

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

**BOARD OF TRUSTEES  
REGULAR MEETING MINUTES**

Tuesday, January 23, 2018 - 6:30 p.m. Open Session (Closed Session at 5:30 p.m.)

**Rescue District Office Board Room**

**DISTRICT MISSION**

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

ITEM	ITEM DESCRIPTION
<b>CALL TO ORDER:</b>	Board president will call the meeting to order at 5:30 p.m.
<b>ROLL CALL:</b>	✓Nancy Brownell, President ✓Kim White, Vice President ✓Suzanna George, Clerk ✓Stephanie Kent, Member Tagg Neal, Member ✓Cheryl Olson, Superintendent and Board Secretary ✓Sean Martin, Assistant Superintendent of Business Services ✓Dave Scroggins, Assistant Superintendent of Curriculum and Instruction
<b>PUBLIC COMMENT:</b>	There were no public comments concerning items on the Closed Session Agenda.
<b>CLOSED SESSION: District Conference Room</b>	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District's designated negotiators, Sean Martin and Candice Harris regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, Administrative Management, and Yard Supervisors.
Conference with Real Property Negotiator	Conference with Real Property Negotiator pursuant to Government Code Section 54956.8, regarding: <ul style="list-style-type: none"><li>- Property: 3240 Bass Lake Road, APN 115-400-21-100</li><li>- Agency Negotiators: Sean Martin</li></ul>
<b>OPEN SESSION:</b>	Convene open session in the Board Room at 6:36 p.m..
Welcome	The Board president provided an introduction to Board meeting proceedings.

Flag Salute	A Green Valley School student led the flag salute.
1. Adoption of Agenda (Consideration for Action)	Trustee White moved and Trustee Kent seconded to adopt the agenda as presented. The motion passed 4-0.
<b>STUDENT SUCCESS / RECOGNITION:</b>	
Green Valley School	Green Valley School principal, Michelle Winberg provided a site update and presentation highlighting student successes. As the presenting school for January, Green Valley presented the Difference Maker award to Karen Alvarado, Student Services Secretary and Jackie Carpenter, Teacher.
<b>REPORTS AND COMMUNICATION:</b>	
Report from Closed Session	Board president will report no action taken in closed session.
2. Superintendent's Report (Supplement)	<p>The Superintendent reported that 2018 has started on a very positive note with some good news from the Governor regarding the budget for this year. This will certainly help us in planning and budgeting for next year especially as we seek ways to curb our deficit but also provide for our teachers and staff.</p> <p>The Outdoor Education committee met this last Friday at Marina Village to see their program and it was very exciting and impressive. The teachers are very passionate and students are learning, growing, developing friendships and developing those important connections. We will be checking out the amazing programs at some of our other schools.</p> <p>The 7-11 Committee met this past month. Sean Martin, Assistant Superintendent of Business Services did a wonderful job of preparing the packet for the committee and then sharing that information. The committee members were very diverse in their expertise and understanding of the property issue. The committee was unanimous in their decision and recommendation.</p> <p>Superintendent Olson also reported that she has reached out as the Board directed to convene an ad hoc committee to consider naming the Marina field. Almost 40 people have responded with an interest to serve on this committee and so far we have 6 names for consideration. We also have 5 students from Marina that want to be on the committee.</p> <p>RUSD is now "Live" on social media, Facebook, Twitter and Instagram! New material is posted weekly to promote our district in way it deserves. The Superintendent's formal mid-year evaluation will be conducted by the Board this month. Mrs. Olson thanked teachers and staff members who took the time to fill out the survey she sent. The survey is open until Friday, January 26 and currently there have been 150 responses to the survey. Mrs. Olson noted that she takes these results very seriously and will reflect on the data, and use that data to seek continuous improvement for herself, her leadership and the progress of the district. The results will also be shared with staff next month.</p> <p>February is School Board Recognition Month and Superintendent Olson recognized our Board for their dedication in overseeing the educational quality in our district, for making decisions and giving direction on everything from budgets to staffing to facilities and much, much more.</p>

<p>3. Department Update: Technology Facilities</p>	<p>The Board will receive updates on current events within these specified departments.</p> <p><b>Technology:</b> The Board received information from Larry Garcia, Information Technology Manager, regarding our current use of Chromebooks. We made a sizable investment in our students and staff last year by implementing a one to one ratio of chromebooks 3<sup>rd</sup> - 8<sup>th</sup> grade. Data provided included the number used, how often they are used and what they are used for. We currently have 3403 Chrome devices. The data noted below shows how regularly and often our students are using the chrome devices! We appreciate our technology department and our tech TOSAS for their help and support to teachers and the classrooms.</p> <ul style="list-style-type: none"> <li>• August 9 - First day of School – 1076 Chromebooks used</li> <li>• August 31 – 2909 Chromebooks used</li> <li>• January 22, 3118 Chromebooks used</li> </ul> <p><b>Facilities:</b> Phil Jones Maintenance and Operations Coordinator reported on the facility projects underway in the District that included:</p> <ul style="list-style-type: none"> <li>• Completion of the Facility Inspection Tool (FIT Report)</li> <li>• Completion of approximately 10 full roofs replacements</li> <li>• Installation of our wireless irrigation controllers for Pleasant Grove by our Utility Techs, a significant cost savings by completing the project in house</li> <li>• EID state mandated water testing for lead has begun at two schools.</li> <li>• Emergency evacuation plan submitted for Bass Lake Dam, once approved the inundation map will also be included in the plan</li> <li>• Completed power switch over to the new Marina Village project</li> <li>• Marina/Lake Forest Field is now open for student use</li> <li>• Lake Forest backstop is been assembled and will be ready soon</li> </ul> <p>Additional information provided in a pictorial slide presentation showing the retaining wall on the Sienna Ridge property and progress on the Marina Village two-story project.</p>						
<p><b>PUBLIC COMMENTS:</b></p>	<p>There were no public comments.</p>						
<p><b>GENERAL:</b></p>							
<p>4. Board Policy - Revision (Supplement)  (First Reading and Possible Consideration for Action) Superintendent</p>	<p>Periodically, the Board reviews, revises and/or adopts Board Policy. The following policies are provided for first reading and possible consideration for action.</p> <table border="1" data-bbox="792 1537 1438 1635"> <tr> <th colspan="2"><b><i>First Reading</i></b></th></tr> <tr> <td>BP/AR 5116.1</td><td>Intradistrict Open Enrollment</td></tr> <tr> <td>BP 7310</td><td>Naming of Facility</td></tr> </table> <p>Trustee George moved and Trustee Kent seconded to approve the annual review of BP/AR 5116.1 Intradistrict Open Enrollment as presented and to BP 7310 Naming of Facility with the addition of “athletic fields”. The motion passed 4-0.</p>	<b><i>First Reading</i></b>		BP/AR 5116.1	Intradistrict Open Enrollment	BP 7310	Naming of Facility
<b><i>First Reading</i></b>							
BP/AR 5116.1	Intradistrict Open Enrollment						
BP 7310	Naming of Facility						

<p>5. Resolution #18-01 Calling for Full and Fair Funding of California's Public Schools</p> <p>(Supplement)</p> <p>(Consideration for Action) Superintendent</p>	<p>The Board will consider approval of Resolution #18-01 Calling for Full and Fair Funding of California's Public Schools urging the State Legislature to fund public schools at the national average or higher by the year 2020 and at a level equal to or above the average of the top 10 states by 2025.</p> <p>Trustee George moved and Trustee White seconded to approve Resolution #18-01 – Calling for Full and Fair Funding of California's Public Schools. The motion passed 4-0.</p>
<p>6. El Dorado County School Boards Association Nominations</p> <p>(Supplement)</p> <p>(Consideration for Action) Superintendent</p>	<p>The Board will consider nominations for the El Dorado School Boards Association Awards Ceremony. This year the ceremony will be held on March 5, 2018.</p> <p>Trustee George moved and Trustee Kent seconded to approve the nomination process and directed the Superintendent to solicit nominations from staff. The motion passed 4-0.</p>
<p><b>BUSINESS AND FACILITIES ITEMS:</b></p>	<p>These items are provided for Board information, discussion, and/or action.</p>
<p>7. Change Order #5-9 Marina Village Two-Story Project</p> <p>(Supplement)</p> <p>(Consideration for Action) Assistant Superintendent of Business Services</p>	<p>Carter Kelly construction, Inc. has begun construction of the two-story classroom project and site work at Marina Village Middle School and has submitted Change Orders #5-9 for a net increase of \$253,974 to the contract.</p> <p>Trustee George moved and Trustee White seconded to approve Change Orders #5-9, Marina Village Two-Story Project. The motion passed 4-0.</p>
<p>8. Resolution #18-02 – Declaring Certain Real Property Surplus</p> <p>(Supplement)</p> <p>(Consideration for Action) Assistant Superintendent of Business Services</p>	<p>The Board will review and accept the minutes and the 7-11 Advisory Committee's report. Additionally the Board will consider approval of recommendations on surplus real property and adopt Resolution #18-02 declaring certain real property surplus and authorizing staff to proceed with statutory offers to public agencies.</p> <p>Trustee Kent moved and Trustee White seconded to accept the minutes and the 7-11 Advisory Committee's report. The motion passed 4-0. Resolution #18-02 – Declaring Certain Real Property Surplus, will be considered at the February 13, 2018 Board meeting.</p>
<p><b>CURRICULUM &amp; INSTRUCTION</b></p>	
<p>9. School Plans</p> <p>(Supplement)</p> <p>(First Reading and Possible Consideration for Action) Assistant Superintendent of Curriculum and Instruction</p>	<p>Each School Site council develops and approves their Single Plan for Student Achievement. Single School Plans for Green Valley, Jackson, Lake Forest, and Pleasant Grove are presented to the Board for first reading and possible consideration for action.</p> <p>Trustee White moved and Trustee George seconded to approve the school plans for Green Valley, Jackson, Lake Forest and Pleasant Grove. The motion passed 4-0.</p>

10. California School Dashboard (Supplement)  (Information and Discussion Only) Assistant Superintendent of Curriculum and Instruction	The Board will receive information regarding the Rescue Union School District's results on the California School Dashboard for English Learners and Suspension Rate.
<b>CONSENT AGENDA:</b>  (Consideration for Action)	All matters listed under Consent Agenda are considered to be routine or sufficiently supported by prior or accompanying reference materials and information as to not require additional discussion. A motion as referenced below will enact all items.  Trustee White moved and Trustee Kent seconded to approve the Consent Agenda as presented. The motion passed 4-0.
11. Board Meeting Minutes (Supplement)	Minutes of December 12, 2017 Regular Board Meeting.
12. Board Meeting Minutes (Supplement)	Minutes of January 9, 2018 Board Study Session.
13. District Expenditure Warrants (Supplement)	Warrants must regularly be presented to the Board of Trustees for ratification. Detailed warrant order listings are available at the District Office. The supplement reflects expenditures from 12/13/17 through 1/17/18.
14. District Purchase Orders (Supplement)	Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 12/7/17 through 1/16/18.
15. Williams Quarterly Report (Supplement)	Title 5, Chapter 5.1, Section 4600 requires school districts to report summarized data from the Uniform Complaint Process to the county superintendent quarterly.
16. Personnel (Supplement)	Rescue Union School District's long range goal is to recruit a diverse, high quality staff whose goals and philosophies are student focused. Periodically, changes in staffing occur due to need for additional positions, resignations, or requests for leaves of absence. All positions listed are within current budget allocations.
A. Certificated Personnel Employment:	Julia Yorke, temporary teaching assignment, (1.0 FTE), Jackson, effective 1/4/18 Andrea Souza, temporary teaching assignment, (1.0 FTE), Elementary Sites, effective 1/9/18

