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

BOARD OF TRUSTEES

REGULAR MEETING MINUTES

Tuesday, February 8, 2022 – 6:30 p.m. Open Session (Closed Session at 5:30 p.m.)

Rescue District Office Board Room

The Public's health and well-being are the top priority for the Board of Trustees of the Rescue Union School District and you are urged to take all appropriate health safety precautions. To facilitate this process, there were two options offered to view and/or participate in this open session meeting:

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.

PLEASE NOTE:
These are provided as summary minutes. The audio recording of the meeting is available for review at http://www.rescueusd.org/School-Board/Agendas--Minutes/index.html

ITEM	ITEM DESCRIPTION
CALL TO ORDER:	Board president called the meeting to order at 5:30 p.m.
ROLL CALL:	✓Michael Gordon, President ✓Nancy Brownell, Vice President ✓Suzanna George, Clerk Tagg Neal, Member ✓Kim White, Member ✓Jim Shoemake, Superintendent and Board Secretary
PUBLIC COMMENT:	There were no public comments regarding items on the Closed Session Agenda.
CLOSED SESSION: District Conference Room	The Board adjourned to closed session to discuss matters of personnel, security, negotiations, student discipline, litigation, or other matters as authorized by Government Code Sections 3549.1, 54956.9, 54956.8, 54957, and 54957.6 and Education Code Sections 35146 and 48918.
Conference with Labor Negotiator	Discussion with the District's Superintendent, Jim Shoemake and/or labor negotiators, Lisa Donaldson and Dustin Haley regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.
OPEN SESSION:	Convened open session in the Board Room at 6:33 p.m.
Welcome	The Board president provided an introduction to Board meeting proceedings.
Flag Salute	The Board president, Michael Gordon led the flag salute.

1. Adoption of Agenda (Consideration for Action)	Trustee White moved and Trustee Brownell seconded to approve the agenda as presented. The motion passed 3-0. Roll Call Vote: Ayes: Trustee White, Brownell and Gordon *(Trustee George was not available to vote on the adoption of the agenda)*
REPORTS AND COMMUNICATION:	
Report from Closed Session	Board president reported no action taken in closed session.
2. Superintendent's Report (Supplement)	Superintendent Shoemake shared with the Board some of the many activities at our school sites that included: Kindness Week celebrations/activities, Reading Counts with 18 Marina Village students on track to read one million words this year, and outdoor learning. This week is National School Counselors Week and Mr. Shoemake recognized our counselors for the important work they do each and every day. Mr. Shoemake touched on alignment of goals, for the Superintendent and Board. • Fiscal Accountability - Tentative Agreement with RUFT and CSEA • Governance – Next Study Session will focus on our LCAP • Instruction – Planning for Summer School 2022 Review of what went well last year and exploring some additional aspects that will improve the quality of the program. Superintendent Shoemake reported that the mask mandate should expire on February 16 for the general public and we are still waiting on updated guidance for schools. We have seen a significant reduction in positive COVID cases for both students and staff. He also thanked staff for promptly ordering the smaller N95 masks. In closing, Mr. Shoemake recognized the recipients of the El Dorado County School Board Association Awards. *Nancy Brownell* *Dolores Garcia Memorial Spirit of Boardsmanship Award* *Suzanna George* *Lifetime Achievement Award* *Gina Johnston* *Outstanding Community Member*
CELEBRATING EXCELLENCE:	
Lakeview Elementary School	Lakeview principal, Kathy Miracle provided a site update. Lakeview School honored Teacher Cathy Keever and Morgan Aasen, Instructional Assistant, Crossing Guard and Yard Supervisor as the recipients of the Difference Maker Award.
PUBLIC COMMENTS:	There were no public comments.

BUSINESS AND FACILITIES ITEMS:	
3. District Demographic Study (Supplement) (Presentation and Information) Assistant Superintendent of Business Services	The Board received a preliminary review from Ryan Reynolds, SchoolWorks Inc. regarding the District's Demographic Study.
4. Public Hearing – Adoption of Statutory School Facility Fees (Level 1 Fees) (Supplement) (Hearing) Assistant Superintendent of Business Services	The Board held a public hearing to allow for public comment prior to consideration of Resolution #22-01 to increase existing fees on development projects within the District boundaries. OPEN PUBLIC HEARING: 7:51 p.m. CLOSE PUBLIC HEARING 7:52 p.m.
5. Resolution #22-01 – Increase in Statutory School Fees (Level I Fees) (Supplemental) (Consideration for Action) Assistant Superintendent of Business Services	The Superintendent recommended the Board approve Resolution #22-01 to increase Statutory School Facility Fees. Trustee Brownell moved and Trustee White seconded to approve Resolution #22-01 to increase school fees. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, White, Brownell and Gordon
6. Early Retirement Incentive Certificated Non-Management, Classified Non-Management and Confidential Employees (Supplement) (Consideration for Action) Assistant Superintendent of Business Services	The Superintendent recommended the Board receive and approve the retirement incentive for Certificated Non-Management, Classified Non Management and Confidential Employees and appoint the Superintendent, or designee, as the District's plan administrator. Trustee Brownell moved and Trustee White seconded to approve the retirement incentive for Certificated Non-Management, Classified Non-Management and Confidential Employees with noted changes ("short term" was removed from both documents, and in the calculation for certificated a typo was corrected to 1,100). Trustee Brownell moved and Trustee White seconded to approve the Early Retirement Incentive. The motion passed 4-0. Roll Call Vote: Ayes: Trustee George, White, Brownell and Gordon.
PERSONNEL:	
7. Resolution #22-02 Local Teaching Assignments Credential Authorization (Supplement) (Consideration for Action) Director of Curriculum and Instruction	The Superintendent recommended the Board approve Resolution # 22-02 Authorizing teaching assignments in accordance with the regulations adopted by the California Commission on Teacher Credentialing, California Education Code and Board Policy, in order to meet the educational needs of our District's students. Trustee Brownell moved and Trustee White seconded to approve Resolution #22-02 Local Teaching Assignments Credential Authorization. The motion passed 4-0.

	Roll Call Vote: Ayes: Trustee George, White, Brownell and Gordon
CURRICULM & INSTRUCTION	
8. California Healthy Kids Survey (Supplement) (Information and Discussion) Director of Curriculum and Instruction	The Board receive information regarding the Rescue Union School District's results for the California Health Kids Survey (CHKS) administered to 5th and 7th grade students.
9. Universal Transitional Kindergarten (Supplement) (Information and Discussion) Director of Curriculum and Instruction	The Board receive an informational report on Universal Transitional Kindergarten and how the District will plan for implementation beginning in the 2022-2023 school year.
CONSENT AGENDA: (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 Brownell moved and Trustee White seconded to approve the Consent Agenda as presented. The motion passed 4-0. Roll Call Vote: Ayes: Trustee White, George, Brownell and Gordon
10. Board Meeting Minutes (Supplement)	Minutes of January 25, 2022 Regular Board Meeting
11. 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 1/18/22 through 1/28/22.
12. District Purchase Orders (Supplement)	Purchase orders must regularly be presented to the Board of Trustees for ratification. The supplement reflects expenditures from 1/15/22 through 1/28/22.
13. 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:	 Breyan Harris, Nurse - temporary assignment, (.50 FTE), District Office, effective 1/27/22 Patricia Mayer, Teacher – temporary assignment, (1.0 FTE), Marina Village, effective 1/25/2022

B. Classified Personnel	
Employment:	Charlene Buscaglia, Food Service Worker, (.63 FTE), Food Service, effective 1/18/22 Lori Clifton, Instructional Assistant LVN/RN, (.78 FTE), Pleasant Grove, effective 1/10/22 Christina Cortez, Custodian, (.38 FTE), Jackson, effective 1/26/22 Christina Cortez, Custodian, (.38 FTE), Lakeview, effective 1/26/22 Anne Fegan, Instructional Assistant LVN/RN, (.78 FTE), Marina Village, effective 1/10/22 Alicai Greer, Food Service Worker, (.38 FTE), Food Service, effective 1/26/22 Julian Lopez, Custodian, (.50 FTE), Pleasant Grove, effective 1/24/22 Chanda Sjotvedt, Food Service Worker, (.32 FTE), Food Service, effective 1/18/22 Monica Peterson, Instructional Assistant, (.75 FTE), Pleasant Grove, effective 1/18/22 Courtney Repking, Garden Coordinator, RUSD Sub, Rescue, effective 1/18/22 Robert Trujillo, Bus Driver, RUSD Sub, Transportation, effective 1/24/22
Resignation:	Shylia Boyd, Yard Supervisor, (.38 FTE), Pleasant Grove, effective 1/14/22 Charlene Buscaglia, Food Service Worker, (.38 FTE), Food Service, effective 1/14/22 Lori Clifton, Health Office Nurse, (.75 FTE), Lakeview, effective 1/7/22 Anne Fegan, Health Office Nurse, (.75 FTE), Lake Forest, effective 1/7/22 Joan Pulling, School Secretary, (1.0 FTE), Rescue, effective 2/14/25 Chanda Sjotvedt, Food Service Worker, (.32 FTE), Food Service, effective 1/174/22
Retirement:	Osvaldo Maldonado, Custodian, (1.0 FTE), Lake Forest, effective 2/25/22
C. Confidential	
Employment:	Joan Pulling, Payroll Technician, Business Services, effective 2/15/22
14. Agreement for Fiscal Budget Services (Supplement)	The Superintendent recommended the Board approve the agreement with School Services of California beginning March of 2022 and terminating on February 28, 2023 for special fiscal budget services.
15. Carl Moyer Program School Bus Replacement Funding Agreement (Supplement)	The Superintendent recommended the Board of Trustees approve the funding agreement between the El Dorado County Air Quality Management District (AQMD) and the Rescue Union School District for bus replacement.
16. Service Agreement: Signal Service Security Systems	The District has contracted with Signal Services for both intrusion and fire monitoring for all schools, maintenance/transportation and

(Supplement)	the District Office. These remaining service agreements are presented for approval.
17. Safe School Plans (Supplement)	These plans are updated each year and are developed with the involvement of school, community leaders, staff, parents and students. The Superintendent recommended the Board approve the Safe School Plans for all schools.
18. School Accountability Report Cards (SARC) (Supplement)	Each school has updated their individual School Accountability Report Card (SARC). The Superintendent recommended the Board approve the SARC's for the 2020-2021 school year, published in 2021-2022 for all schools.
ADJOURNMENT:	Trustee White moved to adjourn the meeting at 8:55 p.m.

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

BOARD OF TRUSTEES
SPECIAL MEETING MINUTES

Wednesday, February 16, 2022 – 5:30 P.M. CLOSED SESSION
Rescue District Office Board Room

The Public's health and well-being are the top priority for the Board of Trustees of the Rescue Union School District and you are urged to take all appropriate health safety precautions.

