICTWIDE SERVICES
210597	AMPLIFY EDUCATION INC	Amplify Science TE - MV	360.36	DISTRICTWIDE SERVICES
210607	ARTS ATTACK	Online subscription, L. Dosh	159.00	Marina Village School
210590	B & H FOTO & ELECTRONICS CORP	DOCUMENT CAMERAS	491.21	Lake Forest School
210598	BANK OF AMERICA	Sams Club Paper	600.17	Jackson School
210595	BRAINPOP LLC	Subdcription Rrenewal	2,950.00	Lakeview
210608	BUREAU OF EDUCATION & RESEARCH	Online BER workshop-Dist AVID	777.00	Pleasant Grove Middle School
210613	BUREAU OF EDUCATION & RESEARCH	What's New for K-6 recorded	279.00	DISTRICTWIDE SERVICES
210614	BUREAU OF EDUCATION & RESEARCH	What's New in Young Adult rec	279.00	DISTRICTWIDE SERVICES
210610	CARE EDUCATIONAL SERVICES	Psychological Assessment	6,000.00	DISTRICTWIDE SERVICES
210584	CDW-G	Memory	1,268.23	DISTRICTWIDE SERVICES
210592	CDW-G	Memory	376.45	DISTRICTWIDE SERVICES
210589	FOLLETT SCHOOLS SOLUTIONS INC	LV - Missing Book Replacements	205.63	DISTRICTWIDE SERVICES
210604	FOLLETT SCHOOLS SOLUTIONS INC	Follett	550.66	Green Valley School
210585	JAMF SOFTWARE LLC	Renewal through 1/27/2022	1,925.00	DISTRICTWIDE SERVICES
210587	JUNIOR LIBRARY GUILD	Site budgt- JLG Renwl-Library	845.44	Pleasant Grove Middle School
210593	LANGUAGE LINE SERVICES INC	Translation	500.00	DISTRICTWIDE SERVICES
210583	MULTI HEALTH SYSTEMS INC	EL Testing Supplies	632.50	DISTRICTWIDE SERVICES
210603	PUT-IN-CUPS LLC	Jaguar Put In Cups For Fence	1,055.25	Jackson School
210611	RAY MORGAN COMPANY	Staples	126.56	Lakeview
210612	RESOURCES FOR EDUCATORS	Middle Years subscript 21/22	249.00	Marina Village School
210594	SAVVAS LEARNING COMPANY LLC	History wkbks for Erin Metcalf	303.84	DISTRICTWIDE SERVICES
210605	STARFALL EDUCATION	Renewal	270.00	Lakeview
210600	WELLNESS TOGETHER	PARENT NIGHT WORKSHOP	2,500.00	DISTRICTWIDE SERVICES
210586	WENGER CORPORATION	Wenger-Gen. Music-Chairs/Stnds	11,037.57	Pleasant Grove Middle School
		TOTAL FUND	36,416.60	
		TOTAL DISTRICT	36,416.60	

FUND		AMOUNT
01	GENERAL FUND	36,416.60
	TOTAL DISTRICT	36,416.60

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: Williams Act Uniform Complaint Procedures Quarterly Report

BACKGROUND:

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

STATUS:

The District posts a notice in each classroom-notifying parents that there should be sufficient textbooks and instructional materials in the room and school facilities must be clean, safe and maintained in good repair. The District has adopted a Uniform Complaint Procedure and is now reporting to the County Superintendent pursuant to Education Code 35186, that the Rescue Union School District received no complaints under the Williams Act Uniform Complaint Procedures for the period of October 1, 2020 to December 31, 2020.

FISCAL IMPACT:

NA

BOARD GOALS:

Board Focus Goal V – FACILITY HOUSING:

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

RECOMMENDATION:

Approve the Williams Act Quarterly Report and direct staff to forward the Williams Act Quarterly report for the period of October 1, 2020 to December 31, 2020 to the El Dorado County Superintendent of Schools.

Quarterly Report on Williams Uniform Complaints

[Education Code § 35186]

To: **Ed Manansala, Ed.D., County Superintendent**

District: **RESCUE UNION SCHOOL DISTRICT**

Person completing this form: **Sean Martin** Title: **Assistant Superintendent, Business Services**

Quarterly Report Submission Date: April 2020
(check one) July 2020
 October 2020
 January 2021

Date for information to be reported publicly at governing board meeting: **January 26, 2021**

Please check the box that applies:

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

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	-0-		
Teacher Vacancy or Misassignment	-0-		
Facilities Conditions	-0-		
TOTALS	-0-		