<p><b>B. Classified Personnel</b></p> <p>Employment:</p>	<p>Morgan Aasen, Instructional Assistant, Para, (.25 FTE), Lakeview, effective 12/11/17</p> <p>Kara Adema, Yard Supervisor, (.2913 FTE), Green Valley, effective 1/4/18</p> <p>Terri Artz, Yard Supervisor, (.25 FTE), Pleasant Grove, effective 1/4/18</p> <p>Kathleen Backlund, Yard Supervisor, (.3646 FTE), Lake Forest, effective 1/4/18</p> <p>Laura Bari, Yard Supervisor, (.4375 FTE), Rescue, effective 1/4/18</p> <p>Valerie Berry, Yard Supervisor, (.4688 FTE), Rescue, effective 1/4/18</p> <p>Shylia Boyd, Yard Supervisor, (.375 FTE), Pleasant Grove, effective 1/12/18</p> <p>Beth Brosseau, Yard Supervisor, (.375 FTE), Marina Village, effective 1/4/18</p> <p>Christy Burr, Yard Supervisor, (.375 FTE), Marina Village, effective 1/4/18</p> <p>Jenny Cate, Yard Supervisor, (.4688 FTE), Rescue, effective 1/4/18</p> <p>Nicole Craghead, Yard Supervisor, (.2813 FTE), Green Valley, effective 1/4/18</p> <p>Kathleen DeLapp, Yard Supervisor, (.3854 FTE), Lake Forest, effective 1/4/18</p> <p>Teri DelRio, Yard Supervisor, (.4688 FTE), Rescue, effective 1/4/18</p> <p>Alexis Diaz, Yard Supervisor, (.5313 FTE), Lakeview, effective 1/4/18</p> <p>Karen Evanoff, Yard Supervisor, (.0625 FTE), Green Valley, effective 1/4/18</p> <p>Tamara Furman, Custodian, (1.0 FTE), Rescue, effective 1/3/18</p> <p>Rosalinda Garcia, Yard Supervisor, (.375 FTE), Pleasant Grove, effective 1/9/18</p> <p>Beverly Greenaway, Yard Supervisor, (.0625 FTE), Pleasant Grove, effective 1/4/18</p> <p>Aimee Hepler, Yard Supervisor, (.125 FTE), Jackson, effective 1/4/18</p> <p>Robin Hutchins, Yard Supervisor, (.4688 FTE), Pleasant Grove, effective 1/4/18</p> <p>Lizabeth Johnson, Yard Supervisor, (.375 FTE), Pleasant Grove, effective 1/4/18</p> <p>Gina Johnston, Yard Supervisor, (.3125 FTE), Marina Village, effective 1/4/18</p> <p>Mikaela Kiff-Travers, Instructional Assistant-SHC, (.75 FTE), Lakeview, effective 1/12/18</p> <p>Nancy Lovejoy, Yard Supervisor, (.3958 FTE), Green Valley, effective 1/4/18</p> <p>Susan Malone, Yard Supervisor, (.375 FTE), Marina Village, effective 1/4/18</p> <p>Darlene Manclark, Food Service Worker, (.3437 FTE), Lakeview, effective 1/22/18</p> <p>Megan Mathia, Yard Supervisor, (.4688 FTE), Rescue, effective 1/4/18</p>
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<p>Dismissal</p>	<p>Louisa Matsumoto, Yard Supervisor, (.2292 FTE), Jackson, effective 1/4/18  Melanie McGinnis, Yard Supervisor, (.125 FTE), Jackson, effective 1/4/18  Robin McLean, Yard Supervisor, (.3438 FTE), Rescue, effective 1/4/18  Nikki Montelongo, Yard Supervisor, (.4896 FTE), Lakeview, effective 1/4/18  Lindy Murray, Yard Supervisor, (.3125 FTE), Green Valley, effective 1/4/18  Alta Nagel, Itinerant Independence Facilitator, (.3750 FTE), Rescue, effective 12/11/17  Mayah Nepo, Yard Supervisor, (.4896 FTE), Lakeview, effective 1/4/18  Vickie Newton, Yard Supervisor, (.375 FTE), Marina Village, effective 1/4/18  Victoria Perkins, Yard Supervisor, (.5625 FTE), Lakeview, effective 1/4/18  Larissa Porter, Yard Supervisor, (.4896 FTE), Lakeview, effective 1/4/18  Warren Radekin, Yard Supervisor, (.3438 FTE), Rescue, effective 1/4/18  Monika Saxena, Instructional Assistant, Para, (.4630 FTE), Lakeview, effective 1/16/18  Melissa Scalise, Yard Supervisor, (.5313 FTE), Jackson, effective 1/4/18  Annette Schiltz, Yard Supervisor, (.4583 FTE), Lakeview, effective 1/4/18  Summer Scowcroft, Yard Supervisor, (.2713 FTE), Green Valley, effective 1/4/18  Deborah Shedd, Yard Supervisor, (.4275 FTE), Lake Forest, effective 1/4/18  Annette Suske, Yard Supervisor, (.3854 FTE), Lake Forest, effective 1/4/18  Cassandra Sweet, Yard Supervisor, (.4583 FTE), Lake Forest, effective 1/4/18  Irene Tracey, Yard Supervisor, (.4896 FTE), Lakeview, effective 1/4/18  Yoncha Watson, Yard Supervisor, (.3958 FTE), Jackson, effective 1/4/18  Janette Williams, Yard Supervisor, (.3963 FTE), Jackson, effective 1/4/18  Employee #3395, (1.0 FTE), effective 1/8/18  Employee#3428, (.3125 FTE), effective 12/15/17</p>
<p>17. P-1 Attendance Report – (July – December)  (Supplement)</p>	<p>In January, the First Period Attendance Report (P-1) is filed with the state. This report is for Board information only.</p>

18. Individualized Service Agreement for Nonpublic School/Agency – Guiding Hands, Inc.  (Supplement)	The Rescue Union School District has 1 additional student whose needs require a nonpublic agency service. Based on the identified needs of this student, service through Guiding Hands, Inc. is seen as the appropriate provider.
19. Donations  (Supplement)	The Board and District appreciate and accept the following donations: District <u>Green Valley School</u> <ul style="list-style-type: none"> <li>- Donation from Mr. and Mrs. Brown, of Excel Photographers for the Fall 2017 commission for pictures</li> <li>- \$200.00 donation for school supplies from Foothills United Methodist Church, Linda Taylor, UMW President</li> </ul>
<b>CLOSED SESSION:</b>	The Board may reconvene to closed session as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
<b>OPEN SESSION</b>	Reconvene open session.
<b>REPORT FROM CLOSED SESSION:</b>	The Board president will report any action taken in closed session.
<b>ADJOURNMENT:</b>	Trustee White moved to adjourn the meeting at 9:08 p.m.

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

**BOARD OF TRUSTEES  
STUDY SESSION MINUTES**

Wednesday, January 31, 2018 – 12:00 p.m.  
**Rescue District Office Board Room**

**DISTRICT MISSION**

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

<b>ITEM</b>	<b>ITEM DESCRIPTION</b>
<b>CALL TO ORDER:</b>	Board president called the meeting to order at 12:05 p.m.
<b>ROLL CALL:</b>	✓Nancy Brownell, President ✓Kim White, Vice President ✓Suzanna George, Clerk ✓Stephanie Kent, Member Tagg Neal, Member ✓Cheryl Olson, Superintendent and Board Secretary
<b>OPEN SESSION:</b>	Convened Open Session in the Board Room.
Welcome	The Board president provided an introduction to the Board Study Session format.
1. Adoption of the Agenda  (Consideration for Action) Superintendent	This item is provided as an opportunity for trustees, through consensus, to re-sequence or table agenda topics.  Trustee White moved and Trustee George seconded to adopt the agenda as presented. The motion passed 4-0.
<b>PUBLIC COMMENTS:</b>	There were no public comments.
<b>GENERAL:</b>	
2. Board and Superintendent Governance Training and Strategic Planning  (Supplement)  (Information and Discussion Only) Superintendent	The Board and Superintendent participated in a study session facilitated by Hazard, Young, Attea & Associates (HYA).
<b>ADJOURNMENT:</b>	Trustee White moved to adjourn the meeting at 3:02 p.m.

015 RESCUE UNION SCHOOL DISTRICT J71938  
KIP 1/25/18 #8031

ACCOUNTS PAYABLE PRELIST  
BATCH: 8031 KIP #8031 1/25/18

APY500 L.00.12 01/24/18 13:59 PAGE 10  
<< Held for Audit >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type FD RESC Y OBJT GOAL	ABA num FUNC LC1 LOC2 L3 SCH T9MPS	Account num	Liq Amt	Net Amount
TOTAL PAYMENT AMOUNT					360.96 *			360.96
104464/00	SUMMITVIEW CHILD AND FAMILY		943181886					
185397 PO-180371	01/17/2018 DECEMBER 2017			1 01-6512-0-5811-5770-3110-063-0000-00-000 N6 P		495.00		495.00
TOTAL PAYMENT AMOUNT					495.00 *			495.00
104859/00	TEXTHELP INC		061622277					
185708 PO-180673	01/05/2018 28783			1 01-6500-0-5806-5770-1120-063-0000-00-000 NN F		290.00		290.00
TOTAL PAYMENT AMOUNT					290.00 *			290.00
102799/00	WOODWIND & BRASSWIND		454379103					
185690 PO-180660	01/04/2018 ARINV39504270			1 01-9424-0-4300-1110-1000-024-0034-94-000 NN F		232.58		231.30
TOTAL PAYMENT AMOUNT					231.30 *			231.30
005634/00	YOUNGDAHL CONSULTING GROUP INC		680046553					
185574 PO-180546	11/30/2017 62594			1 35-0000-0-6240-0000-8500-024-1032-00-000 N7 P		375.00		375.00
TOTAL PAYMENT AMOUNT					375.00 *			375.00
TOTAL BATCH PAYMENT					151,693.51 ***		0.00	151,693.51
TOTAL USE TAX AMOUNT					22.18			
TOTAL DISTRICT PAYMENT					151,693.51 ****		0.00	151,693.51
TOTAL USE TAX AMOUNT					22.18			
TOTAL FOR ALL DISTRICTS:					151,693.51 ****		0.00	151,693.51
TOTAL USE TAX AMOUNT					22.18			

Number of checks to be printed: 64, not counting voids due to stub overflows.  
Number of zero dollar checks: 2, will be printed.

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

District Designee

Date

1/24/18

015 RESCUE UNION SCHOOL DISTRICT J73778  
KIP #8032 2/1/18

ACCOUNTS PAYABLE PRELIST  
BATCH: 8032 KIP #8032 2/1/18

APY500 L.00.12 01/31/18 15:17 PAGE 12  
<< Held for Audit >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num			
Req Reference	Date	Description	FD RESC Y OBJT GOAL	FUNC LC1	LOC2 L3 SCH T9MPS	Liq Amt	Net Amount	
105373/00	UNITED TRANSMISSION EXCHANGE	330690067						
185747 PO-180716	01/09/2018	ORDER# 0124181	1 01-0842-0-4400-0000-3600-083-0000-00-000	NN F		2,391.45	2,150.14	
			TOTAL PAYMENT AMOUNT	2,150.14 *			2,150.14	
103454/00	US GAMES							
185712 PO-180683	01/10/2018	901397139	1 01-1100-0-4300-1110-1000-022-0000-92-000	NN F		384.94	351.94	
			TOTAL PAYMENT AMOUNT	351.94 *			351.94	
100001/00	VERIZON WIRELESS							
PV-180998	01/18/2018	9800127138	01-0000-0-5901-0000-7600-081-0000-00-000	NN			815.25	
			TOTAL PAYMENT AMOUNT	815.25 *			815.25	
104474/00	VOLK, HEATHER							
PV-180988	01/22/2018	HIGH SCHOOL STUDENT	01-0842-0-8675-0000-0000-000-0000-00-000	NN			51.00	
			TOTAL PAYMENT AMOUNT	51.00 *			51.00	
			TOTAL BATCH PAYMENT	415,884.68 ***		0.00	415,884.68	
			TOTAL USE TAX AMOUNT	22.08				
			TOTAL DISTRICT PAYMENT	415,884.68 ****		0.00	415,884.68	
			TOTAL USE TAX AMOUNT	22.08				
			TOTAL FOR ALL DISTRICTS:	415,884.68 ****		0.00	415,884.68	
			TOTAL USE TAX AMOUNT	22.08				

Number of checks to be printed: 67, not counting voids due to stub overflows.  
Number of zero dollar checks: 1, will be printed.

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

District Designee

Date

1/31/18

APY500 L.00.12 02/02/18 13:42 PAGE 1  
<< Held for Audit >>

Date \_\_\_\_\_

015 RESCUE UNION SCHOOL DISTRICT J75671  
KIP 2/8/18 #8034

ACCOUNTS PAYABLE PRELIST  
BATCH: 8034 KIP #8034 2/8/18

APY500 L.00.12 02/07/18 15:05 PAGE 11  
<< Held for Audit >>

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

102582 (CONTINUED)

PV-181035	01/26/2018	349458448 FEB TONER	01-9422-0-4300-1110-1000-022-9000-92-000	NN		4.99	
PV-181035	01/26/2018	349458448 FEB TONER	01-9424-0-4300-1110-1000-024-9000-94-000	NN		4.99	
PV-181035	01/26/2018	349458448 FEB TONER	01-9427-0-4300-1110-1000-027-9000-97-000	NN		4.99	
PV-181035	01/26/2018	349458448 FEB TONER	01-9428-0-4300-1110-1000-028-0000-98-000	NN		4.99	
TOTAL PAYMENT AMOUNT						4,323.05 *	4,323.05

104649/00 VILLALOVOZ, SANDRA

PV-181033	02/02/2018	FACE IN A BOOK - READING AWARD	01-9420-0-4300-1110-1000-020-9000-90-000	NN		15.00	
PV-181033	02/02/2018	WALGREENS - READING AWARD	01-9420-0-4300-1110-1000-020-9000-90-000	NN		45.00	
TOTAL PAYMENT AMOUNT						60.00 *	60.00

105295/00 WAYMIRE, STEPHEN

PV-181042	01/26/2018	FLOCABULARY - ONLINE SUBSCRIPT	01-9426-0-5806-1110-1000-026-9120-96-000	NN		96.00	
TOTAL PAYMENT AMOUNT						96.00 *	96.00

105396/00 WHITE, JENNIFER

PV-181032	02/01/2018	AMAZON - POSTCARDS	01-9420-0-4300-1110-1000-020-9000-90-000	YN		23.94	
PV-181032	02/01/2018	RALEYS - POSTAGE	01-1100-0-5902-1110-1000-020-0000-90-000	NN		21.00	
TOTAL PAYMENT AMOUNT						44.94 *	44.94
TOTAL USE TAX AMOUNT						1.74	

005634/00 YOUNGDAHL CONSULTING GROUP INC 680046553

185574	PO-180546	12/31/2017	62936	1 35-0000-0-6240-0000-8500-024-1032-00-000	N7 P	1,212.00	1,212.00
TOTAL PAYMENT AMOUNT						1,212.00 *	1,212.00

TOTAL BATCH PAYMENT	627,049.88 ***	0.00	627,049.88
TOTAL USE TAX AMOUNT	121.27		

TOTAL DISTRICT PAYMENT	627,049.88 ****	0.00	627,049.88
TOTAL USE TAX AMOUNT	121.27		

TOTAL FOR ALL DISTRICTS:	627,049.88 ****	0.00	627,049.88
TOTAL USE TAX AMOUNT	121.27		

Number of checks to be printed: 62, not counting voids due to stub overflows.  
Number of zero dollar checks: 1, will be printed.