DISTRICT MISSION

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ITEM	ITEM DESCRIPTION
CALL TO ORDER:	The Board president called the meeting to order at 5:31 p.m.
ROLL CALL:	✓Michael Gordon, President ✓Nancy Brownell, Vice President ✓Suzanna George, Clerk ✓Tagg Neal, Member ✓Kim White, Member ✓Jim Shoemake, Superintendent and Board Secretary
PUBLIC COMMENTS: **(Closed session agenda items only)**	Public comments were heard from the following parents, students and community members expressing opposition to the California mask mandates and COVID-19 restrictions. Each speaker was allotted 2 minutes for comments.

William & Lacy Sullivan	Parents
Alyssa Brady	Student
Laura Brady	Parent
Carrie Brass	Parent
Abby Brass	Student
Brandon Brass	Student
Chris Snyder	Parent
Kaitlyn Hendrix	Student
Monica Hendrix	Parent
Paul Dessert	Parent
Tyler Dessert	Student
Brooklyn Frank	Student
Andi McKinney	Parent
Simon Huber	Parent
Gabriella Duran	Student
Jake Slockbower	Student
Erin Slockbower	Parent
Isaac Dixon	Parent
Tevi Hardy	Parent
Jenny McLaughlin	Parent
Jen Winter	Community Member
Brandy Kollenborn	Parent
Noah Kollenborn	Student
Ashton Kollenborn	Student
Logan, Kollenborn	Student

	<table><tr><td>Whitney Martin</td><td>Parent</td></tr><tr><td>Jessica Wilbourn</td><td>Parent</td></tr><tr><td>Everly Wilbourn</td><td>Student</td></tr><tr><td>Ty Reed</td><td>Parent</td></tr><tr><td>Marloe Reed</td><td>Student</td></tr><tr><td>Jessica Reed</td><td>Parent</td></tr><tr><td>Kassandra Duran</td><td>Parent</td></tr><tr><td>MC Britton</td><td>Parent</td></tr><tr><td>Steve Booth</td><td>Parent</td></tr><tr><td>Alex Neal</td><td>Student</td></tr><tr><td>Rylan White</td><td>Student</td></tr><tr><td>Madilyn Dunn</td><td>Student</td></tr></table>
CLOSED SESSION:	The Board adjourned to closed session at 7:30 p.m. 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 Negotiators	Discussion with the District's Superintendent, Jim Shoemake and/or labor negotiators, Lisa Donaldson and Dustin Haley regarding directions and issues in negotiations with Rescue Union Federation of Teachers (RUFT), California School Employees Association (CSEA), Confidential Staff, and Administrative Management.
Conference with Legal Counsel Representative -Anticipated Litigation Regarding Mask Optional Policies	Anticipated litigation pursuant to Government Code Section 54956.9(d)(2) [Number of Potential Cases: Multiple]
OPEN SESSION:	Reconvened open session at 10:55 p.m.
REPORT FROM CLOSED SESSION:	*The Board president reported:* The Board is directing the Superintendent to communicate to families regarding the revision of exclusionary practices and protocols for masking enforcement.
ADJOURMENT:	Trustee White moved to adjourn the meeting at 10:56 p.m.

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

BOARD OF TRUSTEES
STUDY SESSION MINUTES

Tuesday, February 22, 2022 – 5:00 P.M.
Rescue District Office Board Room

The Public's health and well-being are the top priority for the Board of Trustees of the Rescue Union School District and you are urged to take all appropriate health safety precautions. To facilitate this process, there were two options to view and/or participate in this Study Session, in-person or via Zoom.

DISTRICT MISSION

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PLEASE NOTE:
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ITEM	ITEM DESCRIPTION
CALL TO ORDER:	The Board president called the Study Session to order at 5:01 p.m.
ROLL CALL:	✓Michael Gordon, President ✓Nancy Brownell, Vice President ✓Suzanna George, Clerk ✓Tagg Neal, Member ✓Kim White, Member ✓Jim Shoemake, Superintendent and Board Secretary
OPEN SESSION:	The Study Session commenced in the District Board Room.
Welcome	The Board president provided an introduction to Board Study Session format.
Flag Salute	The Board president led the flag salute.
1. Adoption of Agenda (Consideration for Action)	This item is provided as an opportunity for trustees, through consensus, to re-sequence or table agenda topics.
PUBLIC COMMENTS:	There were no public comments.
GENERAL:	
2. LCAP Supplemental Report (Supplement) (Information and Discussion) Superintendent	The Superintendent provided the Board with the statutorily required mid-year LCAP Supplemental Report for discussion.

3. LCAP – Goal 1 Study Session (Supplement) (Information and Discussion) Superintendent	The Superintendent and Board engaged in discussion focused on LCAP Goal 1.
ADJOURNMENT:	Trustee White moved to adjourn the meeting at 6:56 p.m..

Vendor/Addr / Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	ABA num / Account num	EE ES	E-Term / Liq Amt	E-ExtRef / Net Amount
105362/00	WINSOR LEARNING INC 3001 METRO DRIVE STE 480 BLOOMINGTON, MN 55425								
225374	PO-220638	02/01/2022	INC PER KIM FOR SHIPPING		1 01-6500-0-4400-5770-1120-063-0000-00-000 NN O			-1,326.69	0.00
225374	PO-220638	02/01/2022	INC PER KIM FOR SHIPPING		1 01-6500-0-4400-5770-1120-063-0000-00-000 NN C			1,174.39	0.00
			TOTAL PAYMENT AMOUNT		0.00 *				0.00

TOTAL BATCH PAYMENT	92,266.90 ***	0.00		92,266.90
TOTAL DISTRICT PAYMENT	92,266.90 ****	0.00		92,266.90
TOTAL FOR ALL DISTRICTS:	92,266.90 ****	0.00		92,266.90

Number of checks to be printed: 35, not counting voids due to stub overflows. 92,266.90
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 hereon

District Designee Date

Vendor/Addr / Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	ABA num / Account num	EE ES Liq Amt	E-Term / Net Amount	E-ExtRef / Amount
106393/00	WASTE CONNECTIONS OF CA INC DBA EL DORADO DISPOSAL 4100 THROWITA WAY PLACERVILLE, CA 95667								
225202	PO-220130	01/31/2022	01-01195609		1 01-0000-0-5806-0000-8210-084-0000-00-000 NN P		76.58	76.58	76.58
					TOTAL PAYMENT AMOUNT 76.58 *				76.58
102998/00	WELLS FARGO FINANCIAL LEASING PO BOX 77096 MINNEAPOLIS, MN 55480								
225296	PO-220282	01/28/2022	5018708364 012422 - 022322		1 01-0000-0-5690-1110-1000-081-0000-00-000 NN P		235.95	235.95	235.95
					TOTAL PAYMENT AMOUNT 235.95 *				235.95
106438/00	YESCO LLC PO BOX 11676 TACOMA, WA 98411-6676								
225553	PO-220537	01/31/2022	INY-0342886		1 01-8150-0-5806-0000-8110-085-0000-00-000 NN P		2,634.15	2,634.15	2,634.15
					TOTAL PAYMENT AMOUNT 2,634.15 *				2,634.15
					TOTAL BATCH PAYMENT 177,777.48 ***		0.00		177,777.48
					TOTAL DISTRICT PAYMENT 177,777.48 ****		0.00		177,777.48
					TOTAL FOR ALL DISTRICTS: 177,777.48 ****		0.00		177,777.48

Number of checks to be printed: 57, not counting voids due to stub overflows. 177,777.48

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

District Designee 2/9/22 Date

Vendor/Addr / Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	ABA num	Account num	EE ES	E-Term Liq Amt	E-ExtRef Net Amount
105011/00	TEACHER SYNERGY LLC 75 REMITTANCE DRIVE DEPARTMENT 6759 CHICGO, IL 60675-6759									
225482	PO-220467	02/09/2022	183233043		1 01-9427-0-5806-1110-1000-027-9000-97-000 NY P				18.90	18.90
			TOTAL PAYMENT AMOUNT		18.90 *					18.90
001585/00	WESTERN PSYCHOLOGICAL SERVICES 625 ALASKA AVE TORRANCE, CA 905035124									
225662	PO-220642	02/01/2022	WPS-423677		1 01-6500-0-4300-5001-3120-063-0000-00-000 NN F				598.80	588.80
			TOTAL PAYMENT AMOUNT		588.80 *					588.80
105362/00	WINSOR LEARNING INC 3001 METRO DRIVE STE 480 BLOOMINGTON, MN 55425									
225374	PO-220638	02/01/2022	#INV12539		1 01-6500-0-4400-5770-1120-063-0000-00-000 NN F				1,326.69	1,326.69
225374	PO-220638	02/01/2022	#INV12539		2 01-6500-0-4300-5770-1120-063-0000-00-000 NN F				348.56	348.56
			TOTAL PAYMENT AMOUNT		1,675.25 *					1,675.25
			TOTAL BATCH PAYMENT		49,485.60 ***		0.00			49,485.60
			TOTAL USE TAX AMOUNT							14.33
			TOTAL DISTRICT PAYMENT		49,485.60 ****		0.00			49,485.60
			TOTAL USE TAX AMOUNT							14.33
			TOTAL FOR ALL DISTRICTS:		49,485.60 ****		0.00			49,485.60
			TOTAL USE TAX AMOUNT							14.33

10

Number of checks to be printed: 46, not counting voids due to stub overflows. 49,485.60
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 hereon

District Designee 2/16/22 Date

Vendor/Addr / Req	Remit name / Reference	Date	Description	Tax ID num	Deposit type / FD RESC Y OBJT GOAL FUNC LC1 LOC2 L3 SCH T9MPS	ABA num / Account num	EE ES Liq Amt	E-Term / E-ExtRef Net Amount
100780/00	TRUE VALUE HARDWARE 4571 MISSOURI FLAT RD PLACERVILLE, CA 95667							
225047	PO-220046	02/09/2022	1315910		1 01-0842-0-4360-0000-3600-083-0000-00-000 NN P		13.93	13.93
			TOTAL PAYMENT AMOUNT		13.93 *			13.93
106229/00	VOYAGER SOPRIS LEARNING PO BOX 844615 BOSTON, MA 02284-4615							
225675	PO-220656	02/09/2022	4955921		1 01-9427-0-4300-1110-1000-027-0000-97-000 NN F		443.59	440.86
			TOTAL PAYMENT AMOUNT		440.86 *			440.86
022495/00	WILLIAMSON, MICHELE (EMPL REIMB) 1521 TRADING POST CT COOL, CA 95614							
	PV-220504	02/23/2022	DOLLAR TREE MTG, ST PATTY, 1ST		01-9421-0-4300-1110-1000-021-0000-91-000 NN			68.78
	PV-220507	02/23/2022	DOLLAR TREE INCENTIVES		01-9421-0-4300-1110-1000-021-0000-91-000 NN			97.18
			TOTAL PAYMENT AMOUNT		165.96 *			165.96
105362/00	WINSOR LEARNING INC 3001 METRO DRIVE STE 480 BLOOMINGTON, MN 55425							
225679	PO-220660	02/10/2022	INV12749		1 01-3010-0-4200-1110-1000-075-9000-90-000 NN F		66.89	66.89
225679	PO-220660	02/10/2022	INV12749		2 01-3010-0-4200-1110-1000-075-0000-90-000 NN F		1,202.93	1,210.78
			TOTAL PAYMENT AMOUNT		1,277.67 *			1,277.67
			TOTAL BATCH PAYMENT		59,590.61 ***	0.00		59,590.61
			TOTAL USE TAX AMOUNT					15.66
			TOTAL DISTRICT PAYMENT		59,590.61 ****	0.00		59,590.61
			TOTAL USE TAX AMOUNT					15.66
			TOTAL FOR ALL DISTRICTS:		59,590.61 ****	0.00		59,590.61
			TOTAL USE TAX AMOUNT					15.66

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.