Signature of District Superintendent

January 26, 2021

Date

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
Graham Harris	Employment - Temp	1.0	Teacher	Marina Village	01/04/2021
Morgan Butler	Employment – Temp	1.0	School Nurse	District Office	01/04/2021
Morgan Butler	Temp Employment Ends	.2176	School Nurse	Marina Village	01/03/2021

FISCAL IMPACT:

Fiscal impact will be reflected in the 2020-21 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
Gallman, Stacy	Employment	1.0	Student Services Secretary	Lake Forest	01/11/21
Hanko, Zoe	Employment	.53	Yard Supervisor	Jackson	01/04/21
Knight, Laura	Employment	.8750	Food Services Secretary	Food Services	01/04/21
Nepo, Mayah	Employment	.49	Yard Supervisor – Short term	Lakeview	01/13/21
Poor, Cody	Employment	1.0	Lead Maintenance Technician	District Office	01/04/21
Butler, Morgan	100% LOA	.4688	Health Office Nurse	Marina Village	01/04/21
Hiscott, Deborah	100% LOA	.7655	Bus Driver	Transportation	02/01/21
Hanko, Zoe	Resignation	.39	Yard Supervisor	Lake Forest	01/03/21
Rodriguez Almanza, Elvira	Resignation	.25	Food Service Worker	Food Service	01/22/21

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: School Accountability Report Cards (SARCs)

BACKGROUND:

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

STATUS:

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

FISCAL IMPACT:

N/A

BOARD GOAL:

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

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

RECOMMENDATION:

District administration recommends the Board of Trustees approve the proposed 2019-2020 School Accountability Report Cards (published in 2020-2021).

Green Valley Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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 494 students (229 virtual and 265 in person) in Transitional Kindergarten through 5th grade. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention. We offer a full day kindergarten program. Green Valley was recognized as a Gold Ribbon School in 2016.

We employ 23 classroom teachers (12 in person and 11 virtual), one full time Special Education teacher, two Title I Bilingual Para-educators, two part time Title I Intervention Teacher 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, two bilingual para-educators, seven additional paras and six yard supervisors. We receive district staffing support for the following positions: Music Teacher, School Nurse and District Psychologist. Our teacher to student ratio averages 24:1 in our classrooms. A speech and language specialist is provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Reading Counts, core literature, guided reading and Sonday. Math instruction is supplemented with ST Math, Reflex Math, and IXL in 3rd-5th grade. 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. During non covid time, 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. We look forward to offering these opportunities again once the pandemic is over.

Students in all grade levels (TK-5) have been provided a device (chromebook) by the District. We also have a fully equipped computer lab with 31 computers to support students. 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, IXL, 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. We also implement 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 counselor teaches 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 counselor also work with groups of students on specific strategies or areas of need (ie: friendship groups, divorce groups, grief etc.) Character traits are featured each month and students from each grade level are honored during awards assemblies for demonstrating strong citizenship.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	87
Grade 1	53
Grade 2	61
Grade 3	52
Grade 4	65
Grade 5	75
Total Enrollment	393

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Asian	2
Filipino	1
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.3
White	58
Two or More Races	6.9
Socioeconomically Disadvantaged	37.9
English Learners	14.5
Students with Disabilities	9.7
Foster Youth	0.3
Homeless	2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22	23	19	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected:

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

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

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

School Facility Conditions and Planned Improvements

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

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/22/20

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	54	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

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

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.51	1.01	
Expulsions	0	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	20	2	2		19	4			22	2	2	
1	22		3		20	2	1		24	2		1
2	21	1	2		26		2		20	2	1	
3	26		3		24		3		26		2	
4	17	1	2		30		2		22		3	
5	27		3		28		3		25		3	

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	196.5

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Psychologist	0.8
Nurse	0.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,518	\$2,979	\$8,539	\$80,283
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	10.6	3.1
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	9.7	-0.4

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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

Jackson Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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

Jackson School is located in the beautiful oak-studded foothills, twenty-five miles northeast of Sacramento. The campus serves a student body of 373 students in grades kindergarten through fifth. The educational program is supported by a staff of 17 classroom teachers, one music teacher, and one PE teacher.