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

District Designer

Date

## 01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
180751	4 IMPRINT	Band sweatshirts	567.16	Pleasant Grove Middle School
180774	ABDO	Library Order LF	963.63	Lake Forest School
180762	ACSA EL DORADO CHAPTER	ACSA Awards Dinner	384.00	DISTRICTWIDE SERVICES
180757	ACSA REGION 2	CONFERENCE	299.00	DISTRICTWIDE SERVICES
180733	AG IN THE CLASSROOM	Farm Day	380.00	Rescue School
180724	ALL CHARGED UP	Replacement Parts	167.85	Lakeview
180717	APPLE COMPUTER INC	iPad Replacements	652.08	Lakeview
180713	ASCD	membership	59.00	Rescue School
180781	BREAKOUT EDU	Breakout Activity-Tech	160.88	Pleasant Grove Middle School
180777	BUREAU OF EDUCATION & RESEARCH	Elem Library Conf-What's New..	1,195.00	DISTRICTWIDE SERVICES
180754	CASBO	ANNUAL CONF	990.00	DISTRICTWIDE SERVICES
180727	CDW-G	cables	54.70	DISTRICTWIDE SERVICES
180739	CDW-G	Cable & Connectors	288.14	DISTRICTWIDE SERVICES
180758	CDW-G	Barracuda Backup Recovery Appl	68,038.33	DISTRICTWIDE SERVICES
180763	CDW-G	Quote #JMPQ530	353.12	Green Valley School
180778	CDW-G	Quote#JNKZ080	7,139.00	Green Valley School
180731	CINEMARK USA INC	6th grade field trip	1,970.00	Pleasant Grove Middle School
180761	CLASSROOM DIRECT	Supplies	292.57	Lakeview
180773	CUSTOMINK	AVID reprint shirts	117.33	Pleasant Grove Middle School
180742	CVOS INC	Toner Cartridges	310.98	Jackson School
180729	DEMCO INC	Library Supplies	549.86	DISTRICTWIDE SERVICES
180730	DEMCO INC	Library Supplies - MV	286.05	DISTRICTWIDE SERVICES
180772	DISCOVERY MUSEUM	Payment MC Abajian	350.00	Lake Forest School
180718	DUERR EVAL RESOURCES/CHKS	CHKS Reports	525.00	DISTRICTWIDE SERVICES
180780	EL DORADO COUNTY	Tardy Slips	117.98	Jackson School
180553	EL DORADO HILLS MUSIC LLC	Music Supplies	482.63	DISTRICTWIDE SERVICES
180735	FLIPGRID INC.	Flipgrid Class Subscription	55.77	Marina Village School
180748	GOPHER SPORT	PE Equipment	723.07	Pleasant Grove Middle School
180738	GRANITE DATA SOLUTIONS	iPad Case	95.45	Lakeview
180712	GUIDING HANDS SCHOOL INC	NPS ISA	16,031.00	DISTRICTWIDE SERVICES
180745	HARRIS CENTER FOR THE ARTS	Kinder Play Performance	654.23	Lakeview
180764	ID WHOLESALER LLC		310.49	Transportation
180719	J.W. PEPPER & SON INC	Jazz Foundations	509.71	Pleasant Grove Middle School
180732	JUNIOR LIBRARY GUILD		749.25	Pleasant Grove Middle School
180750	JUNIOR LIBRARY GUILD	Library Books	460.64	Lakeview
180720	LOVE AND LOGIC INSTITUTE	Love and Logic Conference	109.00	Marina Village School
180766	LOVE AND LOGIC INSTITUTE	Love and Logic Conference	109.00	Marina Village School
180737	MACGILL & CO.	Health Office Supplies	1,024.15	DISTRICTWIDE SERVICES
180784	MELHART MUSIC CENTER	PG BAND EQUIP	32,021.16	DISTRICTWIDE SERVICES
180723	MIRACLE PLAYSYSTEMS INC		65.22	Maintenance
180753	MONOPRICE INC	MV FURNITURE	515.93	DISTRICTWIDE SERVICES
180760	MUSIC IN THE PARKS	Music in the Parks	8,375.50	Marina Village School
180722	MYBINDING.COM	Presentation Cart	511.04	Pleasant Grove Middle School
180775	NCS PEARSON INC	Psych Supplies	100.00	DISTRICTWIDE SERVICES
180728	NORTHSTAR AV LLC	bulb for GV	289.58	DISTRICTWIDE SERVICES
180768	ORIENTAL TRADING COMPANY INC	New K Supplies	127.30	Lakeview
180769	PHONAK LLC	RSP Supplies	1,748.86	DISTRICTWIDE SERVICES
180759	PIONEER UNION SCHOOL DISTRICT	student registration	56.00	Pleasant Grove Middle School
180767	PIONEER UNION SCHOOL DISTRICT	Oral Interp	160.00	Marina Village School
180779	PIONEER UNION SCHOOL DISTRICT	Oral Interpretation Fee	48.00	Jackson School
180756	PLATT ELECTRIC SUPPLY	SUPPLIES	514.61	DISTRICTWIDE SERVICES

## 01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
180734	POLLOCK PINES ESD	Spelling Bee	225.00	Rescue School
180743	POLLOCK PINES ESD	Spelling Bee Entry Fee	225.00	Jackson School
180749	POLLOCK PINES ESD	Spelling Bee Division Fees	225.00	Green Valley School
180746	PROVIDENCE, VIROL	Basketball Referee	200.00	Green Valley School
180721	RAY MORGAN COMPANY	staples	226.19	Rescue School
180747	RAY MORGAN COMPANY	Staples for copy machines	150.79	Green Valley School
180696	RECREATION TODAY	Buddy Bench	1,423.56	Lakeview
180714	RISO PRODUCTS OF SACRAMENTO	masters and ink	771.13	Rescue School
180711	SCHOOL SERVICES OF CALIFORNIA	CONFERENCE	215.00	DISTRICTWIDE SERVICES
180755	SCHOOL SERVICES OF CALIFORNIA	CONSULTANT SERVICES	3,120.00	DISTRICTWIDE SERVICES
180776	SCHOOL SERVICES OF CALIFORNIA	REPORTS	250.00	DISTRICTWIDE SERVICES
180752	SCHOOL SPECIALTY INC		372.16	Operations
180770	SCHOOL SPECIALTY INC	PTC Paper for flyers	49.42	Lake Forest School
180741	SOLARWINDS INC.	Dameware renewal	172.00	DISTRICTWIDE SERVICES
180725	SPORTIME	Recess Equipment	342.37	Lakeview
180740	TROXELL	Trolley w/ tech tub	278.85	DISTRICTWIDE SERVICES
180716	UNITED TRANSMISSION EXCHANGE		2,391.45	Transportation
180782	US SCHOOL SUPPLY INC	Honor roll Pencils	32.35	Jackson School
180726	WELLNESS TOGETHER	CA. Student Mental Wellness	159.00	Marina Village School
180771	WELLNESS TOGETHER	Conference Registration	203.97	Pleasant Grove Middle School
180783	WENGER CORPORATION	PG-BAND EQUIP	1,813.15	DISTRICTWIDE SERVICES
180765	WESTERN STATES FIRE PROTECTION		9,500.00	Maintenance
180736	WEVIDEO INC.	WeVideo subscription	573.79	Marina Village School
180744	WINSOR LEARNING INC	Sonday System for RSP	1,166.64	Jackson School
		TOTAL FUND	176,146.07	
		TOTAL DISTRICT	176,146.07	

FUND	AMOUNT
01 GENERAL FUND	176,146.07
TOTAL DISTRICT	176,146.07

**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.

<b>Name</b>	<b>Personnel Action</b>	<b>Position FTE</b>	<b>Position</b>	<b>School or Dept.</b>	<b>Effective Date</b>
Clara Saguto	Employment (Temp)	1.0	Counselor	Pleasant Grove	1/22/18
Christina Drever	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/18
Kathleen Gezi	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/18
Laura Jarecki	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/18
Jodi Laird	Job Share / .20 LOA	.80	Teacher	Green Valley	7/1/18
Tricia Wilson	Job Share / .50 LOA	.50	Teacher	Marina Village	7/1/18
Jennifer Wooster	Job Share / .80 LOA	.20	Teacher	Green Valley	7/1/18
Monika Baker	Job Share / .20 LOA	.80	Teacher	Lake Forest	7/1/18
Lynette Berry	Job Share / .80 LOA	.20	Teacher	Lake Forest	7/1/18
Kristina Seabury	100% LOA (18-19)	1.0	Teacher	Green Valley	7/1/18
Sandra Cornelius	.17 LOA (18-19)	.83	Teacher	Pleasant Grove	7/1/18
Jennifer Hedman	100% LOA (18-19)	1.0	Teacher	Pleasant Grove	7/1/18
Melissa Heninger	100% LOA (18-19)	1.0	Teacher	Jackson	7/1/18
Mary Carol "MC" Abajian	Temp Employment Ends	1.0	Teacher	Lake Forest	5/25/18
Shannon Alexander	Temp Employment Ends	1.0	Teacher	Lake Forest	5/25/18
Genevieve Andrews	Temp Employment Ends	1.0	Teacher	Jackson	5/25/18
Gretchen Belleci	Temp Employment Ends	1.0	Teacher	Rescue	5/25/18
Mary Brown	Temp Employment Ends	.23	Nurse	Lakeview	5/25/18
Daniel Hedman	Temp Employment Ends	1.0	Teacher	Rescue	5/25/18
Ana Mountain	Temp Employment Ends	1.0	Teacher	Lake Forest	5/25/18
Stephanie Polnasek,	Temp Employment Ends	.20	Teacher	Lakeview	5/25/18
Kristen Rickey	Temp Employment Ends	1.0	Teacher	Rescue	5/25/18
Clara Saguto	Temp Employment Ends	1.0	Counselor	Pleasant Grove	5/25/18
McKenzie Southard	Temp Employment Ends	1.0	Teacher	Rescue	5/25/18
Andrea Souza	Temp Employment Ends	1.0	Teacher	Roving Elementary	5/25/18
Stephen Waymire	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/25/18
Jennifer White	Temp Employment Ends	1.0	Teacher	Green Valley	5/25/18
Julia Yorke	Temp Employment Ends	1.0	Teacher	Jackson	5/25/18

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2017-18 and 2018-19 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
Kimberly Gomoll	Employment	.75	Short Term Itinerant Independence Facilitator	Marina Village	2/13/18-5/25/18
Rose Lunsman	Employment	.1807	IA Paraeducator (Title I)	Rescue	2/6/18
Darlene Manclark	Employment	.3438	Food Service Worker	Lakeview	1/22/18
Carol Phelps	Employment	.75	Short Term Itinerant Independence Facilitator	Jackson	2/13/18-5/25/18
William Smith	Employment	.5313	Yard Supervisor	Jackson	1/25/18
Jenna Spillers	Employment	1.0	Custodian	Jackson	1/29/18
Jeanna Storment	Employment	.50	Health Office Nurse	Rescue	1/31/18
Laura Bari	Resignation	.4375	Yard Supervisor	Rescue	1/31/18
Richelle Stanhope	Resignation	.1807	IA Paraeducator (Title I)	Rescue	1/10/18
Annette Suske	Resignation	.3850	Yard Supervisor	Lake Forest	1/31/18
Employee #3355	Dismissal	1.0			1/31/18

**FISCAL IMPACT:**

Fiscal impact will be reflected in the 2017-18 budget years.

**BOARD GOAL:**

Board Focus Goal IV – STAFF NEEDS:

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

**RECOMMENDATION:**

The Superintendent recommends the Board approve the above personnel actions.

**ITEM #: 13**  
**DATE: February 13, 2018**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**    **Certification of District Signatures**

**BACKGROUND:**

Pursuant to Education Code Section 35143, 42632, 42633 and District Board Bylaw 9100, the annual Governing Board authorized signatures at the annual organizational meeting in December.

**STATUS:**

The attached Certification of Signatures reflects the addition of Assistant Superintendent of Curriculum and Instruction, Dave Scroggins.

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

N/A

**RECOMMENDATION:**

District administration recommends the Board of Trustees approve the addition of Dave Scroggins, Assistant Superintendent of Curriculum and Instruction to the Certification of Signatures.

**Certification of Signatures**  
**Rescue Union School District**

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**Name of School District**

As clerk/secretary to the governing board of the above named school district, I certify that the signatures shown below in Column 1 are of the members of the governing board. I certify that the signatures as shown in column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provision of Education Code Sections:

**K-12 Districts:** 35143, 42632, and 42633  
**Community College Districts:** 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board. These approved signatures are valid for the period of February 13, 2018 to December 2018, in accordance with governing board approval dated **February 13, 2018**.

<b>Column 1</b> Signatures of Members of the Governing Board	<b>Column 2</b> Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary, or Commercial Payments, Notices of Employment and Contracts.
Signature:	Signature:
Typed Name: Nancy Brownell	Typed Name: Cheryl Olson
Title: President of the Board of Trustees/Education	Title: Superintendent

Signature:	Signature:
Typed Name: Suzanna George	Typed Name: Sean Martin
Title: Clerk/Secretary of the Board of Trustees/Education	Title: Assistant Superintendent of Business Services

Signature:	Signature:
Typed Name: Kim White	Typed Name: Dave Scroggins
Title: Vice President of the Board of Trustees/Education	Title: Assistant Superintendent of C& I

Signature:	Signature:
Typed Name: Stephanie Kent	Typed Name:
Title: Member of the Board of Trustees/Education	Title

Signature:	Signature:
Typed Name: Tagg Neal	Typed Name:
Title: Member of the Board of Trustees/Education	Title

Signature:	Signature:
Typed Name:	Typed Name:
Title:	Title

Signature: \_\_\_\_\_  
Clerk/Secretary to the Board

RESCUE UNION SCHOOL DISTRICT  
DESIGNATED SIGNATORY

FISCAL RESOLUTION #18-04

WHEREAS, to supersede all previous resolutions passed by the Rescue Union School District Board of Trustees in respect to banking accounts including Transportation and Food Services, and allows orders to be drawn on the funds of the district, and limits the authority of the authorized signatories to sign on behalf of the District, as follows:

**Cheryl Olson, Superintendent**

**Sean Martin, Assistant Superintendent of Business Services**

**Dave Scroggins, Assistant Superintendent of Curriculum and Instruction**

WHEREAS, the Board of Trustees by majority vote has determined and designated the above representatives signatory authority on checks, drafts or other orders for payment of money, notes or other evidence of indebtedness in the name of the District.

THEREFORE BE IT RESOLVED THAT, the Board of Trustees hereby authorizes the signatory authority of the District officers.

ADOPTED by the Governing Board of the Rescue Union School District on this 13<sup>th</sup> day of February 2018 by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTION:

---

President of the Governing Board

ATTEST:

---

Clerk of the Governing Board

## RESCUE UNION SCHOOL DISTRICT

### **AGENDA ITEM:** School Library Plans

### **BACKGROUND:**

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

### **STATUS:**

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

#### LCAP Goal 2

- Provide an innovative and engaging learning environment that effectively integrates the use of technology into the teaching and learning process, to ensure that our students are well-prepared for success in high school, career and college.

#### LCAP Goal 3

- Support the teaching and learning process to ensure that we provide a consistent, high quality, challenging and engaging learning environment for all students.