2/28/22

District Designee Date

Number of checks to be printed: 51, not counting voids due to stub overflows.
Number of zero dollar checks: 3, will be printed.

59,590.61

01 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
220650	AMAZON CAPITAL SERVICES INC	Amazon- Leadership	124.27	Pleasant Grove Middle School
220653	AMAZON CAPITAL SERVICES INC	2 Network Testers	74.37	DISTRICTWIDE SERVICES
220655	AMAZON CAPITAL SERVICES INC	2 Hard Drive Tray Caddies	57.89	DISTRICTWIDE SERVICES
220673	AMAZON CAPITAL SERVICES INC	Amazon- Donations	51.46	Pleasant Grove Middle School
220683	AMAZON CAPITAL SERVICES INC	Heat Gun	31.09	DISTRICTWIDE SERVICES
220664	AMERICAN LOGOWEAR	IMPACT Shirts	1,234.61	Lakeview
220489	COMPUGROUP MEDICAL INC	Medi-cal Billing Contract	5,500.00	DISTRICTWIDE SERVICES
220657	CTL	5 chromebooks	2,259.56	DISTRICTWIDE SERVICES
220671	DEMCO INC	Bookmarks- I Love Reading Week	120.10	DISTRICTWIDE SERVICES
220687	EL DORADO COUNTY	EDCSBA Awards Dinner	280.00	DISTRICTWIDE SERVICES
220669	FOLLETT SCHOOLS SOLUTIONS INC	GV books per Credit Voucher	214.54	DISTRICTWIDE SERVICES
220670	FOLLETT SCHOOLS SOLUTIONS INC	LF books per Credit Voucher	406.33	DISTRICTWIDE SERVICES
220678	FOLLETT SCHOOLS SOLUTIONS INC	MV books per Credit Voucher	427.10	DISTRICTWIDE SERVICES
220662	GOPHER SPORT	Rubber balls for PE from site	89.37	Green Valley School
220665	GROWING HEALTHY CHILDREN	Services for AT/OT/PT	4,000.00	DISTRICTWIDE SERVICES
220652	IMAGESTUFF.COM	Awards for I SWIM	197.68	Lake Forest School
220674	J.W. PEPPER & SON INC	JW PEPPER OPEN PO	1,500.00	Pleasant Grove Middle School
220675	JONES SCHOOL SUPPLY CO INC	Honor Roll Pencils	101.92	Jackson School
220666	JUNIOR LIBRARY GUILD	GV - renewal w/ NEK Category	210.60	DISTRICTWIDE SERVICES
220679	JUNIOR LIBRARY GUILD	LF Library Order	189.18	Lake Forest School
220682	JUNIOR LIBRARY GUILD	Open PO for $5/book sale	500.00	Green Valley School
220691	LANGUAGE LINE SERVICES INC	Language Services	600.00	DISTRICTWIDE SERVICES
220692	MACGILL & CO.	nursing supplies	114.31	DISTRICTWIDE SERVICES
220685	METADOT CORPORATION	Mojo renewal	1,072.80	DISTRICTWIDE SERVICES
220659	MIKE ROGERS MASONRY	REPAIR DAMAGE JACKSON	2,356.00	Maintenance
220677	NAPA AUTO PARTS	OPEN PURCHASE ORDER FOR YEAR	2,000.00	Transportation
220651	ORIENTAL TRADING COMPANY INC	I SWIM Prizes	279.99	Lake Forest School
220680	POLLOCK PINES ESD	Spelling Bee Registration	240.00	Jackson School
220658	R & S OVERHEAD DOORS AND GATES	REPAIR TO GARAGE DOOR "A"	700.00	Transportation
220681	REALLY GOOD STUFF	Lynette Christensen Outdoor	92.94	Jackson School
220690	RENAISSANCE LEARNING INC	Accelerated Reader pilot	300.00	DISTRICTWIDE SERVICES
220661	SCHOOL SPECIALTY LLC	Scissors	161.56	Lakeview
220686	SCHOOL SPECIALTY LLC	LF School Specialty Order	818.67	Lake Forest School
220646	SIGNAL SERVICE INC	MONTHLY SERV & LEASE FEES-PG	910.50	Maintenance
220668	SIGNAL SERVICE INC	MONTHLY SERV & LEASE FEES- R	975.72	Maintenance
220688	SIGNAL SERVICE INC	MONTHLY SERV & LEASE FEES - MV	1,077.70	Maintenance
220689	SIGNAL SERVICE INC	MONTHLY SERV & LEASE FEES - LV	526.58	Maintenance
220693	SIGNAL SERVICE INC	MONTHLY SERV & LEASE FEES-MOT	509.60	Maintenance
220648	SOLARWINDS INC.	DameWare renewal	204.00	DISTRICTWIDE SERVICES
220647	STS EDUCATION	Gumdrop Cases	4,742.19	DISTRICTWIDE SERVICES
220663	TOBII DYNAVOX LLC	Behaviroal Material Supply	99.00	DISTRICTWIDE SERVICES
220684	TREETOP PRODUCTS INC	Picnic Tables Outdoor Ed	4,053.13	Jackson School
220654	TURF STAR INC	MOWER FOR MV-LF	4,639.11	Operations
220649	TYPING AGENT LLC	Renewal through Jan 31, 2023	2,530.00	DISTRICTWIDE SERVICES
220667	TeachersPayTeachers	Open PO for Techers Outdoor	100.00	Jackson School
220656	VOYAGER SOPRIS LEARNING INC	REWARDS Materials	443.59	Lakeview
220676	WELLNESS TOGETHER	Professional Development	5,000.00	DISTRICTWIDE SERVICES
220660	WINSOR LEARNING INC	Readers for Title	1,269.82	Green Valley School
		TOTAL FUND	53,387.28	

13 CAFETERIA FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
220672	CHEFS TOYS LLC	Wall mounted shelves	1,247.17	Food Services - Req Entry
		TOTAL FUND	1,247.17	
		TOTAL DISTRICT	54,634.45	

FUND		AMOUNT
01	GENERAL FUND	53,387.28
13	CAFETERIA FUND	1,247.17
	TOTAL DISTRICT	54,634.45

ITEM #: 18A
DATE: March 8, 2022

RESCUE UNION SCHOOL DISTRICT

AGENDA: Certificated Personnel

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees approve the following personnel actions.

BACKGROUND:

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

STATUS:

The following certificated personnel changes are listed on the agenda.

Name	Personnel Action	Position FTE	Position	School or Dept.	Effective Date
Amanda Tomlin	Employment, Temp	.50	Nurse	District Office	2/22/22
Kirsten Hart	100% LOA	NA	Teacher	Lake Forest	7/1/2022
Monica Baker	Job Share / 20% LOA	.80	Teacher	Lake Forest	7/1/2022
Brittany Boyle	Job Share / 20% LOA	.80	Teacher	Pleasant Grove	7/1/2022
Laura Jarecki	Job Share / 50% LOA	.50	Teacher	Marina Village	7/1/2022
Jodi Laird	Job Share / 20% LOA	.80	Teacher	Green Valley	7/1/2022
Alyssa Pierce	Job Share / 20% LOA	.80	Teacher	Lake Forest	7/1/2022
Stephanie Polnasek	Job Share / 80% LOA	.20	Teacher	On LOA 21-22	7/1/2022
Jennifer White	Job Share / 60% LOA	.40	Teacher	Lake Forest	7/1/2022
Jennifer Wooster	Job Share / 80% LOA	.20	Teacher	Green Valley	7/1/2022
Genevieve Andrews	Resignation	1.0	Teacher	Jackson	5/27/2022
Jennifer Dermer	Resignation	1.0	Teacher	LOA	5/27/2022
Stephen Martin	Resignation	1.0	Teacher	Marina Village	5/27/2022
Kristi Blondino	Temp Employment Ends	1.0	Teacher	Lake Forest	5/27/2022
Angie Bryan	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Jeff Butler	Temp Employment Ends	1.0	Teacher	District Office	5/27/2022
Chris Carey-Stronck	Temp Employment Ends	1.0	Teacher	Green Valley	5/27/2022
Moira Carpenter	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Diane Connolly	Temp Employment Ends	1.0	Teacher	Green Valley	5/27/2022
Alyssa Daebelliehn	Temp Employment Ends	1.0	Teacher	Green Valley	5/27/2022
JoAnn De Roco	Temp Employment Ends	1.0	Teacher	Green Valley/Pleasant Grove	5/27/2022
Kelly Dutton	Temp Employment Ends	1.0	Teacher	Jackson	5/27/2022
Sydney Ernst	Temp Employment Ends	1.0	Teacher	Lakeview	5/27/2022
Nancy Erwin	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Deborah Faleschini	Temp Employment Ends	1.0	Teacher	Jackson	5/27/2022