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

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

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

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	76
Grade 1	78
Grade 2	70
Grade 3	80
Grade 4	65
Grade 5	78
Total Enrollment	447

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	5.1
Filipino	2.5
Hispanic or Latino	13.9
Native Hawaiian or Pacific Islander	0.9
White	74.7
Two or More Races	1.3
Socioeconomically Disadvantaged	8.3
English Learners	2.2
Students with Disabilities	8.1
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	23	21	21	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected:

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

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/22/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replaced old surfaces
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Replaced old fixtures
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Dry rot, portables need replaced
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Cracks in the playground
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	70	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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

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

Contact Person: Michele Williamson

Contact Phone: 916-933-1828

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.6	0.4	2.0	1.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.22	1.01	
Expulsions	0	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		4		24	1	3		19	3	1	
1	24		3		23		3		26		3	
2	20	2	1		25		3		23		3	
3	26		3		22		3		27		3	
4	25		3		27		3		22		3	
5	20	1	3		28		3		26		3	
Other**	7	1			8	2						

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	447

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist	0.4
Nurse	0.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,660	\$3,046	\$7614	\$77,717
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	-0.9	-0.2
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-1.8	-3.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

This year professional opportunities have decreased as teachers have used planning time to collaborate and do strategic planning for weekly educational platforms for delivery of asynchronous instruction. During a "normal" school year teachers receive Professional Development on minimum days. Last year's topics include: Benchmark Advance, Growth Mindset, Step Up to Writing, STEMscope Science, Design Learning, PBIS, Trauma Informed Teaching Practices, and GLAD training. Teachers also have grade level meetings to analyze assessment data and target key standards. In addition, teachers meet to plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, State Standards, and other educationally related matters are provided for all teachers.

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

Lake Forest Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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

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

Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The campus overlooks views of the surrounding hills and attractive neighborhoods, which have grown with the enrollment of the school over the past two decades. At one point in the late 90's our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School changed to a traditional calendar after being on a multi-track year round calendar for nine years. Currently, Lake Forest Elementary is a Transitional K-5 school serving approximately 325 students with 15 classrooms with a Learning Center to support students with Special Education needs run by a resource teacher. The district located two SDC classrooms on the Lake Forest campus in 2019.

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

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

Currently, Lake Forest teachers and support staff are working together to address students' social and emotional needs through reviews of on-going research, and collaborative discussions to better identify students who need sensitive interventions to encourage academic success and to better develop an encouraging, caring atmosphere in the classroom for the benefit of all students. A school counselor works directly with staff and families to create groups and administer age-appropriate lessons. In addition to services provided by our counselor, we also support Social and Emotion Learning through our I SWIM program, which promotes positive traits and offers opportunities for students to participate in school and community service.

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

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

The curriculum focus is based on California Standards. Standards are taught at every grade level, and ongoing staff development in Language Arts, Writing, etc. supports dynamic, data-driven classroom instruction. Current district adopted curriculum includes Benchmark Advance for Language Arts instruction, Houghton Mifflin GoMath program, and Step up to Writing. Rescue Union School District is currently piloting two new Social Studies series, and a new curriculum that is aligned to state standards will be adopted in the 2021-2022 school year.

Next Generation Science Standards are taught using Stem Scopes and Mystery Science. All instruction is aligned to current standards, and more district adopted programs will be added in 2021. Students participate in science-related field trips and various outreach programs through the American River Conservancy, The Sacramento Zoo, the Discovery Museum, and other sources.

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

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	85
Grade 1	63
Grade 2	62
Grade 3	82
Grade 4	76
Grade 5	80
Total Enrollment	448

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	3.3
Filipino	0.7
Hispanic or Latino	15.4
White	72.3
Two or More Races	7.8
Socioeconomically Disadvantaged	12.5
English Learners	3.1
Students with Disabilities	7.8
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	23	22	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January 2021

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

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

School Facility Conditions and Planned Improvements

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

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/22/20

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	60	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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

Contact Person: Bruce Peters

Contact Phone No. (916) 933-0652

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.2	0.0	2.0	1.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	1.01	
Expulsions	0	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

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

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

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

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	2		20	1	3		26		3	1
1	27		2		28		2		25		2	
2	24		3		24		3		25		2	
3	22		3		22		3		25		3	
4	26		2		28		2		23		3	
5	29		4		27		3		25		3	
Other**									15	2	1	

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	746.7

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Psychologist	0.3
Nurse	0.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,289	\$2,479	\$7,810	\$76,066
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	1.7	-2.3
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	0.8	-5.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

Lakeview Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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

Lakeview Elementary School received the California Distinguished School Award in 2018. Our beautiful school sits atop a hill in the midst of a newly developed subdivision overlooking views of the surrounding hills, attractive neighborhoods, and Folsom Reservoir. The campus was opened in August 2005 and is one of seven schools in Rescue Union School District. Located 28 miles east of Sacramento in the foothills of the Sierra Mountains, Lakeview serves a student body of approximately 430 students in our current Hybrid AM/PM model, running Transitional Kindergarten through fifth grade. The enrollment continues to grow as our reputation for offering excellence in education travels throughout the community, prompting new families to relocate to nearby neighborhoods. Lakeview is a place where our school motto, "Soaring to Success," is a true reflection of what is taking place each and every day.