### **FISCAL IMPACT:**

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

### **BOARD GOAL:**

#### Board Focus Goal I – STUDENT NEEDS:

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

### **RECOMMENDATION:**

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

# LIBRARY PLAN



**2017/2018**

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

# **Rescue Union School District**

## **Board of Trustees**

**Nancy Brownell**

**Suzanna George**

**Kim White**

**Tagg Neal**

**Stephanie Kent**

**Superintendent**

**Cheryl Olson**

# **District Library Staff**

**Assistant Superintendent - Curriculum & Instruction:**

**Dave Scroggins**

**Library /Media Coordinators:**

**Michelle Upton**

**Sheri Allen**

**Theresa Stephanopoulos**

**Natalie Hadden**

**Cindy Carpenter**

**Sandra Villalovoz**

**Erin Sargent**

**Library/Media Clerk: Rhonda Picard**

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

# **DISTRICT LIBRARY COMMITTEE: 2017- 2018**

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

**Michelle Upton, Library/Media Coordinator**

**Sheri Allen, Library/Media Coordinator**

**Theresa Stephanopoulos, Library/Media Coordinator**

**Natalie Hadden, Library/Media Coordinator**

**Cindy Carpenter, Library/Media Coordinator**

**Sandra Villalovoz, Library/Media Coordinator**

**Erin Sargent, Library/Media Coordinator**

**Rhonda Picard, Library/Media Clerk**

**Jill Lawless, Teacher (Lake Forest)**

**Denise Thomas, Parent (Marina Village & Lake Forest)**

**Carrie Cash, Parent (Pleasant Grove)**

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# INTRODUCTION

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

Our responsibility is to equip students with 21<sup>st</sup> century skills as well as help them to apply responsible research practices, act with respect for others when utilizing digital devices and continue to grow as life-long learners.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Factors in these quality school library programs are:**

- Up-to-date books, materials, and equipment
- Up-to-date technology tools including automated collections and availability of databases
- Increased usage of the school library services

- Collaboration between the classroom teacher and the library media specialist
- Integration of the library media center by the classroom teacher information literacy skills
- Increasing the print and electronic resources that are accessible to students at school and at home
- Supporting the development of digital literacy skills including digital citizenship and online

safety

- For comprehensive lists of research related to the impact of school libraries, see below:

1. Library Research Service

2. California Department of Education's, Research Related to School Libraries

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

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

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

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

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

## DEMOGRAPHICS

The Rescue Union School District educates approximately 3632 students in Transitional Kindergarten through eighth grade residing in northern portions of El Dorado Hills, Cameron Park, and Shingle Springs, the community of Rescue, and unincorporated areas in northwest El Dorado County. The district is located approximately 25 miles east of Sacramento and 10 miles west of Placerville, just north of the Highway 50 corridor.

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

The district presently has five elementary schools, two middle schools, and one full time, online independent study option:

- Green Valley Elementary School (Grades Transitional K-5)
- Jackson Elementary School (Grades Transitional K-5)
- Lake Forest Elementary School (Grades Transitional K-5)
- Lakeview Elementary School (Grades Transitional K-5)
- Rescue Elementary School (Grades Transitional K-5)
- Marina Village Middle School (Grades 6-8)
- Pleasant Grove Middle School (Grades 6-8)
- COOL School Independent Study Program (Grades 3-8)

In order to accommodate anticipated growth, the district has one more elementary school, the Bass Lake Development, in the building planning stage.

The Rescue Union School District is predominately made up of low-middle to upper income families who place a very high value on education. Because of our relatively homogenous community, our relatively high average income, and our low Aid for Dependent Children qualification, we do not qualify for many additional support programs (i.e., federal and state level grants) that would normally be used to support our efforts toward literacy advancement. This fact, coupled with our relatively low state and federal funding level, creates a significant hardship for our district as we look for ways to fund our goals for students.

## LIBRARY COMMITTEE MISSION STATEMENT

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

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

# SCHOOL AND LIBRARY FUNDING

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

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

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

School sites provide funding support to the site libraries through the purchase of new circulation materials. Fundraising and donations from parent organizations provide the majority of the funding for new books and library materials. In addition, some school site councils allocate funding for the purchase of new books for their library based on the local school site plan goals.

## LIBRARY PLAN GOALS

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

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

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

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

## **GOAL ONE**

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

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

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

#### **OBJECTIVES:**

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

#### **Current Conditions:**

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

#### **Committee Recommendations:**

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

## **GOAL TWO**

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

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

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

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

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

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

#### **OBJECTIVES:**

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

#### **Current Conditions:**

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

#### **Committee Recommendations:**

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

## **GOAL THREE**

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

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

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

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

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

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

#### **OBJECTIVES:**

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

#### **Current Conditions:**

1. All sites have a library facility that will accommodate a class of 31 plus students and have sufficient space to house the site's library collection.
2. All elementary sites have a minimum of 6 - 8 computer stations and/or mobile devices for student use. Middle school sites have 12-15 computer stations and/or mobile devices for student use. Each site has at least one computer station for library circulation and management.
3. Staff and students have access to G Suite (formerly known as Google Apps for Education Suite), Follett Destiny, Microsoft Office, Scholastic Reading Counts, Typing Agent, and other resources.
4. All sites are currently connected to the District's Local Area Network (LAN) and Wide Area Network (WAN) allowing staff and student access to the network, email, and the Internet. Internet use is filtered throughout the district in compliance with the Children's Internet Permission Act (CIPA) to prevent students from accessing inappropriate sites or sites having no educational value.
5. All sites utilize Follett Destiny, a web-based library management solution with online access for students and teachers. Destiny centralizes and streamlines library management across all schools; provides circulation, cataloging, searching, reporting and management in one easy to use solution.
6. The middle schools utilize Follett Textbook Manager to distribute, manage and inventory textbook materials.
7. All library media coordinators are connected to the Aeries database to provide immediate access to student and classroom data.
8. The District Office Media Center is centralized and housed at the District Office. The distribution of the District DVD collection is managed by the District media staff.
9. The District Library Media budget is currently utilized to:
  - a. Update and maintain the Follett Destiny software subscription annually
  - b. Provide supplies and materials to the library media programs
  - c. Update and maintain library equipment and software
  - d. Provide staff development to library media coordinators
  - e. Purchase new books and resources as budget allows

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

**Committee Recommendations:**

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

## **GOAL FOUR**

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

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

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

#### **OBJECTIVES:**

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

#### **Current Conditions:**

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

#### **Committee Recommendations:**

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

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

## **GOAL FIVE**

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

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

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

#### **OBJECTIVES:**

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

#### **Current Conditions:**

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

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

#### **Committee Recommendations:**

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

## **GOAL SIX**

### **THE RESCUE UNION SCHOOL DISTRICT WILL CREATE LIBRARIES FOR THE 21<sup>ST</sup> CENTURY STUDENT**

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

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

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

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

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

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

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

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

#### **OBJECTIVES:**

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

#### **Committee Recommendations:**

1. Continue to research and strive to be the “library media center of the future”.
2. Transform the school library media center into a physical and virtual learning center for 21st Century teaching and learning by providing:
  - a. Emphasis on information handling skills that are critical to the processes of critical thinking and problem solving.
  - b. Inviting and flexible room accommodations for reading, research and collaboration.
  - c. Projection offering the Library Media Specialist and classroom teachers the ability to provide instruction in the Library Media Center.
  - d. Mobile devices such as tablets, Chromebooks, and/or iPads for collaboration and research.
  - e. S.T.E.A.M. Ahead with Makerspaces.

# COLLECTION HISTORY AND STATISTICS

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

## Green Valley School Collection History:

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

## Jackson School Collection History:

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

## Lake Forest School Collection History:

	Student Population	Total Books in Collection	# of Books Per Student	Circulation Statistics	Avg. Circulation Per Student	% of Books in Paperback	Avg. Copyright Date	# of Student Computers / Chromebooks
Fall 2017	425	15,200	35.8	n/a yet	n/a yet	7.8%	2000	0/10 + 6 iPads
Fall 2016	457	15,308	33.5	15,351	33.6	7.7%	1999	0/10 + 6 iPads
Fall 2015	437	14,916	34.1	15,836	36.2	7.7%	1998	0 / 10
Fall 2014	430	14,599	34.0	14,888	34.6	7.9%	1997	4
Fall 2013	430	13,830	32.2	14,401	33.5	7.9%	1996	4
Fall 2012	444	13,048	29.4	11,678	26.3	5.3%	1996	4
Fall 2011	491	13,783	28.1	15,691	32.0	8.4%	1995	4
Fall 2010	515	13,714	26.6	13,861	26.9	8.9%	1995	4
Fall 2009	539	12,797	23.7	14,768	23.7	8.9%	1994	4
Fall 2008	561	13,030	23.2	15,544	27.7	8.9%	1994	4
Fall 2007	593	13,217	22.3	15,291	25.8	8.2%	1993	4
Fall 2006	600	13,446	22.4	14,754	24.6	8.2%	1993	4
Fall 2005	606	13,397	22.1	17,466	28.8	8.7%	1992	4
Fall 2004	632	12,815	20.2			9.1%	1992	3
Fall 2003	636	12,792	20.1			7.6%	1992	3
Fall 2002	802	12,384	15.4			5.9%	1992	3
800Fall	734	11,156	15.2			6.1%	1990	2
Fall 2000	732	10,101	13.8			7.9%	1989	2

## Lakeview School Collection History:

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

## Rescue School Collection History:

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

## Marina Village Collection History:

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

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

## Pleasant Grove School Collection History:

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

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

## BOARD FOCUS GOAL V: Financial Planning

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

### Community and School Site Funding Library Media Program Budget, 2016-2017

	Green Valley Elem	Jackson Elem	Lake Forest Elem	Lakeview Elem	Rescue Elem	Marina Village MS	Pleasant Grove MS
Site Funds			1,112			1,500	2,761
Book Fairs	3,623	3,123	4,663	3,844	4,420	570	
Parent Organizations	1,201	2,500		2,000			
Celebration/ Birthday Club		1,560	1,385	2,780	350		
Fundraiser	333						
District Funds	1,500	1,500	1,500	1,500	1,500	1,500	1,500
<b>TOTAL FUNDS</b>	<b>\$6,657</b>	<b>\$8,683</b>	<b>\$8,660</b>	<b>\$10,124</b>	<b>\$6,270</b>	<b>\$3,570</b>	<b>\$4,261</b>
Students Served	445	463	457	549	446	782	574
	Funds were spent on new books, reading incentives, and an author visit.	Funds were spent on new books, supplies, incentives, and decorations.	Funds were spent on new books, supplies, and incentives. *** \$1966 in Scholastic Dollars- new book binding machine.	Funds were spent on new books, eBooks, supplies, incentives, and Little Bits Kits	Funds were spent on new books.	Funds were spent on new books.	Funds were spent on new books.

**RUSD District Funding  
Library Media Program Budget**

Object	Description	Budgeted Amount		Purpose
		2016-2017	2017-2018	
2000	Classified Salaries (Long Term Substitutes)			Long Term Substitute & Temporary Help
3000	Employee Benefits (Long Term Substitutes)			Long Term Substitute & Temporary Benefits
4100	Textbooks			
4200	Books Other than Textbooks	3,450.74	5,433	Library replacement materials for lost or damaged books
4300	Supplies	13,047.00	6,802	Book repair materials, library enhancement materials, magazine subscriptions, and other miscellaneous library supplies
4400	Non-Capitalized Equipment	1,022.00	1,407	Scanners, tablets, Chromebooks, computers, hardware, and software
5200	Travel & Conference			
5300	Dues & Memberships			
5610	Rents/Lease/Contracts/Repairs			
5690	Other Leases (Cellular, Copier Supplies)			
5692	Other Repairs			
5802	Con-App Fee			
5806	Other Services & Operating Expenses			
7334	Inter-program – Indirect Costs 2.62%			
	17,519.74	17,519.74	13,642	
	Carryover	0	2,725	Lost/Damaged book replacement funds
	<b>TOTAL Budget</b>	<b>17,519.74</b>	<b>16,367</b>	

## EVALUATION

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

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

# RESOURCES FOR PLANNING

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

**Implementing the Common Core State Standards: The Role of the School Librarian**  
<http://www.achieve.org/files/CCSSLibrariansBrief-FINAL.pdf>

**California School Library Association Web site** offers links to key library documents, staff development opportunities, and more. Particularly helpful on this site for planning teams is *Good Ideas*, published annually to spotlight quality school library programs. Planning team visits to these programs can be extremely helpful. [www.schoollibrary.org](http://www.schoollibrary.org)

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

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

**A Planning Guide for Information Power: Building Partnerships for Learning with School Library Media Program Assessment Rubric for the 21st Century** is particularly helpful when the school library program is evaluated as part of the teaching and learning environment. Call 800-545-2433, then press 7, or see [www.ala.org/aasl/ip\\_products.html](http://www.ala.org/aasl/ip_products.html).

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

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

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

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

New NETS (Nat'l Educational Technology Standards) from ISTE (Int'l Society for Technology in Education) for teachers.  
<http://www.iste.org/>

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

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

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

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

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: 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 information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, postsecondary preparation, and fiscal and expenditure data.

**STATUS:**

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

**FISCAL IMPACT:**

N/A

**BOARD GOAL:**

Board Focus Goal III – COMMUNICATION/COMMUNITY INVOLVEMENT

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

**RECOMMENDATION:**

District administration recommends the Board of Trustees approve the proposed 2016-2017 School Accountability Report Cards (published in 2017-2018).

# Green Valley Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

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

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 425 students in TK through 5th grade. We employ 18 classroom teachers, one Special Education teacher and one part time PE Teacher. Our support staff includes our principal, counselor, two secretaries, one librarian, one Health Aide, two custodians, twelve paraeducators and eight yard supervisors. We receive district staffing support for the following positions: Music Teacher, two EL paraeducators, District Nurse and District Psychologist. We are proud to offer a 24:1 teacher to student ratio in our classrooms. A speech and language specialist and part-time occupational therapist are provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education.

We offer a balanced, rigorous instructional program which includes academic challenge, as well as intervention. Our district-adopted curricular materials include Benchmark (ELA), Go Math, Step-Up to Writing, Scott Foresman Science, Scott Foresman Social Studies, Handwriting Without Tears (K-2), D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live, Reading Counts, Standards Plus, core literature and Seeing Stars. Math instruction is supplemented with ST Math, Reflex Math and Timed Math. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Response to Intervention (RtI) program, which runs 24 weeks out of the school year. Before and after school intervention is provided through our robust tutoring program. Teachers and instructional aides work together to provide outstanding academic support to our students.