Jessica Gannon	Temp Employment Ends	1.0	Teacher	Jackson	5/27/2022
Carla Gomann	Temp Employment Ends	1.0	Teacher	Green Valley	5/27/2022
Viktoriya Grom	Temp Employment Ends	1.0	Teacher	Lake Forest	5/27/2022
Laura Haislip	Temp Employment Ends	1.0	Teacher	Lakeview	5/27/2022
Charise Harris	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/27/2022
Krista Hasler	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Loren Hines	Temp Employment Ends	1.0	Teacher	Lake Forest	5/27/2022
Lisa Jones	Temp Employment Ends	1.0	Teacher	Jackson	5/27/2022
Taylor Khan	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Melissa Kuhlman	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Jennifer Kunkle	Temp Employment Ends	1.0	Teacher	Lakeview	5/27/2022
Rebecca LaFranire	Temp Employment Ends	1.0	Teacher	Marina Village	5/27/2022
Ryann Langtry	Temp Employment Ends	1.0	Teacher	Jackson	5/27/2022
Marie Lazdowski	Temp Employment Ends	1.0	Teacher	Lake Forest	5/27/2022
Patricia Mayer	Temp Employment Ends	1.0	Teacher	Marina Village	5/27/2022
Melanie McGinnis	Temp Employment Ends	1.0	Teacher	Lake Forest	5/27/2022
Kristen McKelvey	Temp Employment Ends	.6230	Counselor	Lake Forest	5/27/2022
Clara Murphy	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Theresa Nichols	Temp Employment Ends	1.0	Teacher	Lakeview	5/27/2022
Sara Pagano	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Kristen Petty	Temp Employment Ends	1.0	Teacher	Lakeview	5/27/2022
Paulina Roman	Temp Employment Ends	1.0	Teacher	Lake Forest	5/27/2022
Julie Samrick	Temp Employment Ends	1.0	Teacher	Marina Village	5/27/2022
Danielle Semlow	Temp Employment Ends	1.0	Teacher	Jackson	5/27/2022
Sydney Shykowski	Temp Employment Ends	1.0	Teacher	Rescue	5/27/2022
Jennifer Smith	Temp Employment Ends	1.0	Teacher	District Office	5/27/2022
Heather Tittle	Temp Employment Ends	1.0	Teacher	Pleasant Grove	5/27/2022
Amy Witte	Temp Employment Ends	1.0	Teacher	Marina Village	5/27/2022
Megan Wojan	Temp Employment Ends	1.0	Teacher	Jackson	5/27/2022

FISCAL IMPACT:

Fiscal impact will be reflected in the 2022-2023 budget.

BOARD GOALS:

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.

ITEM #: 18B
DATE: March 8, 2022

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Classified Personnel**

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees approve the following personnel actions.

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	Pos. FTE	Position	School/Dept.	Effective Date
Clark, Kathryn	Employment	.75	Health Office Nurse	Lakeview	02/15/22
Clemons, Cristina	Employment	--	Instructional Assistant (Sub)	Jackson	02/07/22
Gamble, Tammy	Employment	.75	Itinerant Independence Facilitator	Lake Forest	02/01/22
Herrera, Celeste	Employment	.49	Yard Supervisor	Lakeview	02/03/22
Hokanson, Glenn	Employment	.73	Bus Driver	Transportation	02/15/22
Howard, Katelyn	Employment	.38	Yard Supervisor	Pleasant Grove	02/07/22
King, Elisa	Employment	.77	Bus Driver	Transportation	01/31/22
Paul, Robin	Employment	.25	Food Service Worker	Food Service	01/31/22
Henning, Julie	LOA 100%	.13	Instructional Assistant	Jackson	02/10/22
Carnes, Cathrine	Promotion	1.0	School Secretary	Rescue	02/23/22
McGready, Steven	Promotion	1.0	Lead Custodian	Pleasant Grove	01/26/22
Adams, Tamie	Resignation	.47	Instructional Assistant	Green Valley	02/24/22
Castillo, Lissette	Resignation	.63	Food Service Worker	Food Service	03/04/22
Carnes, Cathrine	Resignation	.50	Student Service Secretary	Marina Village	02/22/22
Herrera, Celeste	Resignation	--	Yard Supervisor (Sub)	Lake Forest	01/26/22
McGready, Steven	Resignation	1.0	Districtwide Custodian	Maintenance	01/25/22
Nepo, Mayah	Resignation	.25	Food Service Worker	Food Service	01/28/22
Paul, Robin	Resignation	.25	Food Service Worker	Food Service	02/08/22

FISCAL IMPACT:

Fiscal impact will be reflected in the 2021-2022 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.

ITEM #: 19
DATE: March 8, 2022

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **El Dorado County Investment Portfolio Report for Quarter Ended December 31, 2021**

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees review the quarterly report.

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, 2021 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.

EL DORADO COUNTY

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

Date: **January 20, 2022**

To: **Depositors to County Investment Pool** K. E. Coleman

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

RE: **Investment Portfolio Report - Quarter Ending December 31, 2021**

Attached herewith is the Investment Portfolio Report for the quarter ending December 31, 2021 per Government Code 53646(b) (1) and 53646(e).

The State of California Quarterly Report on the Pooled Money Investment Account is available at https://www.treasurer.ca.gov/pmia-laif/reports/quarterly.asp after the 20th of the month.

EL DORADO COUNTY

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

Date: **January 20, 2022**

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

From: **Ginnie Hibert, Treasury Investment Analyst** 1.21.22

RE: **Investment Portfolio Report - Quarter Ending December 31, 2021**

The El Dorado County Pooled Investment Portfolio Report for the quarter ending December 31, 2021 is attached for your review.

Average remaining life to maturity is 609 days. The effective rate of return is 0.36%.

Market values for securities held in third-party custody are provided by the safekeeper. Certificates of Deposit, Money Market Accounts, CAMP 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, 2021

Investments	Book Value	Percent of Portfolio	Average Term	Avg Days to Maturity	
State of CA Local Agency Invest Fund	93,728,746.00	11.04	1	1	LA1
Treasury Securities - Coupon	20,001,163.89	2.36	571	167	TRC
Certificates of Deposit - Bank	18,149,750.00	2.14	588	209	BCD
Commercial Paper - Discount	37,937,053.89	4.47	204	182	COM
Negotiable CD's - Bank	30,000,000.00	3.53	192	170	NCB
Federal Agency Issues - Coupon	335,535,578.38	39.53	1,385	1,048	FAC
CA Asset Management	20,000.00	0.00	1	1	LA2
CalTRUST	10,000,000.00	1.18	1	1	LA3
Municipal Bond	19,254,584.99	2.27	1,112	774	MUN
TLGP - Temp Liquidity Guarantee Prog	164,884,487.75	19.42	1,053	798	MC2
Money Market Account	119,340,000.00	14.06	1	1	RRP
Total Investments and Averages	**848,851,364.90**	**100.00%**	**820**	**609**	

Month End

Effective Rate of Return .36%

1.21.22

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

EL DORADO COUNTY TREASURY

COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
State of CA Local Agency Invest Fund						
071-000000-1	State of California	75,000,000.00	75,000,000.00	75,000,000.00	1	
072-000000-1	State Of California CARES Act	0.00	0.00	0.00	1	
073-000000-1	American Rescue Plan Act	18,728,746.00	18,728,746.00	18,728,746.00	1	
Treasury Securities - Coupon						
001-220331-1	U.S. Treasury	5,000,000.00	5,003,400.00	5,002,908.82	89	03/31/2022
001-220630-1	U.S. Treasury	6,000,000.00	5,997,660.00	5,999,209.44	180	06/30/2022
001-220630-2	U.S. Treasury	3,000,000.00	2,998,830.00	2,999,925.86	180	06/30/2022
001-220731-1	U.S. Treasury	6,000,000.00	5,995,800.00	5,999,119.77	211	07/31/2022
Certificates of Deposit - Bank						
019-240824-1	River City Bank	1,400,000.00	1,400,000.00	1,400,000.00	964	08/22/2024
027-220619-1	Farmers & Merchants Bk LB	4,000,000.00	4,000,000.00	4,000,000.00	169	06/19/2022
028-220521-1	First Bank	5,000,000.00	5,000,000.00	5,000,000.00	140	05/21/2022
028-220522-1	First Bank	7,500,000.00	7,500,000.00	7,500,000.00	141	05/22/2022
079-220206-1	Umpqua Bank	249,750.00	249,750.00	249,750.00	36	02/06/2022
Commercial Paper - Discount						
510-220610-1	NATISIX NY	7,000,000.00	6,991,390.00	6,990,697.78	160	06/10/2022
510-220614-1	NATISIX NY	7,500,000.00	7,490,370.00	7,489,383.33	164	06/14/2022
510-220624-1	NATISIX NY	7,500,000.00	7,489,312.50	7,489,275.00	174	06/24/2022
510-220708-1	NATISIX NY	8,000,000.00	7,986,936.00	7,986,208.89	188	07/08/2022
510-220809-1	NATISIX NY	8,000,000.00	7,982,808.00	7,981,488.89	220	08/09/2022
Negotiable CD's - Bank						
510-221215-1	NATISIX NY	10,000,000.00	10,000,800.00	10,000,000.00	348	12/15/2022
560-220228-1	Toronto Dominion Bank NY	10,000,000.00	10,000,400.00	10,000,000.00	58	02/28/2022
560-220415-1	Toronto Dominion Bank NY	10,000,000.00	10,000,100.00	10,000,000.00	104	04/15/2022
Federal Agency Issues - Coupon						
002-231207-1	Fannie Mae	6,000,000.00	5,954,340.00	6,000,000.00	705	12/07/2023
002-231207-2	Fannie Mae	5,000,000.00	4,961,950.00	5,000,000.00	705	12/07/2023
002-231215-1	Fannie Mae	5,000,000.00	4,970,950.00	5,000,000.00	713	12/15/2023
002-240202-1	Fannie Mae	5,000,000.00	4,954,350.00	5,000,000.00	762	02/02/2024
002-240202-2	Fannie Mae	6,000,000.00	5,945,220.00	6,000,000.00	762	02/02/2024