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

Twenty-seven teachers work to support our wonderful Lakeview student body, alongside two secretaries, one librarian, three custodians, two nurses, two part-time counselors, one school psychologist, one Special Education teacher, 12 instructional aides, one speech/language pathologist and one principal. Our librarian is available eight hours a day, each school day. A District nurse is on campus one day each week, while our site nurse assists with medical and health related issues daily. Our psychologist is on site two days each week. Our counselors serve Lakeview students four days each week. Our speech/language pathologist offers services to students five days per week. Our Special Education teachers are on site daily with seven full-time aides to serve those students with identified learning disabilities. Our support program serves students, using both the pull-out and push-in models to meet their individual needs in the least restrictive environment. Our all-day kindergarten program offers one two hour aide for each class. Our Learning Intervention Program provides three specialized instructional aides to support those in need of intervention.

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

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

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	97
Grade 1	83
Grade 2	83
Grade 3	93
Grade 4	92
Grade 5	88
Total Enrollment	536

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	11.9
Filipino	1.3
Hispanic or Latino	9.7
White	65.9
Two or More Races	9.7
Socioeconomically Disadvantaged	5.2
English Learners	5.6
Students with Disabilities	8.4
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	24	25	27	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected:

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

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

School Facility Conditions and Planned Improvements

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/22/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Stained ceiling tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	67	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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

Contact Person: Kathy Miracle

Contact Phone No. 916-941-2600

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	0.5	2.0	1.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.53	1.01	
Expulsions	0	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

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

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

Pre/Post COVID, students in fifth grade serve as Safety Patrol Officers. They accompany adult staff members in monitoring the campus for safety before and after school.

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

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

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

Year 2-3 of Positive Behavioral Intervention Support (PBIS) is being implemented this year (in whatever manner is possible, while experiencing COVID) to further enhance student understanding and staff consistency of our school procedures and expectations.

Pre/Post COVID, our 4th and 5th grade student leadership group, IMPACT, works to provide school service and community service, while learning and practicing leadership skills.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		21	1	4		24		4	
1	26		3		23		3		24		3	
2	27		3		24		3		24		3	
3	28		3		23		4		23	1	3	1
4	27		4		29		3		27		3	
5	27		4		27		4		26		3	
Other**									24		2	

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	1340

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.4
Psychologist	0.5
Nurse	0.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,263	\$2,646	\$7,617	\$78,527
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	-0.8	0.9
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-1.7	-2.6

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

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

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

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

Rescue Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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.

During the 2020 Pandemic, the school day is broken up into a hybrid schedule of a half day of in person learning and a half day distance learning. Students attend either in the AM or the PM cohort and then complete the rest of the assignments for those periods at home. 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 attending classes in either an AM group or PM group 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. All students district-wide were offered a virtual learning program through the Frontier Academy or the Hybrid option described above.

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.

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

Our Vision Statement 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	87
Grade 1	97
Grade 2	79
Grade 3	63
Grade 4	73
Grade 5	66
Total Enrollment	465

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.9
Asian	1.1
Filipino	0.2
Hispanic or Latino	12
Native Hawaiian or Pacific Islander	0.6
White	84.1
Socioeconomically Disadvantaged	20
English Learners	2.4
Students with Disabilities	6
Foster Youth	0.2
Homeless	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	20	21	19	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2018

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

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

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

School Facility Conditions and Planned Improvements

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

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

During 2020, handwashing stations were purchase and installed to provide more availability for students to wash their hands more frequently in accordance with the RS Reopening Plan. Air filters are also replaced on a regular basis.

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/22/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replaced worn out surfaces/wall board

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Replace portable siding
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Replace rusting doors, field renovation
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	50	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

***Due to the 2020 Pandemic many of our normal activities have been postponed or suspended. Currently we are not able to have parent volunteers in their normal capacity due to our Health and Safety guidelines as set by El Dorado County Public Health Department. Below is a description of normal opportunities that encourage parent involvement in Rescue Elementary School:

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

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

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

Contact Person: Dustin Haley, Principal

Contact Phone No. 530-677-2720

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.4	0.6	2.0	1.2	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0	1.01	
Expulsions	0	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

In addition, Rescue Elementary has created a Reopening Plan that includes the health and safety protocols as our school has opened in a Hybrid model due to the 2020 pandemic. The plan provides procedures regarding a student's daily routine and how they are able to stay safe. There is also information regarding personal protective equipment (PPE) and hygiene practices, sanitation of facilities and equipment, contact tracing and communication, and proper social distancing requirements. This plan is located on the above mentioned school website listed under RS Reopening Plan.