At Rescue Union School District and Green Valley School, WE CARE! We promote and require a safe, respectful environment. School-wide Gator Gatherings are held every morning to welcome our students, make announcements and foster a sense of community. We offer successful social/emotional programs through character building and anti-bullying instruction. Monthly character traits, GLAD personal standards and Gator Manners are modeled and taught to all children. Teachers facilitate age appropriate anti-bullying lessons each year. Our principal delivers anti-bullying lessons to 4th and 5th grade classes. Our counselor leads friendship/social-emotional student groups and delivers classroom lessons on topics such as, career readiness, respect, self-esteem, and assertiveness. Students who are referred for individual counseling meet with our counselor weekly. Yard Supervisors work to maintain a safe, friendly, fair and firm recreational environment. Technology is also an important part of Green Valley School. I Pads have been provided for every teacher. Each classroom houses a document camera, projector and eight student computers/laptops. Our 3rd-5th grade classrooms are fortunate to each have classroom sets of Chrome books for student use. Additionally, Promethean Boards are installed in nine of our classrooms.

Thirty eight percent of Green Valley 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. Seventeen percent of Green Valley's student population are English Language Learners. Our highly trained teachers work to support EL students with integrated and designated instructional support. We have two bilingual paraprofessionals who support our EL students each day.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students (2-5). Music (TK-3) and dance (TK-5) programs are offered in the spring, and parent docents are trained to offer the Arts Attack program to every class at Green Valley School. Students can participate in Student Council and our student leadership group, IMPACT (4-5).

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

Green Valley students are fortunate to attend outstanding field trips. Our first grade students travel to Apple Hill and the Harris Center in Folsom. Second grade students travel to the Folsom Zoo. Third grade students travel to Maidu Center in Roseville and Farm Day at the El Dorado County Fairgrounds. Fourth grade students attend the wonderful overnight program with Coloma Outdoor Education. Fifth grade students go to the Challenger Museum.

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

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	86
Grade 1	65
Grade 2	75
Grade 3	66
Grade 4	70
Grade 5	83
Total Enrollment	445

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0
Asian	1.6
Filipino	1.3
Hispanic or Latino	29.7
Native Hawaiian or Pacific Islander	0
White	62
Two or More Races	3.8
Socioeconomically Disadvantaged	36.2
English Learners	17.8
Students with Disabilities	11.2
Foster Youth	0.7

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	23	23	180
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

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

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

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

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/17/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Replace failed VCT, replace carpet
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Replace flooring, fix leaking fountains
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Dry rotted siding needs addressed, repair leaking roofs
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/17/18				
Overall Rating	Exemplary	Good	Fair	Poor
				X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	56	71	71	48	48
Mathematics (grades 3-8 and 11)	46	50	64	63	36	37

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	217	97.75	55.76
Male	112	109	97.32	51.38
Female	110	108	98.18	60.19
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	35.09
White	147	145	98.64	64.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	37.5
English Learners	30	27	90	11.11
Students with Disabilities	36	35	97.22	31.43
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	217	97.75	50.23
Male	112	109	97.32	56.88
Female	110	108	98.18	43.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	58	57	98.28	35.09
White	147	145	98.64	57.24
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	81	80	98.77	36.25
English Learners	30	27	90	18.52
Students with Disabilities	36	35	97.22	37.14
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	86	76	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.5	35.3	42.4

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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

Contact Person: Michelle Winberg

Contact Phone No. 530-677-3686

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.6	3.8	2.4	2.1	2.3	2.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

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

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

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

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	3		19	3	1		22	1	3	
1	20	1	2		25		3		22		3	
2	24		3		21		3		25		3	
3	28		3		25		3		22		3	
4	29		2		26		3		23		3	
5	28		5		24		3		28		3	

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>		
<b>Counselor (Social/Behavioral or Career Development)</b>	.50	N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	.41	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	.29	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist</b>		N/A
<b>Other</b>		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	\$9,777	\$1,787	\$7,990	\$77,832
<b>District</b>	N/A	N/A	\$7,102	76,962
<b>Percent Difference: School Site and District</b>	N/A	N/A	11.8	1.1
<b>State</b>	N/A	N/A	\$6,574	\$74,194
<b>Percent Difference: School Site and State</b>	N/A	N/A	19.4	4.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. 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 - such as English Learners, socioeconomically disadvantaged and foster youth.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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

**Professional Development (Most Recent Three Years)**

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Minimum 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 2016-17 School Year

#### Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
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#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

"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 482 students in grades kindergarten through fifth. The educational program is supported by a staff of 23 classroom teachers, one music teacher, and one PE teacher.

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

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

Our Learning Center includes paraprofessionals and Independence facilitators who support the individual needs of our students. Jackson School has a physical education specialist providing a solid foundation for physical and social development based on our state standards for Physical Education. In addition, Jackson School has a an outdoor Science Classroom and an award winning school garden.

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 2016-17)

Grade Level	Number of Students
Kindergarten	84
Grade 1	67
Grade 2	79
Grade 3	76
Grade 4	75
Grade 5	82
Total Enrollment	463

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.6
Asian	6
Filipino	1.5
Hispanic or Latino	16
Native Hawaiian or Pacific Islander	1.1
White	71.1
Two or More Races	1.5
Socioeconomically Disadvantaged	9.1
English Learners	4.3
Students with Disabilities	16.2
Foster Youth	0.4

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	20	22	25	180
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected:

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

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/17/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Replace ceiling tiles after roof repair
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/17/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Address dry rot, repair leaking roofs
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Rehabilitate field

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/17/18				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	73	77	71	71	48	48
<b>Mathematics (grades 3-8 and 11)</b>	68	73	64	63	36	37

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	232	220	94.83	77.27
<b>Male</b>	127	121	95.28	72.73
<b>Female</b>	105	99	94.29	82.83
<b>Black or African American</b>	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	80
Hispanic or Latino	39	35	89.74	80
Native Hawaiian or Pacific Islander	--	--	--	--
White	160	153	95.63	75.16
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	27	87.1	74.07
English Learners	14	12	85.71	66.67
Students with Disabilities	50	39	78	53.85
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	232	219	94.4	72.6
Male	127	121	95.28	76.03
Female	105	98	93.33	68.37
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100	75
Hispanic or Latino	39	35	89.74	60
Native Hawaiian or Pacific Islander	--	--	--	--
White	160	152	95	76.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	27	87.1	48.15
English Learners	14	12	85.71	41.67
Students with Disabilities	50	39	78	48.72
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	81	79	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.3	26.8	9.8

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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

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

Contact Person: Michele Miller  
Contact Phone: 916-933-1828

## State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.9	1.5	1.0	2.1	2.3	2.4	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

### School Safety Plan (School Year 2017-18)

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 Safe and Civil School team evaluate and implement 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
<b>Program Improvement Status</b>		In PI
<b>First Year of Program Improvement</b>		2011-2012
<b>Year in Program Improvement*</b>		Year 2
<b>Number of Schools Currently in Program Improvement</b>	N/A	2
<b>Percent of Schools Currently in Program Improvement</b>	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	24		4		22	1	2		21	1	3	
<b>1</b>	27		2		25		3		22		3	
<b>2</b>	26		2		27		2		26		3	
<b>3</b>	26		3		26		3		20	1	3	
<b>4</b>	25		2		22	1	2		20	1	2	
<b>5</b>	21	1	3		23	1	3		24	1	3	
<b>Other</b>	7	1										

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

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

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
<b>School Site</b>	\$8,674	\$2,097	\$6,577	\$74,191
<b>District</b>	N/A	N/A	\$7,102	\$76,962
<b>Percent Difference: School Site and District</b>	N/A	N/A	-7.7	-3.7
<b>State</b>	N/A	N/A	\$6,574	\$74,194
<b>Percent Difference: School Site and State</b>	N/A	N/A	0.0	0.0

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

### Types of Services Funded (Fiscal Year 2016-17)

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Category	District Amount	State Average for Districts In Same Category
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Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
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Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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

### Professional Development (Most Recent Three Years)

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

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

# Lake Forest Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

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.

2015 was the 25th anniversary of our school! Lake Forest Elementary School, founded in 1990, began with high expectations and much enthusiasm by staff, parents, students and community members. All concerned knew that this school was going to be something very special! Lake Forest has grown from a starter school with six classes to its current 17 across grade levels Transitional K through 5th. Lake Forest has established itself as an outstanding school with high academic standards and rigorous expectations. This is accomplished through a thinking, meaning-centered curriculum that is built upon students' natural curiosity and involves them actively in their learning. The core educational program provided to Lake Forest students is based on the Common Core Content Standards and Frameworks. The core curriculum is enhanced through special learning activities such as: outdoor education, environmental science, dance, music, chorus, art, drama, field trips, guest speakers, health, fitness, visiting authors, and educational assemblies. The students in grades 4 and 5 also attend the Science Center 125 minutes per week learning through hands-on activities that support classroom lessons.

Lake Forest Elementary has been recognized for outstanding student achievement on both a state and national level. In 2004 and 2014, the school was chosen for the California Distinguished School Award. Because of our continued excellence, our selection qualified Lake Forest to become one of 35 California schools invited to participate in the No Child Left Behind National Blue Ribbon Award program. After an extensive application process, Lake Forest was named a nationally recognized Blue Ribbon School in the fall of 2005, one of only 193 public or private elementary schools in the nation. More recently, Lake Forest achieved an API score of 937 in 2012 (highest in district history), a 920 in 2013, and a score of 927 in 2014. In 2016, the SBAC results showed that our students continued to excel on new standardized testing as well. We saw that 74% scored in the proficient or above level in math and 83% ranked as high in English/Language Arts (a 10% improvement over the previous year). The results from the 2017 SBAC test showed a slight decrease in ELA and Math scores (71% and 64% respectively). This consistently strong achievement over the past 10 years places us among top performing schools in El Dorado county and the state.

Lake Forest School is supported by the services of a district nurse one day per week, a part-time health aide, a full time library/media coordinator, a full-time speech/language specialist, and a district psychologist. The district psychologist performs evaluations and meets with students as needed. One resource specialist and two aides serve those children with identified learning differences. Instructional aides also work with students as part of the Literacy Intervention Program. We also offer support before school for those who need additional help in Math or Reading.

The Student Success Team (SST) approach is utilized to provide assistance to children needing additional academic, social or emotional support. The Student Success Team, which consists of the parents, psychologist, nurse, teachers, and administrators meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents. Students at risk are monitored closely for growth and evaluated frequently to assess needs so that the most effective program of intervention is offered as soon as possible. Intervention options include specialized reading remediation, before school classes that assist in reading and math, and increased assistance from the school learning center.

Through the efforts of our Parent Teacher Council, Lake Forest is able to provide a number of enrichment activities, both during and after school. A 10-12 week dance instruction program is offered each spring, as well as music appreciation in grades TK-3rd and formalized music instruction in grades 4th and 5th. Also available, are art classes, science extension lessons (robotics and Legos), theater classes, cooking courses and foreign language. Additional differentiation occurs throughout the curriculum. Math instruction is leveled in grade 4 and reading groups are created in multiple grades.

The Single 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 2016-17)

Grade Level	Number of Students
Kindergarten	76
Grade 1	56
Grade 2	68
Grade 3	67
Grade 4	96
Grade 5	94
Total Enrollment	457

#### Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0
Asian	5.3
Filipino	1.1
Hispanic or Latino	13.8
Native Hawaiian or Pacific Islander	0
White	74
Two or More Races	5.7
Socioeconomically Disadvantaged	5.5
English Learners	2.8
Students with Disabilities	9.8
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	21	21	22	180
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected:

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

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

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/4/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Ceiling tiles replaced, carpet replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Repair faucets and leaking drinking fountains
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof leaks repaired
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Door closers replaced

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/4/18				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	82	71	71	71	48	48
Mathematics (grades 3-8 and 11)	74	64	64	63	36	37

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	259	98.48	71.43
Male	131	129	98.47	65.89
Female	132	130	98.48	76.92
Black or African American	--	--	--	--
Asian	14	14	100	92.86
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.22	60
White	190	188	98.95	70.21
Two or More Races	17	16	94.12	87.5
Socioeconomically Disadvantaged	17	16	94.12	62.5
English Learners	--	--	--	--
Students with Disabilities	36	35	97.22	40
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	263	259	98.48	64.48
Male	131	129	98.47	68.22
Female	132	130	98.48	60.77
Black or African American	--	--	--	--
Asian	14	14	100	71.43
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.22	54.29
White	190	188	98.95	64.89
Two or More Races	17	16	94.12	75
Socioeconomically Disadvantaged	17	16	94.12	62.5
English Learners	--	--	--	--
Students with Disabilities	36	35	97.22	48.57
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	79	74	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	14.6	27.1	54.2

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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 Single 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 Single Plan for Student Achievement.

Contact Person: Bruce Peters

Contact Phone No. (916) 933-0652

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7	0.4	0.6	2.1	2.3	2.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

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

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

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

Student recognition is an important part of honoring our students. Our district-wide Character Counts program promotes positive character traits such as respect, caring, responsibility, trustworthiness, fairness, and good citizenship. Teachers emphasize each character trait on a monthly basis, discuss concepts and share lessons that explore the positive aspects that relate to student life. Academic achievement is recognized through our school Honor Roll program. Fourth and fifth grade students receive certificates of recognition for earning a grade point average of 3.5 (B+) or above. In 2017, Lake Forest added a reading incentive program through the school library. Students track their words read throughout the year and receive certificates and other recognition for their dedication to reading. In the first trimester alone, three students had already surpassed 2,000,000 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24	1	2		25	1	2		19	2	2	
1	25		2		24		2		28		2	
2	26		3		24		3		28		2	
3	27		3		29		3		27		3	
4	29		2		28		3		27		3	
5	28		3		25		3		27		4	

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

#### Academic Counselors and Other Support Staff (School Year 2016-17)

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

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

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

#### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,545	\$1,352	\$7,193	\$78,357
District	N/A	N/A	\$7,102	76,962
Percent Difference: School Site and District	N/A	N/A	1.3	1.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	9.0	5.5

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

## Types of Services Funded (Fiscal Year 2016-17)

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. 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 - such as English Learners, socioeconomically disadvantaged and foster youth.

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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

## Professional Development (Most Recent Three Years)

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

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

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

# Lakeview Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

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

Lakeview Elementary School prides itself on a positive school climate and a commitment to ensuring success for all students. 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-three teachers work to support our wonderful Lakeview student body.