EL DORADO COUNTY TREASURY

COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
002-240726-1	Fannie Mae	4,750,000.00	4,704,732.50	4,750,000.00	937	07/26/2024
002-250721-1	Fannie Mae	14,000,000.00	13,684,020.00	13,970,133.33	1,297	07/21/2025
002-250729-1	Fannie Mae	18,000,000.00	17,655,300.00	18,000,000.00	1,305	07/29/2025
002-251118-1	Fannie Mae	5,000,000.00	4,906,200.00	5,000,000.00	1,417	11/18/2025
029-220909-1	Federal Home Loan Bank	3,000,000.00	3,036,120.00	3,007,434.29	251	09/09/2022
029-240328-1	Federal Home Loan Bank	5,000,000.00	4,967,050.00	4,997,756.26	817	03/28/2024
029-240328-2	Federal Home Loan Bank	3,000,000.00	2,980,230.00	3,000,000.00	817	03/28/2024
029-240530-1	Federal Home Loan Bank	6,000,000.00	5,962,620.00	6,000,000.00	880	05/30/2024
029-240530-2	Federal Home Loan Bank	3,000,000.00	2,981,310.00	3,000,000.00	880	05/30/2024
029-240826-1	Federal Home Loan Bank	5,000,000.00	4,966,800.00	5,000,000.00	968	08/26/2024
029-240930-1	Federal Home Loan Bank	5,000,000.00	4,932,500.00	5,000,000.00	1,003	09/30/2024
029-250226-1	Federal Home Loan Bank	5,000,000.00	4,937,950.00	5,000,000.00	1,152	02/26/2025
029-250407-1	Federal Home Loan Bank	5,500,000.00	5,451,820.00	5,500,000.00	1,192	04/07/2025
029-250428-1	Federal Home Loan Bank	5,000,000.00	4,918,150.00	5,000,000.00	1,213	04/28/2025
029-250826-1	Federal Home Loan Bank	4,500,000.00	4,477,680.00	4,500,000.00	1,333	08/26/2025
029-250826-2	Federal Home Loan Bank	3,500,000.00	3,482,640.00	3,500,000.00	1,333	08/26/2025
029-250827-1	Federal Home Loan Bank	10,000,000.00	9,839,700.00	10,000,000.00	1,334	08/27/2025
029-250909-1	Federal Home Loan Bank	5,000,000.00	4,966,800.00	5,000,000.00	1,347	09/09/2025
029-251230-1	Federal Home Loan Bank	6,000,000.00	5,904,420.00	6,000,000.00	1,459	12/30/2025
029-260224-1	Federal Home Loan Bank	2,000,000.00	1,957,760.00	1,984,652.20	1,515	02/24/2026
029-260225-1	Federal Home Loan Bank	5,000,000.00	4,895,950.00	5,000,000.00	1,516	02/25/2026
029-260330-1	Federal Home Loan Bank	5,000,000.00	4,965,700.00	5,000,000.00	1,549	03/30/2026
029-260413-1	Federal Home Loan Bank	6,000,000.00	5,954,280.00	6,000,000.00	1,563	04/13/2026
029-260429-1	Federal Home Loan Bank	6,000,000.00	5,969,040.00	6,000,000.00	1,579	04/29/2026
029-260520-1	Federal Home Loan Bank	6,000,000.00	5,964,540.00	6,000,000.00	1,600	05/20/2026
029-260617-1	Federal Home Loan Bank	5,000,000.00	4,961,200.00	5,000,000.00	1,628	06/17/2026
029-260721-1	Federal Home Loan Bank	6,000,000.00	5,937,600.00	6,000,000.00	1,662	07/21/2026
029-261028-1	Federal Home Loan Bank	6,000,000.00	5,975,880.00	6,000,000.00	1,761	10/28/2026
029-261222-1	Federal Home Loan Bank	6,000,000.00	5,995,740.00	6,000,000.00	1,816	12/22/2026
029-261230-1	Federal Home Loan Bank	9,400,000.00	9,400,000.00	9,400,000.00	1,824	12/30/2026
030-220516-1	Federal Farm Credit Bank	5,000,000.00	4,999,900.00	4,999,623.61	135	05/16/2022
030-221013-1	Federal Farm Credit Bank	5,000,000.00	4,999,050.00	4,998,823.37	285	10/13/2022

EL DORADO COUNTY TREASURY

COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
030-221013-2	Federal Farm Credit Bank	5,000,000.00	4,997,300.00	4,999,258.00	285	10/13/2022
030-221130-1	Federal Farm Credit Bank	4,000,000.00	3,994,200.00	3,999,725.83	333	11/30/2022
030-230810-1	Federal Farm Credit Bank	10,000,000.00	9,925,755.56	9,989,554.42	586	08/10/2023
030-231103-1	Federal Farm Credit Bank	5,000,000.00	4,951,450.00	5,000,000.00	671	11/03/2023
030-231130-1	Federal Farm Credit Bank	4,000,000.00	3,968,920.00	3,999,617.22	698	11/30/2023
030-250506-1	Federal Farm Credit Bank	5,000,000.00	4,933,850.00	5,000,000.00	1,221	05/06/2025
030-250527-1	Federal Farm Credit Bank	20,000,000.00	19,679,600.00	19,996,592.55	1,242	05/27/2025
030-250812-1	Federal Farm Credit Bank	6,000,000.00	5,868,720.00	6,000,000.00	1,319	08/12/2025
032-221123-1	Freddie Mac	5,000,000.00	4,991,400.00	5,000,000.00	326	11/23/2022
032-221123-2	Freddie Mac	8,200,000.00	8,185,896.00	8,200,000.00	326	11/23/2022
032-221123-3	Freddie Mac	2,000,000.00	1,998,940.00	2,000,000.00	326	11/23/2022
032-230216-1	Freddie Mac	10,000,000.00	9,987,000.00	10,000,000.00	411	02/16/2023
032-230314-1	Freddie Mac	5,000,000.00	4,992,950.00	5,000,000.00	437	03/14/2023
032-230516-1	Freddie Mac	6,250,000.00	6,235,562.50	6,250,000.00	500	05/16/2023
032-230804-1	Freddie Mac	6,000,000.00	5,966,520.00	6,000,000.00	580	08/04/2023
032-230823-1	Freddie Mac	3,150,000.00	3,138,943.50	3,149,620.20	599	08/23/2023
032-231201-2	Freddie Mac	3,000,000.00	2,980,290.00	3,000,000.00	699	12/01/2023
032-240805-1	Freddie Mac	2,345,000.00	2,325,817.90	2,346,206.83	947	08/05/2024
032-250528-1	Freddie Mac	10,000,000.00	9,909,200.00	9,996,580.27	1,243	05/28/2025
CA Asset Management						
011-000000-1	California Asset Management Pr	20,000.00	20,000.00	20,000.00	1	
CalTRUST						
012-000000-1	CalTRUST Medium Term Fund	10,000,000.00	1,022,000.00	10,000,000.00	1	
Municipal Bond						
048-230801-1	Southwestern Cmnty College	100,000.00	99,648.00	100,156.81	577	08/01/2023
105-220701-1	City of Coachella CA	235,000.00	235,481.75	235,368.90	181	07/01/2022
105-230701-1	City of Coachella CA	255,000.00	255,545.70	256,209.91	546	07/01/2023
120-231201-1	ED Union High School	125,000.00	124,695.00	125,463.18	699	12/01/2023
120-240801-1	Hayward CA Unif School Distric	280,000.00	300,314.00	304,276.68	943	08/01/2024
120-241201-1	ED Union High School	430,000.00	427,033.00	432,478.52	1,065	12/01/2024
139-230801-1	Los Angeles Cmnty College	3,000,000.00	2,989,140.00	3,002,074.31	577	08/01/2023
139-240801-1	Los Angeles Cmnty College	2,500,000.00	2,480,975.00	2,504,646.53	943	08/01/2024

EL DORADO COUNTY TREASURY

COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
155-230801-1	Mojave CA Unif School Dist	265,000.00	263,590.20	265,644.11	577	08/01/2023
155-230801-2	Mojave CA Unif School Dist	1,100,000.00	1,090,716.00	1,104,448.86	943	08/01/2024
160-230801-1	Pleasant Hill CA Rec & Parks	100,000.00	99,384.00	100,345.40	577	08/01/2023
166-240715-1	City of Red Bluff CA	915,000.00	907,167.60	920,226.94	926	07/15/2024
166-250715-1	City of Red Bluff CA	975,000.00	963,670.50	983,065.35	1,291	07/15/2025
175-240101-1	San Buenaventura CA	500,000.00	498,925.00	501,997.44	730	01/01/2024
185-220801-1	Tulare CA JT Unif Sch Dist	465,000.00	464,144.40	463,976.41	212	08/01/2022
195-230401-1	Ukiah CA Public Financing Auth	600,000.00	603,936.00	606,836.45	455	04/01/2023
196-220515-1	University of Califomina	500,000.00	500,040.00	500,000.00	134	05/15/2022
196-230515-1	University of Califomina	1,000,000.00	995,560.00	1,000,000.00	499	05/15/2023
196-240515-1	University of Califomina	5,840,000.00	5,777,687.20	5,847,369.19	865	05/15/2024
TLGP - Temp Liquidity Guarantee Prog						
006-230621-1	Bank of America	6,000,000.00	5,941,680.00	6,000,000.00	536	06/21/2023
006-231218-1	Bank of America	8,000,000.00	7,833,520.00	8,000,000.00	716	12/18/2023
006-240226-1	Bank of America	6,000,000.00	5,914,140.00	6,000,000.00	786	02/26/2024
006-240226-2	Bank of America	3,473,000.00	3,423,301.37	3,471,753.90	786	02/26/2024
006-240311-1	Bank of America	6,000,000.00	5,904,660.00	6,000,000.00	800	03/11/2024
006-240926-1	Bank of America Corp	1,314,000.00	1,275,670.62	1,314,000.00	999	09/26/2024
069-220526-1	Toyota Motor Credit	5,000,000.00	5,015,750.00	5,017,591.56	145	05/26/2022
069-221014-1	Toyota Motor Credit	4,950,000.00	4,942,872.00	4,953,517.55	286	10/14/2022
069-230330-1	Toyota Motor Credit	6,119,000.00	6,288,924.63	6,307,962.20	453	03/30/2023
069-230825-1	Toyota Motor Credit	6,000,000.00	6,053,640.00	6,105,613.20	601	08/25/2023
069-240111-1	Toyota Motor Credit	5,810,000.00	5,771,900.93	5,779,503.53	740	01/11/2024
069-240618-1	Toyota Motor Credit	5,000,000.00	4,927,200.00	4,991,722.50	899	06/18/2024
069-240618-2	Toyota Motor Credit	8,400,000.00	8,277,696.00	8,384,551.42	899	06/18/2024
069-240618-3	Toyota Motor Credit	5,000,000.00	4,927,200.00	4,974,098.50	899	06/18/2024
069-251016-1	Toyota Motor Credit	3,000,000.00	2,930,400.00	2,969,003.16	1,384	10/16/2025
072-221209-1	Union Bank of CA	3,100,000.00	3,139,649.00	3,147,408.21	342	12/09/2022
400-231207-1	Bank of New York Mellon Corp	6,000,000.00	5,950,920.00	6,001,933.33	705	12/07/2023
401-250820-1	Apple Inc	5,000,000.00	4,865,900.00	4,941,049.46	1,327	08/20/2025
401-250820-2	Apple Inc	5,000,000.00	4,865,900.00	4,973,159.74	1,327	08/20/2025
401-260208-1	Apple Inc	4,000,000.00	3,920,400.00	3,954,108.53	1,499	02/08/2026