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	3		23	1	4		22	1	3	
1	22		3		25		3		24		4	
2	24		3		26		3		23		3	
3	24		3		24		3		25		2	
4	23		3		28		2		28		2	
5	24		3		28		3		28		2	
Other**									26		2	

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

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	775

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.6
Psychologist	0.3
Nurse	0.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,319	\$2,656	\$7,663	\$73,075
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	-0.2	-6.3
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-1.1	-9.8

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

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

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

Marina Village Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

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

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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

Marina Village School is located north of Highway 50 in El Dorado Hills. The school is 38 years old. It is a sixth/seventh/eighth-grade school with an enrollment of 600 students on campus and nearly 200 students in distance learning. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule which provides students with more enrichment choices than on a semester schedule. Progress reports are posted online shortly after the middle of each trimester. Grades are posted online at the end of each trimester and hard copies are available upon request.

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

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading, and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. Class size is small to allow for individual attention. Additional support is provided by a school counselor, a district nurse (1 day per week), a district psychologist (4 days per week), and a county speech/language specialist (2 days per week). Services include academic counseling, crisis intervention, and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods when school is in session for a full day, and after school through the Homework Club program for those students in need of extra help. A mandatory assignment to Homework Club is provided for students who are academically failing. During the COVID-19 shutdown, some of these services are held via video conferencing. Marina Village teachers work closely with the support staff.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	258
Grade 7	291
Grade 8	281
Total Enrollment	830

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.2
Asian	8.3
Filipino	2.4
Hispanic or Latino	12.2
Native Hawaiian or Pacific Islander	0.1
White	70.2
Two or More Races	5.2
Socioeconomically Disadvantaged	6.5
English Learners	0.6
Students with Disabilities	6.3
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	35	38	37	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected:

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	
Science	AMPLIFY Grade 6 STEMSCOPES Grades 7-8	Yes	
History-Social Science	Grades 6-8: TCI	Yes	
Health	Botvin's LifeSkills Grades 6-8	Yes	

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

School Facility Conditions and Planned Improvements

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

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

The student leadership program and Marina Ohana Committee program have each installed storage units for supplies. The District has completed a full remodel of the school gym, adding a new wood floor, two new scoreboards, new record boards, and painting the gym interior. The District has also completed the remodel of the main office in order to provide a private health office space, an additional security exit, and a larger conference room. Construction has been completed of a new two-story building that facilitates two new science classrooms, a new Project Lead the Way classroom, and approximately 9 general education classrooms.

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/22/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Carpets need replaced
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Leaking fixtures, floor tiles rippling
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Old portables rotting and leak, dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	69	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	3.0	2.1	2.0	1.2	3.5	3.5
Expulsions	0.1	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.81	1.01	
Expulsions	.48	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Parents and students consistently provide feedback indicating that Marina Village promotes a positive learning environment and that students are challenged in all academic areas. Positive behavior and achievement are recognized in numerous ways. Staff members nominate students for "Student Recognition" at the end of every trimester. These students are acknowledged for their special achievements at school assemblies. Teachers provide tickets for outstanding behavior (Ohana Tickets and Mustang Pride Tickets) that may be redeemed for prizes and are entered into monthly drawings. Academic achievement is recognized through Honor Roll and Principal's Honor Roll awards each trimester; and the school's chapter of Honor Society (not active in 20-21). 8th-grade students are eligible for the Mustang Pride Award for academic excellence over 3 years and are awarded at 8th-grade promotion.

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

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

The WEB program (Where Everybody Belongs) is made up of 8th graders who plan activities with 6th graders to help them with their transition to middle school. Marina has implemented a PBIS (Positive Behavior Intervention and Supports) program to teach student behavior expectations, to recognize positive choices, and to provide support services for students. A variety of clubs meet after school, offering opportunities for positive social interaction. Marina students are involved in anti-drug, anti-tobacco, environmental, and community service activities. Marina staff have also been training SEL practices and conflict resolution. Marina Village students function in a safe, positive environment. Marina Village recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate.