A nurse, health aide, psychologist, counselor, librarian, resource teacher, instructional aides and speech/language specialist support Lakeview students. Our librarian is available eight hours a day, each school day. The nurse is on campus one day each week, while the health aide assists with medical and health related issues daily. Our psychologist is on site two days each week. Our counselor serves Lakeview students one day each week. Our speech therapist offers services to students four days per week. Our Learning Center teacher is on site daily with six full-time aides to serve those students with identified learning disabilities. Our support program services students using both the pullout and push-in model to meet the individual needs of all our students in the least restrictive environment. In addition, we have four math aides to further enhance 4th and 5th grade general education math instruction. Our all-day kindergarten program includes one two hour aide for each class.

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, psychologist, nurse, teachers, and administrator, meets as needed to develop educational assistance plans for children who have been referred by their teacher or parents.

Differentiated opportunities for gifted students are provided as an integrated part of the school day. Classes are offered to provide extensions and enrichment for all students before/after school.

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

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Kindergarten	88
Grade 1	79
Grade 2	76
Grade 3	102
Grade 4	104
Grade 5	100
Total Enrollment	549

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0
Asian	11.5
Filipino	0.9
Hispanic or Latino	7.7
Native Hawaiian or Pacific Islander	0
White	71
Two or More Races	7.5
Socioeconomically Disadvantaged	4.9
English Learners	3.8
Students with Disabilities	8.9
Foster Youth	0

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	25	26	24	180
Without Full Credential	0	1	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected:

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

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/4/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/4/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Interior:</b> Interior Surfaces			X	Replaced ceiling tiles after roof repairs. Replace cracked tiles VCT
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof Repairs
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/4/18				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	78	80	71	71	48	48
<b>Mathematics (grades 3-8 and 11)</b>	75	78	64	63	36	37

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.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	306	99.67	80.39
Male	145	144	99.31	78.47
Female	162	162	100	82.1
Black or African American	--	--	--	--
Asian	35	35	100	88.57
Filipino	--	--	--	--
Hispanic or Latino	24	24	100	62.5
White	219	218	99.54	79.36
Two or More Races	20	20	100	95
Socioeconomically Disadvantaged	14	14	100	78.57
English Learners	--	--	--	--
Students with Disabilities	27	26	96.3	46.15

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	307	306	99.67	78.43
Male	145	144	99.31	83.33
Female	162	162	100	74.07
Black or African American	--	--	--	--
Asian	35	35	100	80
Filipino	--	--	--	--
Hispanic or Latino	24	24	100	62.5
White	219	218	99.54	77.98
Two or More Races	20	20	100	95
Socioeconomically Disadvantaged	14	14	100	57.14
English Learners	--	--	--	--
Students with Disabilities	27	26	96.3	57.69

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	84	85	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	9.1	33.3	48.5

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

Parents are viewed as valued partners in education. At Lakeview, this partnership is strongly advocated and volunteers are both encouraged and welcomed on a regular basis. Parent input and contributions to our learning community are an integral part of our decision-making process. The Lakeview School Site Council (SSC) and Parent Teacher Organization (PTO) are two groups that encourage community involvement. The PTO organizes a host of events and fundraisers designed to offer financial support and bring families together in a social setting. Math, science, physical education, technology, language arts, and after school enrichment opportunities have been the focus of our PTO during the school year and will continue for the 2017-18 school year. The SSC develops Lakeview’s Single Plan for Student Achievement and works with the school staff, PTO, and community to set yearly goals and objectives in reading/language arts, math/science and health, wellness, citizenship, and fitness. The PTO supports our annual goals by donating funds to help defray the cost of programs and resources.

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	0.2	0.4	0.3	2.1	2.3	2.4	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

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

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

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

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

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

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

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

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

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

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	2	2		20	1	3		22	1	3	
1	25		3		23		3		26		3	
2	23		4		23		4		25		3	
3	25		4		25		4		26		4	
4	29		3		24		4		26		4	
5	28		4		30		3		25		4	

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

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

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,206	\$1,488	\$6,718	\$74,949
District	N/A	N/A	\$7,102	76,962
Percent Difference: School Site and District	N/A	N/A	-5.6	-2.7
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	2.2	1.0

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

**Types of Services Funded (Fiscal Year 2016-17)**

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. 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 - such as English Learners, socioeconomically disadvantaged and foster youth.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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

**Professional Development (Most Recent Three Years)**

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

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

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

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

# Rescue Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

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

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

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

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

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

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

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

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

Our school theme, "Walk a mile in someone else's shoes" guides our positive, proactive philosophy. We promote and require a safe, respectful environment. We offer successful social/emotional programs through character building and anti-bullying instruction. All students are encouraged and taught to be respectful, be responsible and to be safe. Character traits are featured each month. Students are also taught to fill one another's "buckets" by being kind and helpful. We employ a part-time counselor to offer individual counseling to students in need, facilitate social skills groups and deliver classroom lessons, such as Building Friendships, Respect, College and Career Readiness and Self-Esteem. Monthly assemblies are scheduled to celebrate the academic and social achievement of our students.

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

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

#### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	80
<b>Grade 1</b>	73
<b>Grade 2</b>	69
<b>Grade 3</b>	66
<b>Grade 4</b>	75
<b>Grade 5</b>	83
<b>Total Enrollment</b>	446

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.7
Asian	1.8
Filipino	0.2
Hispanic or Latino	14.6
Native Hawaiian or Pacific Islander	0.9
White	80.3
Two or More Races	0.7
Socioeconomically Disadvantaged	27.8
English Learners	3.6
Students with Disabilities	10.3
Foster Youth	0.7

**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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	19	22	180
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected: December 2017

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

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

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

During the fall 2017, 400 yards of 3/4 crushed gravel were provided to the Rescue West extended parking lot creating additional parking for community members throughout the school year during all times of weather. Two additional parking spaces were painted to support the EDCOE Autism program assisting with the loading of County vans for special needs students. Additional playground equipment (Playhouse, swing) were installed to provide more opportunities for all students during recreational time. Our campus is looking good!

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/4/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Replace flooring, laminate/carpet

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/4/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermine Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Replace dry rot, fix leaking roofs
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Work on field

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/4/18				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	77	79	71	71	48	48
<b>Mathematics (grades 3-8 and 11)</b>	67	70	64	63	36	37

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.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	223	97.81	78.92
Male	93	91	97.85	74.73
Female	135	132	97.78	81.82
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	32	31	96.88	58.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	184	180	97.83	82.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	71	95.95	71.83
English Learners	--	--	--	--
Students with Disabilities	29	25	86.21	64
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	228	223	97.81	69.96
Male	93	91	97.85	70.33
Female	135	132	97.78	69.7
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	32	31	96.88	54.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	184	180	97.83	72.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	71	95.95	50.7
English Learners	--	--	--	--
Students with Disabilities	29	25	86.21	44
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	90	86	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.5	37.6	30.6

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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 Single Plan for Student Achievement.

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

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

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>	1.3	2.6	1.0	2.1	2.3	2.4	3.8	3.7	3.6
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

#### School Safety Plan (School Year 2017-18)

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

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

## D. Other SARC Information

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

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		21	2	2		20	2	2	
1	25		2		20	2	1		24		3	
2	28		3		22		3		28		2	
3	24		3		25		3		27		3	
4	23		2		29		2		25		3	
5	24		3		27		3		28		3	

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

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.41	N/A
Social Worker		N/A
Nurse	.29	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9,060	\$1,445	\$7,615	\$75,552
District	N/A	N/A	\$7,102	\$76,962
Percent Difference: School Site and District	N/A	N/A	7.0	-1.8
State	N/A	N/A	\$6,574	\$74,194
Percent Difference: School Site and State	N/A	N/A	14.7	1.8

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

**Types of Services Funded (Fiscal Year 2016-17)**

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. 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 - such as English Learners, socioeconomically disadvantaged and foster youth.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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

### **Professional Development (Most Recent Three Years)**

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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 in grades 4-5 are receiving the Guided Language Acquisition Development (GLAD) training where they receive professional development and have opportunities to observed GLAD trained teachers implement strategies with students. Teachers in grades K-3 are continuing to implement GLAD units into their instruction. Grades K-3 are participating in Love and Logic training to use behavior strategies to support struggling learners. Teachers are also scheduled to receive training in StemScopes with provides curriculum and activities supporting Next Generation Science Standards for student instruction.

# Marina Village Middle School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

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

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

#### School Description and Mission Statement (School Year 2017-18)

"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 29 years old. It is a sixth/seventh/eighth grade school with an enrollment of 776 students. Marina Village is one of seven schools in the District. Marina Village has a trimester schedule which provides students with more enrichment choices than on a semester schedule. Progress reports are mailed home shortly after the middle of each trimester. Grades are mailed home at the end of each trimester.

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

Students with special needs are provided special help through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts. This support is provided by direct instruction, collaboration with the classroom teacher, and team teaching. After school intervention classes provide instruction in reading and mathematics for students not yet proficient. 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 (3 days per week), and a county speech/language specialist (1 day per week). Services include academic counseling, crisis intervention and referrals to outside agencies. Tutorial instruction is available before school, during lunch periods, and after school through the HIP program (Homework is a Priority) for those students in need of extra help. A mandatory after school intervention program called ZAP (zeros are prohibited) is provided for students who are academically failing. Marina Village teachers work closely with the support staff.

#### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 6	235
Grade 7	267
Grade 8	280
Total Enrollment	782

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.4
Asian	8.1
Filipino	1.4
Hispanic or Latino	12.3
Native Hawaiian or Pacific Islander	0.1
White	71.2
Two or More Races	6
Socioeconomically Disadvantaged	5.5
English Learners	0.8
Students with Disabilities	6.6
Foster Youth	0.3

**A. Conditions of Learning****State Priority: Basic**

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

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

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	35	35	35	180
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	1

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which data were collected:

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	
Science	Prentice Hall: Science Explorer Grades 6-8	Yes	
History-Social Science	Prentice Hall: History-Social Science Grades 6-7  Glencoe/McGraw Hill: CA Discovering Our Past Grade 8	Yes	
Health	Botvin's LifeSkills Grades 6-8	Yes	

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

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

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/3/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Replace buildings
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs			X	Repair dry rot, replace portable buildings
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replaced damaged doors, patch asphalt holes

**Overall Facility Rating (Most Recent Year)**

Year and month of the most recent FIT report: 1/3/18				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	76	75	71	71	48	48
Mathematics (grades 3-8 and 11)	71	69	64	63	36	37

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.

#### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	789	774	98.1	75.06
Male	398	391	98.24	69.82
Female	391	383	97.95	80.42
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	62	100	90.32
Filipino	--	--	--	--
Hispanic or Latino	99	98	98.99	73.47
Native Hawaiian or Pacific Islander	--	--	--	--
White	559	546	97.67	73.26
Two or More Races	51	51	100	78.43
Socioeconomically Disadvantaged	51	49	96.08	42.86
English Learners	20	20	100	65
Students with Disabilities	54	49	90.74	10.2
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	789	773	97.97	68.91
Male	398	392	98.49	68.88
Female	391	381	97.44	68.95
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	62	100	88.71
Filipino	--	--	--	--
Hispanic or Latino	99	98	98.99	64.29
Native Hawaiian or Pacific Islander	--	--	--	--
White	559	546	97.67	67.71
Two or More Races	51	50	98.04	72
Socioeconomically Disadvantaged	51	49	96.08	36.73
English Learners	20	20	100	70
Students with Disabilities	54	49	90.74	16.33
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	88	84	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	9.5	27.9	59.5

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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

Contact Person: George Tapanes, Principal

Contact Phone No. (916) 933-3993

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.9	1.8	5.2	2.1	2.3	2.4	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

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

High expectations for student citizenship are an important part of the Marina Village climate. All students participate in a merit system that encourages appropriate behavior and results in merit deductions and disciplinary action as a consequence for poor behavioral choices. Students who complete each trimester with a full complement of merits are rewarded with an educational assembly. Students who do not qualify for the assembly may participate in alternate activities to help them to learn about personal responsibility and positive choices.

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

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

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

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28	2	18		26	2	19		26	2	20	
Mathematics	11	2			10	2			6	3		
Science	29		18		28	1	19		29	1	19	
Social Science	29		19		29		19		30		19	

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	1	765
<b>Counselor (Social/Behavioral or Career Development)</b>		N/A
<b>Library Media Teacher (Librarian)</b>		N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	.41	N/A
<b>Social Worker</b>		N/A
<b>Nurse</b>	.29	N/A
<b>Speech/Language/Hearing Specialist</b>		N/A
<b>Resource Specialist</b>		N/A
<b>Other</b>		N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	\$8,103	\$1,480	\$6,623	\$77,932
<b>District</b>	N/A	N/A	\$7,102	\$76,962
<b>Percent Difference: School Site and District</b>	N/A	N/A	-7.0	1.3
<b>State</b>	N/A	N/A	\$6,574	\$74,194
<b>Percent Difference: School Site and State</b>	N/A	N/A	0.7	4.9

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

**Types of Services Funded (Fiscal Year 2016-17)**

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. 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 - such as English Learners, socioeconomically disadvantaged and foster youth.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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

**Professional Development (Most Recent Three Years)**

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

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

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

# Pleasant Grove Middle School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2017-18)**

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

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

### School Description and Mission Statement (School Year 2017-18)

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Since opening on August 18, 2003, Pleasant Grove has quickly established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 569 sixth, seventh, and eighth grade students.

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, Guitar, Computer Science, Spanish, Social Health, Leadership, Speech/Drama, PLTW (project Lead the Way) Robotics, PLTW Design and Modeling, PLTW Coding, PLTW Medical Detectives and AVID (Advancement via Individual Determination). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and play in a safe environment, to be challenged, and to be properly instructed and evaluated by competent, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits. The Pleasant Grove staff is committed to providing lessons that connect what the students are learning (content) to their interests, needs and long-term goals.

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

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 direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Special Day Classes also serve our students who meet certain special education criteria. Class size in our SDC program is small to allow for individual attention; however, students are fully integrated in mainstream PE and some elective classes with their general education peers.

To support students on a path of career and college readiness, Pleasant Grove is pleased to announce that we are an AVID school. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap, making college access and success available to all students. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas. We utilize these skills throughout our entire campus in what we call School-wide AVID. Our AVID program focuses on skills and behaviors that promote academic success, provide intensive support with tutorials and strong student/teacher relationships, create a positive peer group for students, and develop a sense of hope for personal achievement gained through hard work and determination.