EL DORADO COUNTY TREASURY

COUNTY INVESTMENT POOL - INVESTMENTS

December 31, 2021

Investment #	Issuer	Par Value	Market Value	Book Value	Days to Maturity	Maturity Date
402-231208-1	AIG Gobal Funding	5,000,000.00	4,962,887.50	4,975,847.16	706	12/08/2023
405-240819-1	Athene Global Funding	6,000,000.00	5,918,138.33	6,003,383.99	961	08/19/2024
410-231113-1	Bristol Myers Squibb (BMY)	4,000,000.00	3,982,600.00	4,005,482.61	681	11/13/2023
418-240408-1	GA Global Funding Trust	5,957,000.00	5,909,688.18	5,944,790.42	828	04/08/2024
420-220819-1	Honeywell International	1,002,000.00	1,002,010.02	1,002,655.38	230	08/19/2022
424-231222-1	JPMorgan Chase Corp	6,000,000.00	5,871,480.00	6,000,000.00	720	12/22/2023
424-240318-1	JPMorgan Chase Corp	5,000,000.00	4,853,600.00	5,000,000.00	807	03/18/2024
424-240318-2	JPMorgan Chase Corp	6,000,000.00	5,824,320.00	6,000,000.00	807	03/18/2024
430-230406-1	John Deere Capital Corp	2,140,000.00	2,156,285.40	2,163,959.33	460	04/06/2023
430-240117-1	John Deere Capital Corp	5,000,000.00	4,952,450.00	5,000,000.00	746	01/17/2024
430-240910-1	John Deere Capital Corp	5,000,000.00	4,947,801.39	5,000,635.42	983	09/10/2024
442-250624-1	New York Life	1,000,000.00	985,780.00	997,510.43	1,270	06/24/2025
442-250624-2	New York Life	4,000,000.00	3,943,120.00	3,990,035.20	1,270	06/24/2025
450-240517-1	Security Benefit	5,518,000.00	5,494,910.24	5,513,211.02	867	05/17/2024
Money Market Account						
019-000000-1	River City Bank	15,360,000.00	15,360,000.00	15,360,000.00	1	
021-000000-1	Citizens Business Bank	20,000.00	20,000.00	20,000.00	1	
025-000000-1	East West Bank	89,550,000.00	89,550,000.00	89,550,000.00	1	
027-000000-1	Farmers & Merchants Bk LB	20,000.00	20,000.00	20,000.00	1	
028-000000-1	First Bank	20,000.00	20,000.00	20,000.00	1	
079-000000-1	Umpqua Bank	20,000.00	20,000.00	20,000.00	1	
244-000000-1	Five Star Bank	14,350,000.00	14,350,000.00	14,350,000.00	1	
	Total Investments and Average	**848,801,496.00**	**834,804,159.42**	**848,851,364.90**	**609**	

ITEM #: 20
DATE: March 8, 2022

Rescue Union School District

AGENDA ITEM: **School Plans for Student Achievement**

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees approve the School Plans for Student Achievement for all schools in RUSD.

BACKGROUND:

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

STATUS:

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

FISCAL IMPACT:

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

BOARD GOAL:

Board Focus Goal I – STUDENT NEEDS

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

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Green Valley Elementary School
Address	2380 Bass Lake Rd. Rescue, CA 95672
County-District-School (CDS) Code	09619786098693
Principal	Michelle Winberg
District Name	Rescue Union Elementary School District
SPSA Revision Date	January 2022
Schoolsite Council (SSC) Approval Date	January 27, 2022
Local Board Approval Date	

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

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School Vision and Mission

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

School Profile

While operating within the COVID-19 Pandemic guidelines, our focus and commitment to students and quality instruction has not wavered. We were able to open for full in person learning in August 2021.

Green Valley School is located in the beautiful foothills on the western slope of the Sierra Nevada Mountains in Rescue, CA. We opened our doors in 1978 and continue to provide a safe, clean and well-maintained facility for our 352 students in Transitional Kindergarten through 5th grade. We offer a balanced, rigorous instructional program which includes academic challenge as well as intervention. We offer a full day kindergarten program. Green Valley was recognized as a Gold Ribbon School in 2016.

We employ 17 classroom teachers, one full time Special Education teacher, one part time ELD teacher, one full time academic recovery teacher, and one part time Writing Prep Teacher. We offer music instruction to students in grades 4 and 5. Our teachers are highly qualified and dedicated to holding both our students and themselves to high standards. Our support staff includes our principal, two secretaries, a school counselor, librarian, Health Aide, two full time custodians and one part-time custodian, 12 para-educators and six yard supervisors. We receive district staffing support for the following positions: Music Teacher, School Nurse and District Psychologist. We offer a 21:1 teacher to student ratio in our classrooms. A speech and language specialist is provided by the El Dorado County Office of Education. Green Valley School also houses a Charter Extended Day program and a State Pre-School from the El Dorado County Office of Education. Due to Green Valley School's population of socio-economically disadvantaged students, we are a Title I school. As a Title I school, we receive additional funding from the Federal Government.

Our district-adopted curricular materials include Benchmark Reading, GO Math, Step-Up to Writing, Scott Foresman Science and Social Studies, Handwriting Without Tears (K-2), and D'Nealian Handwriting (3-5). ELA instruction is supplemented with SIPPS, Read Live (Naturally), Reading Counts, core literature, guided reading and Sonday. Math instruction is supplemented with ST Math, Reflex Math and IXL. Science instruction is supplemented with Stemscopes and Mystery Science. Academic differentiation is provided through a variety of methods. Strategic and intensive intervention and leveled grouping is provided during our results-driven Intervention Program, which runs 30 weeks out of the school year. During Intervention time, the Learning Center is also used to support students with intervention needs. Teachers continue to receive staff development and collaboration time to work on Content Standards. Most of our teachers have been certified in Guided Language Acquisition Development (GLAD) instructional strategies.

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5), volleyball (4-5) and basketball (4-5). Choir is available before school for students (2-5). Dance (TK-5) is offered in the spring, and the Arts Attack program is offered in every class at Green Valley School. Students have the opportunity to audition and perform in a school-wide talent show. Students can also participate in Student Council/IMPACT (4-5). We also participate in the County wide Spelling Bee. Students in grades 4 and 5 also have the opportunity to participate in Oral Interpretation and Nature Bowl. All grade levels attend field trips, which offer rich opportunities for hands-on, standards-based learning. Some of these opportunities are still currently restricted due to COVID-19 restrictions.

All classrooms have projectors and document cameras. Nine classrooms have Smart Boards and our library is equipped with a big screen TV. Internet based instructional programs, such as Read Live, ST Math, Reflex Math, IXL and Star Fall More, provide a balance for supplemental instructional support.

The SST (Student Success Team) approach is utilized at Green Valley to provide assistance for students who are needing academic, emotional or behavioral assistance. The team consists of the parents, classroom teacher, resource specialist, school psychologist, school counselor and school administrator. When needed, the school nurse and speech teacher are available to join in the meetings. Green Valley School values the input of our parents and community and

the SST process is just one example of how we work together for the mutual benefit of our students. We work together with our parent community to provide outstanding educational opportunities for our students. Students are also recognized for accomplishments at awards assemblies throughout the school year.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0%	0.8%		0	4
Asian	1.49%	2.04%	6.9%	6	8	36
Filipino	0.74%	1.02%	2.1%	3	4	11
Hispanic/Latino	29.28%	31.81%	24.9%	118	125	130
Pacific Islander	0.25%	0.25%	0.4%	1	1	2
White	62.03%	58.02%	58.8%	250	228	307
Multiple/No Response	6.2%	6.87%	6.1%	25	27	32
			Total Enrollment	403	393	522

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	75	87	142
Grade 1	60	53	114
Grade 2	63	61	133
Grade3	61	52	47
Grade 4	79	65	37
Grade 5	65	75	49
Total Enrollment	403	393	522

Conclusions based on this data:

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

2. This data includes all of the TK-2 grade students in the district who were enrolled in the Frontier (distance learning) program.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	62	57	47	15.4%	14.5%	9.0%
Fluent English Proficient (FEP)	5	9	15	1.2%	2.3%	2.9%
Reclassified Fluent English Proficient (RFEP)	3	5	2	4.2%	8.1%	3.5%

Conclusions based on this data:

1. The percentage of EL students appears to have decreased however this is only because we housed all of the TK-2 students for the entire district who were in distance learning, so our overall school population shows larger than it actually was for on campus learning.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	63	49	76	62	45	76	61	45	97.4	98.4	91.8
Grade 4	61	81	37	60	79	36	60	79	36	98.4	97.5	97.3
Grade 5	69	64	51	69	63	49	69	63	49	100	98.4	96.1
All Grades	208	208	137	205	204	130	205	203	130	98.6	98.1	94.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2453.	2452.	2437.	32.89	29.51	28.89	27.63	29.51	28.89	26.32	31.15	20.00	13.16	9.84	22.22
Grade 4	2507.	2478.	2477.	35.00	26.58	30.56	36.67	24.05	19.44	15.00	20.25	25.00	13.33	29.11	25.00
Grade 5	2525.	2528.	2506.	21.74	25.40	16.33	39.13	36.51	36.73	26.09	26.98	24.49	13.04	11.11	22.45
All Grades	N/A	N/A	N/A	29.76	27.09	24.62	34.15	29.56	29.23	22.93	25.62	23.08	13.17	17.73	23.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.84	31.15	20.00	42.11	55.74	62.22	21.05	13.11	17.78
Grade 4	35.00	27.85	13.89	56.67	45.57	69.44	8.33	26.58	16.67
Grade 5	33.33	39.68	14.29	55.07	42.86	67.35	11.59	17.46	18.37
All Grades	35.12	32.51	16.15	50.73	47.78	66.15	14.15	19.70	17.69

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	23.68	16.39	13.33	59.21	70.49	71.11	17.11	13.11	15.56
Grade 4	23.33	16.46	22.22	63.33	56.96	61.11	13.33	26.58	16.67
Grade 5	23.19	20.63	22.45	60.87	63.49	61.22	15.94	15.87	16.33
All Grades	23.41	17.73	19.23	60.98	63.05	64.62	15.61	19.21	16.15

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.95	29.51	8.89	59.21	62.30	82.22	11.84	8.20	8.89
Grade 4	30.00	22.78	8.33	61.67	67.09	77.78	8.33	10.13	13.89
Grade 5	28.99	25.40	14.29	57.97	61.90	75.51	13.04	12.70	10.20
All Grades	29.27	25.62	10.77	59.51	64.04	78.46	11.22	10.34	10.77

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.84	19.67	20.00	55.26	68.85	68.89	7.89	11.48	11.11
Grade 4	38.33	18.99	19.44	58.33	64.56	69.44	3.33	16.46	11.11
Grade 5	30.43	28.57	8.16	53.62	60.32	71.43	15.94	11.11	20.41
All Grades	35.12	22.17	15.38	55.61	64.53	70.00	9.27	13.30	14.62

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Green Valley students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 53.85% of Green Valley students met or exceeded standards on the English Language Arts portion of the CAASPP test.

Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Green Valley was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in less instructional time with a qualified teacher.

2. Because the test was modified for the 2020-2021 school year, official results were not reported by the state. Due to these changes, no claims data is available.

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	78	63	49	75	61	45	75	61	45	96.2	96.8	91.8
Grade 4	61	81	37	60	80	36	60	80	36	98.4	98.8	97.3
Grade 5	69	64	51	69	63	50	69	63	50	100	98.4	98.0
All Grades	208	208	137	204	204	131	204	204	131	98.1	98.1	95.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2455.	2454.	2440.	29.33	24.59	22.22	33.33	37.70	37.78	21.33	29.51	22.22	16.00	8.20	17.78
Grade 4	2493.	2482.	2477.	15.00	18.75	19.44	48.33	28.75	22.22	26.67	36.25	41.67	10.00	16.25	16.67
Grade 5	2517.	2526.	2500.	18.84	15.87	14.00	27.54	34.92	30.00	34.78	36.51	30.00	18.84	12.70	26.00
All Grades	N/A	N/A	N/A	21.57	19.61	18.32	35.78	33.33	30.53	27.45	34.31	30.53	15.20	12.75	20.61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.67	40.98	24.44	41.33	42.62	60.00	16.00	16.39	15.56
Grade 4	33.33	32.50	19.44	46.67	31.25	63.89	20.00	36.25	16.67
Grade 5	27.54	30.16	12.00	46.38	52.38	62.00	26.09	17.46	26.00
All Grades	34.80	34.31	18.32	44.61	41.18	61.83	20.59	24.51	19.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	29.33	26.23	26.67	50.67	59.02	51.11	20.00	14.75	22.22
Grade 4	18.33	22.50	19.44	63.33	65.00	58.33	18.33	12.50	22.22
Grade 5	23.19	15.87	14.00	52.17	63.49	60.00	24.64	20.63	26.00
All Grades	24.02	21.57	19.85	54.90	62.75	56.49	21.08	15.69	23.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	30.67	32.79	22.22	53.33	59.02	68.89	16.00	8.20	8.89
Grade 4	26.67	23.75	13.89	63.33	52.50	69.44	10.00	23.75	16.67
Grade 5	21.74	15.87	16.00	56.52	73.02	66.00	21.74	11.11	18.00
All Grades	26.47	24.02	17.56	57.35	60.78	67.94	16.18	15.20	14.50

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Green Valley students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 48.85% of Green Valley students met or exceeded standards Math portion of the CAASPP test.

   In the spring of 2021, Green Valley students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Green Valley was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in less direct instructional time with a qualified teacher.

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

2. In the spring of 2021, Green Valley students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1443.5	*	1450.5	1459.2	*	1461.2	1406.5	*	1425.1	17	8	15
1	*	*	*	*	*	*	*	*	*	*	9	4
2	1511.5	*	1516.7	1502.3	*	1515.8	1520.3	*	1517.0	15	7	12
3	1508.9	1524.5	*	1514.1	1535.0	*	1503.3	1513.5	*	16	15	4
4	*	1544.3	*	*	1549.1	*	*	1539.0	*	*	16	5
5	1536.0	*	*	1550.4	*	*	1521.5	*	*	11	6	8
All Grades										70	61	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	33.33	*	*	26.67	*	*	20.00	*	*	20.00	17	*	15
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2	80.00	*	33.33	*	*	41.67		*	25.00		*	0.00	15	*	12
3	*	33.33	*	*	53.33	*	*	6.67	*	*	6.67	*	16	15	*
4	*	31.25	*	*	56.25	*		12.50	*		0.00	*	*	16	*
5	*	*	*	*	*	*	*	*	*		*	*	11	*	*
All Grades	50.00	27.87	22.92	28.57	50.82	39.58	15.71	16.39	27.08	*	4.92	10.42	70	61	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	64.71	*	46.67	*	*	13.33	*	*	33.33	*	*	6.67	17	*	15
1	*	*	*		*	*	*	*	*		*	*	*	*	*
2	*	*	33.33	*	*	66.67		*	0.00		*	0.00	15	*	12
3	*	66.67	*	*	26.67	*	*	0.00	*	*	6.67	*	16	15	*
4	*	68.75	*	*	31.25	*		0.00	*		0.00	*	*	16	*
5	*	*	*	*	*	*	*	*	*		*	*	11	*	*
All Grades	61.43	59.02	29.17	27.14	29.51	52.08	*	8.20	12.50	*	3.28	6.25	70	61	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	26.67	*	*	13.33	*	*	26.67	*	*	33.33	17	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	33.33	*	*	41.67	*	*	8.33		*	16.67	15	*	12
3	*	6.67	*	*	46.67	*	*	40.00	*	*	6.67	*	16	15	*
4	*	25.00	*	*	37.50	*	*	31.25	*		6.25	*	*	16	*
5		*	*	*	*	*	*	*	*	*	*	*	11	*	*
All Grades	25.71	18.03	18.75	28.57	29.51	27.08	30.00	37.70	29.17	15.71	14.75	25.00	70	61	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.59	*	53.33	*	*	33.33	*	*	13.33	17	*	15
1	*	*	*	*	*	*		*	*	*	*	*
2	73.33	*	50.00	*	*	50.00		*	0.00	15	*	12
3	*	46.67	*	*	46.67	*	*	6.67	*	16	15	*
4	*	43.75	*	*	56.25	*		0.00	*	*	16	*
5	*	*	*	*	*	*		*	*	11	*	*
All Grades	60.00	49.18	39.58	35.71	45.90	54.17	*	4.92	6.25	70	61	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	26.67	*	*	53.33	*	*	20.00	17	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	93.33	*	33.33	*	*	66.67		*	0.00	15	*	12
3	*	80.00	*	*	13.33	*		6.67	*	16	15	*
4	*	62.50	*		37.50	*		0.00	*	*	16	*
5	*	*	*	*	*	*		*	*	11	*	*
All Grades	72.86	57.38	33.33	21.43	37.70	56.25	*	4.92	10.42	70	61	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	20.00	*	*	46.67	*	*	33.33	17	*	15
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	41.67	*	*	50.00	*	*	8.33	15	*	12
3	*	6.67	*	*	73.33	*	*	20.00	*	16	15	*
4		18.75	*	*	56.25	*		25.00	*	*	16	*
5		*	*	*	*	*	*	*	*	11	*	*
All Grades	24.29	13.11	16.67	54.29	59.02	56.25	21.43	27.87	27.08	70	61	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	46.67	*	*	13.33	*	*	40.00	17	*	15
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	41.67	*	*	41.67		*	16.67	15	*	12
3	*	20.00	*	93.75	73.33	*		6.67	*	16	15	*
4	*	31.25	*	*	68.75	*		0.00	*	*	16	*
5	*	*	*	*	*	*		*	*	11	*	*
All Grades	32.86	24.59	30.43	64.29	67.21	47.83	*	8.20	21.74	70	61	46

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to the COVID-19 pandemic, the ELPAC was not administered in the 2019-2020 school year.
2. The ELPAC data for the 2020-2021 includes students from the online learning program whose records were housed at Green Valley.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
393	**37.9**	**14.5**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	57	14.5
Foster Youth	1	0.3
Homeless	8	2.0
Socioeconomically Disadvantaged	149	37.9
Students with Disabilities	57	14.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
Asian	8	2.0
Filipino	4	1.0
Hispanic	125	31.8
Two or More Races	27	6.9
Pacific Islander	1	0.3
White	228	58.0

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2021 school years are available.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
15.4 points above standard	2.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -10.1 points	Increased Significantly ++24.1 points	2
195	35	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0.6 points above standard	23.9 points below standard
1	Increased ++5.1 points	Increased ++4.5 points
	80	40

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
1.8 points below standard	39.7 points above standard	0 Students	23.4 points above standard
Maintained ++2.5 points	12		Declined Significantly -16.4 points
66			114

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
13.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	17.6 points above standard
Increased ++14 points	6	Declined Significantly -18.2 points
29		158

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. We do not have current data due to the COVID-19 pandemic.

   The supports being offered to our English Learners appear to be working as they showed an increase of 24.1points prior to the pandemic so we continue to offer a structured program for these students.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   Our Socioeconomically Disadvantaged students increased by 5.1 points. We continue to offer additional support to our Socioeconomically Disadvantaged students.

3. Grades 3-5 continue to utilize the Interim Assessment Blocks and analyze the data received from these assessments as well as classroom assessment data to assess student mastery of standards.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
4.5 points above standard	22.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -2.3 points	Increased ++4.8 points	2
194	35	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	10.1 points below standard	25.4 points below standard
1	Maintained ++1.7 points	Increased ++4.3 points
	80	40

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color	No Performance Color
		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Green
13.9 points below standard	13.2 points above standard		12.5 points above standard
Increased ++4.2 points	12		Declined -5.3 points
66			113

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
40.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	10.4 points above standard
Declined -4.6 points	6	Declined -3.9 points
29		157

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available.

   This data and conclusions are from the 2018-2019 school year.
   Our English Learners increased by 4.8 points.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available.

   This data and conclusions are from the 2018-2019 school year:
   Our Socioeconomically Disadvantaged students maintained. Because they did not make progress, the color changed from green to yellow.

3. Grades 3-5 continue to administer District Math assessments and classroom assessments. They utilize the data from these assessments to assess student mastery of standards and to provide intervention as needed.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
58 making progress towards English language proficiency
Number of EL Students: 50
Performance Level: High

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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Due to Covid19 pandemic, we do not have data available for this comparison.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
4.3	4.7	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.9	Increased +1.9	10
421	64	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	6.4	8.7
6	Maintained -0.1	Increased +3.8
	173	69

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0	0	6	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Yellow
7.2	3.8	Less than 11 Students - Data Not Displayed for Privacy	3.1
Increased +1.9	Maintained -0.3	1	Increased +1.2
125	26		259

Conclusions based on this data:

1. Due to COVID-19, we do not have current data on absenteeism. These conclusions are based off the data from the 2018-2019 school year.
Green Valley currently has a 3.22% chronic absenteeism rate.