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

Due to COVID-19, many adjustments in cleaning protocols, school schedules, and remote learning have been implemented to provide for the health and safety of staff and students.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	27	4	16		26	2	18		36	1	14	5
Mathematics	27	2	16	1	27	3	13	3	26	2	20	
Science	30		17		28	2	17	1	30		19	
Social Science	29	2	17		29		18	1	36	1	14	5

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	830

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist	0.6
Nurse	0.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,416	\$2,441	\$6,975	\$77,357
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	-9.6	-0.6
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	-10.5	-4.1

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

Pleasant Grove Middle School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

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

DataQuest

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

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Pleasant Grove Middle School
Street	2540 Green Valley Road
City, State, Zip	Rescue, CA 95672
Phone Number	530-672-4400
Principal	Vera Rue Morris
Email Address	vmorris@rescueusd.org
Website	www.pleasantgrovepumas.org
County-District-School (CDS) Code	09619780101519

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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, Computer Science, Spanish, Leadership, Speech/Drama, Health and Fitness, Project Lead the Way (PLTW) Design and Modeling, PLTW Medical Detectives, Game Design, Art Exploration, Math or Reading Intervention, Study Hall and Advancement via Individual Determination (AVID). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and socialize in a safe environment, to be challenged, and to be properly instructed and evaluated by highly qualified, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits.

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. 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 6	143
Grade 7	162
Grade 8	179
Total Enrollment	484

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	1
Filipino	1.4
Hispanic or Latino	22.7
Native Hawaiian or Pacific Islander	0.6
White	71.9
Two or More Races	1.7
Socioeconomically Disadvantaged	31.4
English Learners	5.8
Students with Disabilities	11
Homeless	1.7

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	25	25	170
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

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

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

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

School Facility Conditions and Planned Improvements

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

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

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

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: 12/22/20

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Replace failed windows
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Many small roof leaks, replace stucco
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Repair window sills after windows are replaced
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	48	N/A	61	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-2021)

Parent support of the school is very high. In a usual year, parent involvement includes, but is not limited to: Parent Teacher Organization (PTO), District English Learner Advisory Committee (DELAC), English Learner Advisory Committee (ELAC), School Site Council, Music Boosters, Honor Society, chaperoning dances and field trips, volunteering within the classrooms, and assisting in promotion activities. Monthly parent newsletters are emailed home and posted electronically to the school's webpage pleasantgrovepums.org. However, due to COVID-19, parent onsite involvement has decreased to online PTO, online DELAC, online ELAC, online School Site Council, and online music boosters. Communication with parents regarding the school and individual students is maintained through telephone calls, our marquee, progress reports, letters, conferences, press releases and special flyers, JupiterGrades, the ParentLink automated call/email program, and our school and district websites.

Contact Person: Vera Rue Morris, Principal
Contact Phone No. 530-672-4400

State Priority: School Climate

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

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

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.8	3.0	2.0	1.2	3.5	3.5
Expulsions	0.2	0.4	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.29	1.01	
Expulsions	0	.11	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

Parents and students believe that Pleasant Grove provides a positive learning environment and the students are challenged in all academic areas. Positive behavior and achievement are recognized by positive telephone calls, e-mails, and messages sent home by the teacher, vice principal, and principal. Staff members nominate "Students of the Trimester" three times per year. Additionally, during this unique school year, in order to have more positive recognition opportunities, we have expanded to Student of the Month Awards with celebratory rewards cart options. Students are allowed to pick various "award" items from our student cart. These students are acknowledged for any special achievement not just academic. Academic achievement is recognized through the Honor Roll. Eighth grade students are eligible for Presidential Awards for Academic Excellence. A committee of parents, teachers, students and administrators reviewed other middle school discipline policies and created a parent/student handbook for Pleasant Grove. This is reviewed each year for any needed adjustments.

In addition to academic recognitions, students are recognized for positive behavior with our Puma Pride Awards. This is part of our Positive Behavior Intervention Supports program also known as PBIS. Through PBIS, students with qualifying merit counts are recognized at various times throughout the year. The PBIS program is in the initial phase of incorporating Best Practice Rules lessons to establish positive, clear, and regularly communicated expectations for students.

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of ten members: Both classified and certificated staff. The school Safety committee meets tri-annually throughout the school year and the plan was last reviewed and updated in November 2020. Our school Safety Plan is also reviewed by our school's Site Council. Physical improvements, leading to a safer school environment, have been made to our parking lot, asphalt courts, and play fields and we have evaluated, revised, and improved policies related to campus supervision, anti-bullying programs, and positive recognition events.