Additional support is provided by a full-time counselor, a district nurse (1 day/week), a district psychologist (3.5 days/week) and a county speech/language specialist (2 days per week). Services include academic counseling, crisis intervention and referrals to outside agencies. A Student Success Team process is in place to partner with teachers, and parents to assist struggling students. Tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting. We meet with our English Learner students is one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth. In addition, aide support for our struggling learners is available within the general classroom setting.

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 on-line 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), complement calls and letters home to parents/guardians, PUMA Pride Awards, presidential awards, and the ability to participate in the California Junior Scholastic Federation.

#### **Student Enrollment by Grade Level (School Year 2016-17)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 6</b>	158
<b>Grade 7</b>	210
<b>Grade 8</b>	206
<b>Total Enrollment</b>	574

#### **Student Enrollment by Group (School Year 2016-17)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	1.2
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	0.2
<b>Filipino</b>	0.9
<b>Hispanic or Latino</b>	18.8
<b>Native Hawaiian or Pacific Islander</b>	0
<b>White</b>	73.5
<b>Two or More Races</b>	5.4
<b>Socioeconomically Disadvantaged</b>	21.1
<b>English Learners</b>	3.3
<b>Students with Disabilities</b>	16.4
<b>Foster Youth</b>	0.7

## 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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	27	29	180
Without Full Credential	0	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill: ConnectED StudySync	Yes	0
Mathematics	6-8 Houghton Mifflin Harcourt: Big Ideas Math - 2014	Yes	0
Science	Prentice Hall: Science Explorer Grades 6-8	Yes	0
History-Social Science	Prentice Hall: History-Social Science Grades 6-7  Glencoe/McGraw Hill: CA Discovering Our Past Grade 8	Yes	0

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	Botvin's LifeSkills Grades 6-8	Yes	0

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

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

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/3/18				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Ceiling tiles replaced, window sills replaced
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Fix leaking roofs, replace stucco
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Fix asphalt, failed window seals

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/3/18				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	57	62	71	71	48	48
Mathematics (grades 3-8 and 11)	47	46	64	63	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	555	548	98.74	62.04
Male	313	307	98.08	55.05
Female	242	241	99.59	70.95
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	96	98.97	44.79
White	408	402	98.53	66.67
Two or More Races	31	31	100	64.52
Socioeconomically Disadvantaged	123	120	97.56	39.17
English Learners	28	27	96.43	22.22
Students with Disabilities	83	82	98.8	12.2
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	555	547	98.56	45.7
Male	313	306	97.76	42.81
Female	242	241	99.59	49.38
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	97	97	100	29.9
White	408	400	98.04	49.75
Two or More Races	31	31	100	48.39
Socioeconomically Disadvantaged	123	120	97.56	25
English Learners	28	28	100	7.14
Students with Disabilities	83	81	97.59	9.88
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	82	75	85	80	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

## 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	17.2	21.1	44.6

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2017-18)

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

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

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.7	5.3	4.5	2.1	2.3	2.4	3.8	3.7	3.6
Expulsions	0.0	0.2	0.5	0.0	0.0	0.1	0.1	0.1	0.1

## School Safety Plan (School Year 2017-18)

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

Each year, Pleasant Grove's Safety Committee reviews policies, assesses needs, and explores ways to make our school a safer place and improve the physical and cultural climates. The Pleasant Grove Safety Committee consists of 16 members: 3 students, 3 parents, 3 teachers, classified employee, lead custodian, food service representative, principal, vice principal, school secretary, student service secretary, and consults with a member of our district's technology department. The school Safety committee meets monthly throughout the school year and the plan was last reviewed and updated in September of 2017. 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 new students and all incoming 6th grade students in meeting others and connecting to 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.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25	5	11		25	4	13		22	5	14	
Mathematics	8	3			11	3			8	5		
Science	27	2	12		28	1	15		24	4	15	
Social Science	27	2	12		28		14		26	2	14	

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

**Academic Counselors and Other Support Staff (School Year 2016-17)**

<b>Title</b>	<b>Number of FTE Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
<b>Academic Counselor</b>	1	555
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (Librarian)</b>	0	N/A
<b>Library Media Services Staff (Paraprofessional)</b>	1	N/A
<b>Psychologist</b>	.41	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	.29	N/A
<b>Speech/Language/Hearing Specialist</b>		N/A
<b>Resource Specialist</b>	0	N/A
<b>Other</b>	0	N/A

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

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

<b>Level</b>	<b>Expenditures Per Pupil</b>			<b>Average Teacher Salary</b>
	<b>Total</b>	<b>Supplemental/ Restricted</b>	<b>Basic/ Unrestricted</b>	
<b>School Site</b>	\$9,523	\$2,129	\$7,394	\$79,923
<b>District</b>	N/A	N/A	\$7,102	\$76,962
<b>Percent Difference: School Site and District</b>	N/A	N/A	4.0	3.8
<b>State</b>	N/A	N/A	\$6,574	\$74,194
<b>Percent Difference: School Site and State</b>	N/A	N/A	11.7	7.4

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

**Types of Services Funded (Fiscal Year 2016-17)**

All Rescue schools receive equal allocations per student of general fund support for instructional materials, supplies and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a districtwide, centralized basis and provided to each school site based on the unique needs of the individual school.

In addition, to its support from the local general fund, schools in the Rescue Union School District receive yearly allocations from some state and federal categorical programs. 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 - such as English Learners, socioeconomically disadvantaged and foster youth.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$47,034
Mid-Range Teacher Salary		\$73,126
Highest Teacher Salary		\$91,838
Average Principal Salary (Elementary)		\$116,119
Average Principal Salary (Middle)		\$119,610
Average Principal Salary (High)		\$115,194
Superintendent Salary		\$178,388
Percent of Budget for Teacher Salaries	42%	37%
Percent of Budget for Administrative Salaries	8%	6%

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

**Professional Development (Most Recent Three Years)**

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

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

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

**ITEM #: 17**

**DATE: February 13, 2018**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM: El Dorado County Investment Portfolio Report  
for Quarter Ended December 31, 2017**

**BACKGROUND:**

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

**STATUS:**

The report for the quarter ended December 31, 2017 is included with this agenda item. All County investments meet the requirements of the District's investment policy.

**FISCAL IMPACT:**

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

**BOARD GOAL:**

Board Focus Goal V – FISCAL ACCOUNTABILITY:

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

**RECOMMENDATION:**

The Board of Trustees review the quarterly report.



**Date: January 30, 2018**

**To: Depositors to County Investment Pool**

**From: C. L. Raffety, Treasurer-Tax Collector**

*CLR*

**RE: Investment Portfolio Report - quarter ending December 31, 2017**

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Attached herewith is the Investment Portfolio Report for the quarter ending December 31, 2017 per Government Code 53646(b) (1) and 53646(e).

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

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

under "Pooled Money Investment Board" report.



**Date: January 30, 2018**

**To: C. L. Raffety, Treasurer-Tax Collector**

**From: Todd Hall, Treasury Quantitative Specialist** *TTH 1/31/18*

**RE: Investment Portfolio Report - quarter ending December 31, 2017**

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The El Dorado County Pooled Investment Portfolio Report for the quarter ending December 31, 2017 is attached for your review.

Average remaining life to maturity is 170 days. The effective rate of return is 1.17%. Market values for securities held in third-party custody are provided by the safekeeper. Certificates of Deposit and funds in State of California Local Agency Investment Fund are marked at face value.

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



# EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - SUMMARY

December 31, 2017

Investments	Book Value	Percent of Portfolio	Average Term	Avg Days to Maturity	YTM 360 Equiv.
State of CA Local Agency Invest Fund	65,000,000.00	11.91	1	1	1.156
Treasury Securities - Coupon	391,684,577.37	71.74	351	193	1.293
Treasury Securities - Discount	14,983,725.00	2.74	35	10	1.133
Certificates of Deposit - Bank	56,441,134.00	10.34	1,264	303	1.218
Money Market Account	17,833,700.00	3.27	1	1	1.031
<b>Total Investments and Averages</b>	<b>545,943,136.37</b>	<b>100.00%</b>	<b>383</b>	<b>170</b>	<b>1.256</b>

Month End

Effective Rate of Return 1.17%

  
BY: TODD HALL, TQS  
FOR: C.L. RAFFETY, TREASURER/TAX COLLECTOR

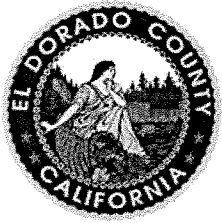


# EL DORADO COUNTY TREASURY

## COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2017

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
<b>State of CA Local Agency Invest Fund</b>						
071-000000-1	STATE OF CALIFORNIA	65,000,000.00	65,000,000.00	65,000,000.00	1	
<b>Treasury Securities - Coupon</b>						
001-180115-1	US TREASURY	5,000,000.00	4,997,750.00	4,999,615.76	14	01/15/2018
001-180115-2	US TREASURY	10,000,000.00	9,995,500.00	9,999,594.91	14	01/15/2018
001-180115-3	US TREASURY	8,000,000.00	7,996,400.00	7,999,607.76	14	01/15/2018
001-180131-1	US TREASURY	5,000,000.00	4,996,850.00	4,998,692.15	30	01/31/2018
001-180131-2	US TREASURY	10,000,000.00	9,993,700.00	9,998,955.02	30	01/31/2018
001-180131-3	US TREASURY	8,000,000.00	7,993,360.00	7,998,183.39	30	01/31/2018
001-180215-1	US TREASURY	10,000,000.00	9,994,000.00	9,999,457.47	45	02/15/2018
001-180215-2	US TREASURY	10,000,000.00	10,045,300.00	10,030,205.45	45	02/15/2018
001-180228-1	US TREASURY	5,000,000.00	5,017,650.00	5,013,359.61	58	02/28/2018
001-180228-2	US TREASURY	10,000,000.00	10,015,816.56	10,015,816.56	58	02/28/2018
001-180315-1	US TREASURY	5,000,000.00	4,995,550.00	5,002,883.83	73	03/15/2018
001-180331-1	US TREASURY	10,000,000.00	9,983,600.00	9,994,804.05	89	03/31/2018
001-180331-2	US TREASURY	15,000,000.00	15,006,678.98	15,006,678.98	89	03/31/2018
001-180515-1	US TREASURY	11,000,000.00	10,978,550.00	10,992,410.91	134	05/15/2018
001-180515-2	US TREASURY	10,000,000.00	9,980,500.00	9,991,276.04	134	05/15/2018
001-180531-1	US TREASURY	5,000,000.00	4,985,550.00	4,998,248.23	150	05/31/2018
001-180531-2	US TREASURY	10,000,000.00	9,971,100.00	9,988,122.89	150	05/31/2018
001-180531-3	US TREASURY	10,000,000.00	9,988,894.40	9,988,894.40	150	05/31/2018
001-180615-1	US TREASURY	10,000,000.00	9,981,600.00	9,994,475.45	165	06/15/2018
001-180630-1	US TREASURY	10,500,000.00	10,451,791.59	10,472,269.87	180	06/30/2018
001-180715-1	US TREASURY	8,000,000.00	7,968,480.00	8,011,451.34	195	07/15/2018
001-180715-2	US TREASURY	12,000,000.00	11,978,114.02	11,995,256.45	195	07/15/2018
001-180715-3	US TREASURY	6,000,000.00	5,991,054.29	5,999,518.07	195	07/15/2018
001-180731-1	US TREASURY	5,000,000.00	4,974,400.00	4,986,338.29	211	07/31/2018
001-180731-2	US TREASURY	5,000,000.00	5,000,341.44	5,009,863.18	211	07/31/2018
001-180731-3	US TREASURY	5,000,000.00	5,001,275.54	5,011,234.94	211	07/31/2018
001-180731-4	US TREASURY	6,000,000.00	5,979,918.59	5,989,647.70	211	07/31/2018
001-180815-1	US TREASURY	10,000,000.00	9,972,584.78	9,992,219.04	226	08/15/2018
001-180831-1	US TREASURY	6,000,000.00	5,997,531.71	6,011,919.11	242	08/31/2018



# EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2017

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
001-180831-2	US TREASURY	5,000,000.00	4,973,700.83	4,983,425.18	242	08/31/2018
001-180831-3	US TREASURY	9,000,000.00	8,959,374.20	8,967,706.77	242	08/31/2018
001-180831-4	US TREASURY	15,000,000.00	14,949,732.49	14,949,732.49	242	08/31/2018
001-180915-1	US TREASURY	15,000,000.00	14,971,590.27	14,971,590.27	257	09/15/2018
001-180930-1	US TREASURY	10,000,000.00	9,996,631.87	10,002,043.54	272	09/30/2018
001-180930-2	US TREASURY	10,000,000.00	9,947,937.83	9,947,937.83	272	09/30/2018
001-181015-1	US TREASURY	6,000,000.00	5,960,640.00	5,978,046.47	287	10/15/2018
001-181031-1	US TREASURY	600,000.00	595,056.00	597,002.36	303	10/31/2018
001-181031-2	US TREASURY	11,000,000.00	10,958,310.00	10,989,756.21	303	10/31/2018
001-181115-1	US TREASURY	15,000,000.00	14,956,793.18	14,956,793.18	318	11/15/2018
001-181130-1	US TREASURY	15,000,000.00	14,934,900.00	14,944,939.54	333	11/30/2018
001-190115-1	US TREASURY	15,000,000.00	14,975,167.38	14,975,167.38	379	01/15/2019
001-190131-1	US TREASURY	12,000,000.00	11,917,080.00	11,973,322.26	395	01/31/2019
001-190131-2	US TREASURY	8,000,000.00	7,944,720.00	7,981,910.02	395	01/31/2019
001-190215-1	US TREASURY	5,000,000.00	4,941,400.00	4,974,203.02	410	02/15/2019

## Treasury Securities - Discount

001-180111-1	US TREASURY	15,000,000.00	14,983,725.00	14,983,725.00	10	01/11/2018
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## Certificates of Deposit - Bank