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	20	8	11		19	8	13		22	8	8	
Mathematics	20	10	8		19	7	12		19	10	8	
Science	26	2	12		24	2	12		25	3	10	
Social Science	26	1	13		25	1	13		26	3	11	

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	484

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Psychologist	1
Nurse	0.2

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,548	\$3,368	\$8,180	\$79,569
District	N/A	N/A	\$7,682	\$77,846
Percent Difference - School Site and District	N/A	N/A	6.3	2.2
State	N/A	N/A	\$7,750	\$80,565
Percent Difference - School Site and State	N/A	N/A	5.4	-1.2

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

Types of Services Funded (Fiscal Year 2019-2020)

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

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,041	\$50,574
Mid-Range Teacher Salary	\$73,054	\$76,649
Highest Teacher Salary	\$95,245	\$98,993
Average Principal Salary (Elementary)	\$119,825	\$125,150
Average Principal Salary (Middle)	\$121,421	\$129,394
Average Principal Salary (High)		\$122,053
Superintendent Salary	\$183,618	\$193,925
Percent of Budget for Teacher Salaries	36.0	34.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

In a normal school year, thirty eight Early Release Professional Development/Teacher Collaboration Wednesdays are scheduled throughout the school year. During these meetings, teachers work to analyze assessment data and target key standards. In addition, they plan, develop and improve effective instructional strategies. Staff development related to instructional practices, curriculum, technology, Common Core State Standards, and other educationally related matters are provided for all teachers. However, during this COVID-19 school year, Early Release Collaborative Wednesdays have been replaced with Distance Learning Collaborative learning and teaching days. Each month has had a different amount of Distance Learning days due to the need to adjust our school calendar to accommodate changes with COVID-19 and the community. During these collaborative days, professional development has focused on best practices with online teaching, utilizing online platforms, and how to best adjust the curriculum in a hybrid setting.

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

Additionally, we provide two days for parent conferences, one and a half days for report card preparation and collaboration, and IEP/504 transition and collaboration days between the middle school and high school.

STEPHEN ROATCH ACCOUNTANCY CORPORATION

Certified Public Accountants

Stephen Roatch - President
Habbas Nassar - Vice President

January 13, 2021

Management and Governing Board of
Rescue Union School District
2390 Bass Lake Road
Rescue, CA 95672

Year 2 of 3-year contract

This letter confirms that Rescue Union School District has requested our firm to perform only the audit services described in this letter and has not requested our firm to provide any specific internal control review or fraud audit service. This letter also confirms our understanding of the terms and objectives of our audit engagement and the nature and limitations of the services we will provide.

We are pleased to confirm our understanding of the services we are to provide Rescue Union School District for the year ended June 30, 2021. We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the related notes to the financial statements, which collectively comprise the basic financial statements of Rescue Union School District as of and for the year ended June 30, 2021. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement Rescue Union School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Government Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to Rescue Union School District's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by U.S. generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

1. Management's discussion and analysis
2. Budgetary comparison information
3. Schedules of the proportionate share of the net pension liabilities
4. Schedules of contributions

We have also been engaged to report on supplementary information other than RSI that accompanies Rescue Union School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America, and we will provide an opinion on it in relation to the financial statements as a whole, in a report combined with our auditor's report on the financial statements.

1. Schedule of expenditures of federal awards
2. Supplementary information

The Schedule of Financial Trends and Analysis will not be subjected to the auditing procedures applied in our audit of the financial statements, and our auditor's report will not provide an opinion or any assurance on that other information.

Audit Objectives

The objective of our audit is the expression of opinions as to whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. The objective also includes reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance).

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose. If during our audit we become aware that Rescue Union School District is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the *2020-21 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*, prescribed in the *California Code of Regulations*, Title 5, section 19810 and following; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Governing Board of Rescue Union School District.

Audit Objectives (Concluded)

We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming an opinion on the financial statements, we retain the right to take any course of action permitted by professional standards, including declining to express an opinion or issue a report, or withdrawing from the engagement.

Audit Procedures - General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste and abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, an unavoidable risk exists that some material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions, as applicable. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures - Internal Control

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance. An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures - Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Rescue Union School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of Rescue Union School District's major programs. For federal programs that are included in the 2021 compliance supplement, our compliance and internal control procedures will relate to the compliance requirements that the 2021 Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on Rescue Union School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

Other Services

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes, management's discussion and analysis, budgetary comparison information, schedules of the proportionate share of the net pension liabilities, schedules of contributions, and supplementary schedules and information (nonaudit services), as applicable, of Rescue Union School District in conformity with U.S. generally accepted accounting principles and the Uniform Guidance based on information provided by you.

Other Services (Concluded)

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes, and other services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, including identification of all related parties and all related-party relationships and transactions, (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole. As part of our engagement, we may propose standard, adjusting, or correcting journal entries to your financial statements. You are responsible for reviewing the entries and understanding the nature of any proposed entries and the impact they have on the financial statements.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements.

Management Responsibilities (Continued)

Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards, take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period; and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period; and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

Management Responsibilities (Concluded)

You agree to assume all management responsibilities relating to the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services (management's discussion and analysis, budgetary comparison information, schedules of the proportionate share of the net pension liabilities, schedules of contributions, and supplementary schedules and information, as applicable) we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Engagement Administration, Fees, and Other

We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If for whatever reason your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditors' reports or 9 months after the end of the audit period.

In accordance with Education Code 41020, audit reports will be filed with the County Superintendent of Schools, the California Department of Education, and the State Controller's Office by December 15th following the close of the fiscal year. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Stephen Roatch Accountancy Corporation and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the State Controller's Office or its designee, Department of Education, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Stephen Roatch Accountancy Corporation personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

Engagement Administration, Fees, and Other (Continued)

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the State Controller's Office. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

Habbas Nassar, Certified Public Accountant (CPA) is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. Our fee for these services will be at our standard hourly rates plus out-of-pocket costs. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. We agree that our all-inclusive fee will be **\$25,100** for the fiscal year ended June 30, 2021. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. An additional fee will be charged for attending meetings with the District's Board, if deemed appropriate.

Either party may terminate this agreement at any time for any reason, providing 30 days written notice is given to the other party. It is understood that payment shall be made for services rendered to the point of termination.

It is agreed that the District will withhold ten (10) percent of the audit fee until the State Controller certifies that the report conforms to the reporting provisions of the *2020-21 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*.

In accordance with Education Code Section 14505, it is further agreed that the District will withhold fifty (50) percent of the audit fee for any subsequent year of a multi-year contract if the prior year's audit report was not certified as conforming to reporting provisions of the *2020-21 Guide for Annual Audits of K-12 Local Educational Agencies and State Compliance Reporting*.

The State Controller of California has required that all Districts and auditors contracting for multi-year engagements include a stipulation that the contract is null and void if the auditor is declared ineligible to perform LEA audits.

In the event that the GASB, FASB, AICPA, GAO, OMB, or the Education Audit Appeals Panel's Office issues additional standards or audit procedures that require additional work during the audit period, we will discuss these requirements with you before proceeding further. Before starting the additional work, we will prepare an estimate of the time necessary, as well as the fee for performing the additional work. Our fee for addressing the additional requirements will be our standard hourly rates for each person involved in the additional work.

Engagement Administration, Fees, and Other (Concluded)

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

In the event we are required to respond to a subpoena, court order or other legal process for the production of documents and/or testimony relative to information we obtained and/or prepared during the course of this engagement, you agree to compensate us at our applicable hourly rates, for the time we expend in connection with such response, and to reimburse us for all of our out-of-pocket costs incurred in that regard.

In the event that we are or may be obligated to pay any cost, settlement, judgment, fine, penalty, or similar award or sanction as a result of a claim, investigation, or other proceeding instituted by any third party, then to the extent that such obligation is or may be a direct or indirect result of your intentional or knowing misrepresentation or provision to us of inaccurate or incomplete information in connection with this engagement, and not any failure on our part to comply with professional standards, you agree to indemnify us, defend us, and hold us harmless as against such obligations.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. We have attached a copy of our latest external peer review report of our firm for your consideration and files. We are very pleased to participate in this review program as continued evidence of our emphasis on providing Rescue Union School District, the highest quality audit.

This engagement letter is contractual in nature and includes all of the relevant terms that will govern the engagement for which it has been prepared. The terms of this letter supersede any prior oral or written representations or commitments by or between the parties.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

Management and Governing Board of
Rescue Union School District
January 13, 2021
Page Ten of Ten

We appreciate the opportunity to be of service to Rescue Union School District and believe this letter accurately summarizes the significant terms of our engagement. If, after full consideration, you agree that the foregoing terms shall govern this engagement, please sign this letter in the spaces provided and return the original signed letter to our office, keeping a fully-executed copy for your records.

Sincerely,

STEPHEN ROATCH ACCOUNTANCY CORPORATION



Habbas Nassar, Certified Public Accountant
Vice President

RESPONSE:

This letter correctly sets forth the understanding of Rescue Union School District.

Management

Approved by: _____

Title: _____

Date: _____

Governing Board

Acknowledged by: _____

Title: Board President

Date: _____

Emerald CPA Group, LLP

450 Country Club Road, Suite 155
Eugene OR 97401

Report on the Firm's System of Quality Control

July 24, 2020

To the Shareholders of
Stephen Roatch Accountancy Corporation
and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the auditing and accounting practice of Stephen Roatch Accountancy Corporation (the firm) in effect for the year ended December 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including a compliance audit under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Stephen Roatch Accountancy Corporation in effect for the year ended December 31, 2019 has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Stephen Roatch Accountancy Corporation has received a peer review rating of *pass*.

Emerald CPA Group, LLP