019-190407-1	RIVER CITY BANK	861,500.00	861,500.00	861,500.00	461	04/07/2019
019-190414-1	RIVER CITY BANK	245,000.00	245,000.00	245,000.00	468	04/14/2019
019-190827-1	RIVER CITY BANK	1,400,000.00	1,400,000.00	1,400,000.00	603	08/27/2019
027-180228-1	FARMERS & MERCHANT BK LONG BCH	6,000,000.00	6,000,000.00	6,000,000.00	56	02/26/2018
027-180626-1	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	176	06/26/2018
027-181206-1	FARMERS & MERCHANT BK LONG BCH	5,000,000.00	5,000,000.00	5,000,000.00	339	12/06/2018
027-181211-1	FARMERS & MERCHANT BK LONG BCH	1,693,000.00	1,693,000.00	1,693,000.00	344	12/11/2018
027-181218-1	FARMERS & MERCHANT BK LONG BCH	3,000,000.00	3,000,000.00	3,000,000.00	351	12/18/2018
027-200618-1	FARMERS & MERCHANT BK LONG BCH	4,000,000.00	4,000,000.00	4,000,000.00	900	06/19/2020
028-180402-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	91	04/02/2018
028-180411-1	FIRST BANK	5,000,000.00	5,000,000.00	5,000,000.00	100	04/11/2018
028-181205-1	FIRST BANK	7,000,000.00	7,000,000.00	7,000,000.00	338	12/05/2018
079-190205-1	UMPQUA BANK	249,750.00	249,750.00	249,750.00	400	02/05/2019
079-190327-1	UMPQUA BANK	4,000,000.00	4,000,000.00	4,000,000.00	450	03/27/2019



# EL DORADO COUNTY TREASURY COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2017

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
089-180823-1	WELLS FARGO BANK	6,000,000.00	6,000,000.00	6,000,000.00	234	08/23/2018
211-180501-1	Grandpoint Bank	249,790.00	249,790.00	249,790.00	120	05/01/2018
219-180822-1	American River Bank	249,400.00	249,400.00	249,400.00	233	08/22/2018
221-190902-1	Banner Bank	248,594.00	248,594.00	248,594.00	609	09/02/2019
222-180925-1	Bank of Napa	249,300.00	249,300.00	249,300.00	267	09/25/2018
223-181228-1	Bank of Feather River	249,300.00	249,300.00	249,300.00	361	12/28/2018
225-180610-1	Cathay Bank	249,700.00	249,700.00	249,700.00	161	06/11/2018
231-180712-1	First Federal S&L	249,600.00	249,600.00	249,600.00	192	07/12/2018
232-181122-1	First General Bank	249,300.00	249,300.00	249,300.00	325	11/22/2018
233-190826-1	Fremont Bank	249,800.00	249,800.00	249,800.00	602	08/26/2019
236-180827-1	Merchants Nat'l Bk of Sacram	500,000.00	500,000.00	500,000.00	238	08/27/2018
243-191022-1	Summit State Bank	249,400.00	249,400.00	249,400.00	659	10/22/2019
246-190321-1	Community Bank aka Sierra Vist	249,000.00	249,000.00	249,000.00	444	03/21/2019
247-190523-1	Vibra Bank Pacific Commerce	249,300.00	249,300.00	249,300.00	507	05/23/2019
249-180423-1	United Business Bk aka Bay Com	250,000.00	250,000.00	250,000.00	112	04/23/2018
251-180822-1	Presidio Bank	249,400.00	249,400.00	249,400.00	233	08/22/2018

## Money Market Account

019-000000-1	RIVER CITY BANK	7,597,000.00	7,597,000.00	7,597,000.00	1	
021-000000-1	CITIZENS BUSINESS BANK	606,700.00	606,700.00	606,700.00	1	
025-000000-1	EAST WEST BANK	1,050,000.00	1,050,000.00	1,050,000.00	1	
027-000000-1	FARMERS & MERCHANT BK LONG BCH	750,000.00	750,000.00	750,000.00	1	
028-000000-1	FIRST BANK	500,000.00	500,000.00	500,000.00	1	
079-000000-1	UMPQUA BANK	1,250,000.00	1,250,000.00	1,250,000.00	1	
244-000000-1	Five Star Bank	6,080,000.00	6,080,000.00	6,080,000.00	1	

<b>Total Investments and Average</b>	<b>546,374,834.00</b>	<b>545,475,434.95</b>	<b>545,943,136.37</b>	<b>170</b>
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**ITEM #: 18**

**DATE: February 13, 2018**

**RESCUE UNION SCHOOL DISTRICT**

**AGENDA ITEM:**    **Nonpublic School/Agency Master Contract Approval:**  
**American River Speech**  
**It Takes THE VILLAGE, Inc.**

**BACKGROUND:**

The District contracts with American River Speech and It Takes THE VILLAGE, Inc. to provide specialized educational services to students, on behalf of the District, which are in accordance with the student's IEP. The individual service agreements are made under the umbrella of a Master Contract.

**STATUS:**

The approval of this contract will provide for specialized services from February 7 to June 30, 2018.

**FISCAL IMPACT:**

These costs are included in the Districts' nonpublic school/agency current budget.

**BOARD GOAL:**

Board Focus Goal I – STUDENT NEEDS:

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

**RECOMMENDATION:**

District administration recommends the Board approve the Master Contract as recommended with American River Speech and It Takes THE VILLAGE, Inc. for the 2017-18 school year.

LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## **63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1<sup>st</sup> day of July, 2017 and terminates at 5:00 P.M. on June 30, 2018, unless sooner terminated as provided herein.

**CONTRACTOR**

American River Speech  
Nonpublic School/Agency

By:

Vicki Berezin  
 Signature

2-7-18  
 Date

Melissa Fischer/Vicki Berezin Clinical Director  
 Name and Title of Authorized Representative

**LEA**

Rescue Union School District

By:

Lake  
 Signature

2/7/18  
 Date

Laura Hendrix, Director of Support Services  
 Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Melissa Fischer/Vicki Berezin  
 Name and Title

American River Speech  
Nonpublic School/Agency/Related Service Provider

11344 Coloma Road, Suite #810  
 Address

Gold River CA 95672  
 City State Zip

(916) 631-0428 (916) 631-0624  
 Phone Fax

speech@arsgoldriver.com (Madeline)  
 Email

Notices to LEA shall be addressed to:

Laura Hendrix, Director of Support Services  
 Name and Title

Rescue Union School District  
 LEA

2390 Bass Lake Road  
 Address

Rescue CA 95672  
 City State Zip

(530) 672-4830 (530) 672-1889  
 Phone Fax

lhendrix@rescueusd.org or  
jreed@rescueusd.org  
 Email

Additional LEA Notification  
 (Required if completed)

Name and Title

Address

City State Zip

Phone Fax

Email

## EXHIBIT A: 2017-2018 RATES

### 4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: \_\_\_\_\_

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 –TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
- 2) Inclusive Education Program (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_
- 3) Related Services
- 4) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Transportation</u>	_____	_____
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	\$100.00	per hour
<u>Social Group</u>	\$80.00	per hour
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	_____	_____
<u>Occupational Therapy Assessments</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	_____	_____
<u>Counseling and Guidance (515)</u>	_____	_____
<u>Mental Health Assessments</u>	_____	_____
<u>Parent Counseling (520)</u>	_____	_____
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	_____	_____
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Vision Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>Other Transition Services (890)</u>	_____	_____
<u>Other (900)</u>	_____	_____

LEA otherwise agree in writing, CONTRACTOR shall pay to LEA the full amount owed as a result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to LEA within thirty (30) days of receipt of LEA's written notice demanding payment.

## **62. RATE SCHEDULE**

The attached rate schedule (Exhibit A) limits the number of students that may be enrolled and maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as noted in California Education Code Section 46200-46208.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this contract, shall be as stated in Exhibit A.

## **63. DEBARMENT CERTIFICATION**

By signing this agreement, the CONTRACTOR certifies that:

- (a) The CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and
- (b) Have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Contract by and through their duly authorized agents or representatives. This contract is effective on the 1<sup>st</sup> day of July, 2017 and terminates at 5:00 P.M. on June 30, 2018, unless sooner terminated as provided herein.

**CONTRACTOR**

**The Collaborative Village of Professional  
Clinical Counselors, Inc.  
DBA It Takes THE VILLAGE, Inc.**  
\_\_\_\_\_  
**Nonpublic School/Agency**

**LEA**

**Rescue Union School District**  
\_\_\_\_\_

By: \_\_\_\_\_  
Signature Date

\_\_\_\_\_  
Name and Title of Authorized  
Representative

By: \_\_\_\_\_  
Signature Date

**Laura Hendrix, Director of Support Services**  
\_\_\_\_\_  
Name and Title of Authorized  
Representative

Notices to CONTRACTOR shall be addressed to:

**Marcia Cosetti, Office Manager**  
\_\_\_\_\_  
Name and Title

**It Takes THE VILLAGE, Inc.**  
\_\_\_\_\_  
Nonpublic School/Agency/Related Service Provider

**1150 Suncast Lane #2**  
\_\_\_\_\_  
Address

**El Dorado Hills**                      **CA**    **95762**  
\_\_\_\_\_  
City                                      State    Zip

**(916) 365-2411**  
\_\_\_\_\_  
Phone                                      Fax

**marcia@ittakesthevillage.net**  
\_\_\_\_\_  
Email

Notices to LEA shall be addressed to:

**Laura Hendrix, Director of Support Services**  
\_\_\_\_\_  
Name and Title

**Rescue Union School District**  
\_\_\_\_\_  
LEA

**2390 Bass Lake Road**  
\_\_\_\_\_  
Address

**Rescue**                                      **CA**    **95672**  
\_\_\_\_\_  
City                                      State    Zip

**(530) 672-4830**                      **(530) 672-1889**  
\_\_\_\_\_  
Phone                                      Fax

**lhendrix@rescueusd.org or**  
**jreed@rescueusd.org**  
\_\_\_\_\_  
Email

**Additional LEA Notification  
(Required if completed)**

\_\_\_\_\_  
Name and Title

\_\_\_\_\_  
Address

\_\_\_\_\_  
City                                      State    Zip

\_\_\_\_\_  
Phone                                      Fax

## EXHIBIT A: 2017-2018 RATES

### 4.1 RATE SCHEDULE FOR CONTRACT YEAR

The CONTRACTOR: The Collaborative Village of Professional Clinical Counselors, Inc.

DBA It Takes THE VILLAGE, Inc.

The CONTRACTOR CDS NUMBER: \_\_\_\_\_

PER ED CODE 56366 –TEACHER-TO-PUPIL RATIO: \_\_\_\_\_

Maximum Contract Amount: \_\_\_\_\_

Education service(s) offered by the CONTRACTOR and the charges for such service(s) during the term of this contract shall be as follows:

- 1) Daily Basic Education Rate: \_\_\_\_\_
- 2) Inclusive Education Program (Includes Educational Counseling (not ed related mental health) services, Speech & Language services, Behavior Intervention Planning, and Occupational Therapy as specified on the student's IEP.) DAILY RATE: \_\_\_\_\_
- 3) Related Services
- 4) Related Services

<u>SERVICE</u>	<u>RATE</u>	<u>PERIOD</u>
<u>Transportation</u>	_____	_____
<u>Intensive Individual Services (340)</u>	_____	_____
<u>Language and Speech (415)</u>	\$150.00	per hour
<u>Adapted Physical Education (425)</u>	_____	_____
<u>Health and Nursing: Specialized Physical Health Care (435)</u>	_____	_____
<u>Health and Nursing: Other Services (436)</u>	_____	_____
<u>Assistive Technology Services (445)</u>	_____	_____
<u>Occupational Therapy (450)</u>	\$150.00	per hour
<u>Occupational Therapy Assessments</u>	_____	_____
<u>Physical Therapy (460)</u>	_____	_____
<u>Individual Counseling (510)</u>	\$150.00	per hour
<u>Counseling and Guidance (515)</u>	\$150.00	per hour
<u>Mental Health Assessments</u>	_____	_____
<u>Parent Counseling (520)</u>	\$150.00	per hour
<u>Social Work Services (525)</u>	_____	_____
<u>Psychological Services (530)</u>	_____	_____
<u>Behavior Intervention Services (535)</u>	\$150.00	per hour
<u>Specialized Services for Low Incidence Disabilities (610)</u>	_____	_____
<u>Specialized Deaf and Hard of Hearing (710)</u>	_____	_____
<u>Interpreter Services (715)</u>	_____	_____
<u>Audiological Services (720)</u>	_____	_____
<u>Specialized Vision Services (725)</u>	_____	_____
<u>Orientation and Mobility (730)</u>	_____	_____
<u>Specialized Orthopedic Services (740)</u>	_____	_____
<u>Reader Services (745)</u>	_____	_____
<u>Transcription Services (755)</u>	_____	_____
<u>Recreation Services, Including Therapeutic (760)</u>	_____	_____
<u>Other Transition Services (890)</u>	_____	_____
<u>Other (900)</u>	_____	_____



**GREEN VALLEY ELEMENTARY SCHOOL**

**"Home of the Gators"**

**Michelle Winberg**

Principal

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AT GREEN VALLEY SCHOOL, OUR STUDENTS COME FIRST.  
WE REMAIN DEDICATED TO THE IDEA THAT WITHIN EACH CHILD LIES A TRUE PASSION FOR LEARNING AND AN ABILITY TO DEVELOP  
THE ACADEMIC AND SOCIAL COMPETENCES NEEDED FOR A HIGHLY SUCCESSFUL FUTURE.

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January 11, 2018

Gil Alvarado  
Vice President of Administration/CFO  
Sierra Health Foundation  
1321 Garden Highway  
Sacramento, CA 95833

Dear Mr. Alvarado:

Thank you for the contribution of \$250 as directed by your employee, Victor Ceja to be donated to Green Valley Elementary School. The contribution will be used to further technological growth for our students.

Community support is always welcomed and being recognized by Mr. Ceja through the Sierra Health Foundation is greatly appreciated.

Thank you again for your support.

Sincerely,

Michelle Winberg  
Principal



Rescue Union School District  
**RESCUE ELEMENTARY SCHOOL**

"Nurturing the Love of Learning"

January 27, 2017

Lifetouch National School Studios  
11000 Viking Drive, Suite 500 E  
Eden Prairie, MN 55344

Dear Ladies and Gentlemen,

On behalf of the students and staff of Rescue School, I would like to thank you for the generous donation of \$457.00 to our school through the Lifetouch picture program. Through your generosity we will be able to add much needed supplies and technology to our classrooms.

Thank you so very much for supporting Rescue School!

Sincerely,

Dustin Haley  
Principal