2. Our average daily attendance for the 2020-2021 school year was 96.02% This number also includes all the TK-2 students who were enrolled in Frontier (the districts online program)

3. Green Valley continues to provide support to all our families to ensure that all students have good attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Blue	No Performance Color
1.2	0	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.2	Maintained 0	10
429	65	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	2.3	2.8
6	Maintained +0.2	Declined -3.3
	176	71

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color	No Performance Color
		Less than 11 Students - Data	Less than 11 Students - Data
		6	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Yellow
0.8	3.8	Less than 11 Students - Data	1.1
Declined -0.7	Maintained -0.2	1	Maintained 0
128	26		264

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.3	1.2

Conclusions based on this data:

1. While the state has not reported in this area, we can present overall suspension data generated at the district level. Green Valley had 1 suspension in 2020-2021. This is a decrease from the previous reporting year. We continue to have a very low suspension rate.
2. Green Valley Elementary continuously evaluates the effectiveness of our programs and implements supports to ensure the safety of all our students and staff.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results (2021)	In the spring of 2021, 53.85% of Green Valley students met or exceeded standards on the English Language Arts portion of the CAASPP test. In the spring of 2021, 48.85% of Green Valley students met or exceeded standards on the math portion of the CAASPP test. In the spring of 2021, Green Valley students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Green Valley was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students not receiving full day instruction from a qualified teacher.	Since this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would expect that there would be an increase in student performance. We have a goal to increase our school-wide performance by 5% in language arts and 7% in math for the 2021-2022 school year.

Metric/Indicator	Baseline	Expected Outcome
District Benchmark Assessment Results (2021)	2021 District Dibels Assessment Data: Kindergarten- Dibels data showed that 59% of our Kindergarten students met the benchmark for NWF (Nonsense Word Fluency) and 29% of our English Learner students met the benchmark. In the area of Phoneme Segmentation 76% of students met the benchmark and 57% of our English Learners met the benchmark. First Grade- In 1st grade, 39% of the students met the benchmark for Nonsense Word Fluency, 64% met the benchmark for Whole Words Read and 58% met the Oral Reading Fluency Benchmark and 58% of students met the accuracy benchmark. Our English Learners scored lower on these benchmark assessments. Second Grade- 56% of our second grade students met the Dibels Oral Reading Fluency Benchmark and 40% of our English Learners met the fluency benchmark. 58% of students met the accuracy benchmark and 60% or our English Learners met the accuracy benchmark. Third Grade- 78% of all students met the Dibels Oral Reading Fluency Benchmark and 40% of our English Learners met the benchmark. 80% of all students met the accuracy benchmark and 40% of our English Learners met the benchmark. Fourth Grade- 78% of all students met the Dibels Oral Reading Fluency Benchmark and 40% of our English Learners met the benchmark. 72% of all students met the accuracy benchmark and 40% of our English Learners met the benchmark. Fifth Grade- 53% of all students met the Dibels Oral Reading Fluency Benchmark and 56% of our English Learners met the benchmark. 80% of	Student proficiency will increase on all Dibels benchmark assessments by 5% for all grade levels.

Metric/Indicator	Baseline	Expected Outcome
	all students met the accuracy benchmark and 56% of our English Learners met the benchmark.	
Student Reading Inventory (SRI) Lexile Scores (2019)	Second Grade: 56 % of all 2nd grade students' Lexile is within the grade level band (450-790) Third Grade: 60% of all 3rd grade students' Lexile is within the grade level band (620-790) Fourth Grade: 58% of all 4th grade students' Lexile is within the grade level band (790-875) Fifth Grade: 57% of all 5th grade students' Lexile is within the grade level band (875-980)	By the end of the 2021-2022 school year, the number of students whose lexile is within the grade level range will increase by 5%

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies

Description	NGSS Science Materials
Amount	8000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for teacher release time for trimester assessments

Strategy/Activity 2

Improvement of instructional strategies and materials:

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	29000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Classroom Paraeducators- 2 hours daily for 3 classrooms
Amount	4500.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Transitional Kindergarten Classroom Paraeducator- 1 hour per day for one class

Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ESGI License for Kindergarten and First Grade Teachers

Strategy/Activity 3

Extended Learning Time, Opportunities and Support Services

Most aspects of this goal will occur post COVID. Virtual field trips will be offered when available and appropriate.

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	25000.00
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention Aides
Amount	4000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Dance Instruction TK-5

Amount	5000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaching Stipends (Volleyball, Cross Country, Basketball) and Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl
Amount	1050.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Choir Teacher Stipend
Amount	1200.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Steam Arcade- Onsite Assembly
Amount	5000.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reading Counts Carnival, Prizes Reading Rewards, PBIS incentives, wheel prizes
Amount	3935.00
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math and Read Live Licenses
Amount	4000.00
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ST Math
Amount	4000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Garden Coordinator Stipend
Amount	550.00

Source	PTO
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Yearbook Club Coordinator Stipend

Strategy/Activity 4

Staff Development and Professional Collaboration

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	1512.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Tier 2 PBIS training subs for 3 teachers x 3 days post covid
Amount	1930.00
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Math Consultant- Jenny Maguire- 2 days of professional development for all teachers post covid
Amount	3100.00
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Subs for Jenny Maguire Math training post covid
Amount	3100.00

Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	One day release time for grade level planning (1/2 day GLAD, 1/2 day Math) post covid

Strategy/Activity 5

Involvement of Staff, Parents and Community

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	750.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Gators on the Green, Meet the Teacher and Kindergarten orientation

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the 2021-2022 school year. The survey indicated that 91% of students surveyed feel safe at school most or all of the time. 96% of the students surveyed reported that teachers and other grownups at school believe that they can do a good job and 98% responded that teachers and other grown ups at school want them to do their best. 78% of students responded yes most or all of the time to the question, "Do you do things to be helpful at school?" In the area of bullying 98% of students surveyed felt that teachers and other grown-ups make it clear that bullying is not allowed and 95% reported that if they tell a teacher they've been bulled the teacher will do something to help. Only 64% reported that students try to stop bullying when they see it happening.	Students feeling safe will not drop below 90% most or all of the time. The number of students responding that they do things to be helpful will increase by a minimum of 7% to 85%. The number of students responding that students will try to stop bullying when they see it happening will increase a minimum of 6% to 70%
LCAP Survey	The 2020 Parent LCAP Survey Results indicate the families feel their	Communicating to parents and our community via newsletters, social

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

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	250.00
Source	Site Formula Funds

Budget Reference	0000: Unrestricted
Description	Red Ribbon Week Activities

Strategy/Activity 2

School Climate and Community Building:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

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

Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Recess Equipment

Strategy/Activity 3

Staff Collaboration and Professional Development:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration and Professional Development:

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities and Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

07/01/2021-06/30/2022

Person(s) Responsible

Administration and Staff

Proposed Expenditures for this Strategy/Activity

Amount	300.00
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Paint for US Map on blacktop

Amount	10000.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Installation of new sound system in the Plumb Center

Amount	5000.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Curtains for stage

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Results (2021)	Due to COVID, expected outcomes will likely vary. These goals are based on 2019 data and outcomes are for a "typical" year. The percentage of students meeting / exceeding standards will increase by 5% in English Language Arts and by 7% in Math.	In the spring of 2021, Green Valley students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Green Valley was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. The results were not officially reported by the state of California. In the spring of 2021, 53.85% of Green Valley students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 2.80% from the last reported result in the 2018-2019 school year. In the spring of 2021, 48.85% of Green Valley students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 4.09% from the last reported result in the 2018-2019 school year.
District Benchmark Assessment Results (2019)	Due to COVID-19, expected outcomes will likely vary. Student proficiency will increase on all Dibels benchmark assessments by 5% for all grade levels.	Actual outcomes for the 2020-2021 school year are not able to be determined due to many students attending the districts online program (Frontier Academy) and because Green Valley housed the records for all TK-2 students who attended Frontier Academy regardless of their home school, and the data for

Metric/Indicator	Expected Outcomes	Actual Outcomes
		students in grades 3-5 who attended Frontier Academy was housed at another school site.
Student Reading Inventory (SRI) Lexile Scores (2019)	By the end of the 2020-2021 school year the number of students whose lexile is within the grade level range will increase by 5%	Actual outcomes for the 2020-2021 school year are not able to be determined due to many students attending the districts online program (Frontier Academy) and because Green Valley housed the records for all TK-2 students who attended Frontier Academy regardless of their home school, and the data for students in grades 3-5 who attended Frontier Academy was housed at another school site.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instruction with Content Standards: Green Valley Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery	Green Valley Elementary School was able to utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction was supplemented with a variety of resources as needed. Students participated in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students participated in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students improved their writing skills through this program. Teachers began to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.	NGSS Science Materials 4000-4999: Books And Supplies Site Formula Funds 1000.00 Subs for teacher release time for trimester assessments 1000-1999: Certificated Personnel Salaries District Funded 8000.00	NGSS Science Materials 4000-4999: Books And Supplies Site Formula Funds 1102.00 Subs for teacher release time for trimester assessments 1000-1999: Certificated Personnel Salaries District Funded 8000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Science, Amplify, or other NGSS aligned bridge programs.			
Improvement of instructional strategies and materials: Green Valley Elementary School will utilize proven instructional methods including, but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes. Limited before and after school tutoring is provided for students that need support in ELA and Math. The ELPAC assessment will be administered annually to English Learners to determine mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students	Green Valley Elementary School utilized proven instructional methods including, but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Multi-tiered Systems of Support (MTSS), Designated and Intergrated English Language Development, and Kate Kinsella Language Strategies. Frequent formative assessment were used to identify students in need of academic intervention, and such supports were provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support was provided to all classes. The ELPAC assessment was administered to English Learners to determine mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, were used to further engage students and extend students' ability to access content and demonstrate understanding. COVID related learning loss was considered when adjusting instructional plans throughout the year.	Glad Training- 8 sub days for 2 teachers 1000-1999: Certificated Personnel Salaries District Funded 2688.00 GLAD Training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3700.00 Kindergarten Classroom Paraeducators- 2 hours daily for 3 classrooms 2000-2999: Classified Personnel Salaries LCFF - Supplemental 29000.00 Transitional Kindergarten Classroom Paraeducator- one hour per day for one class 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4500.00 ESGI License for Kindergarten teachers 4000-4999: Books And Supplies District Funded	Glad Training- 8 sub days for 2 teachers 1000-1999: Certificated Personnel Salaries District Funded GLAD Training 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental Kindergarten Classroom Paraeducators- 2 hours daily for 3 classrooms 2000-2999: Classified Personnel Salaries LCFF - Supplemental 29000.00 Transitional Kindergarten Classroom Paraeducator- one hour per day for one class 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4500.00 ESGI License for Kindergarten teachers 4000-4999: Books And Supplies District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and extend students' ability to access content and demonstrate understanding. COVID related learning loss will be considered when adjusting instructional plans throughout the year. Data analysis and ongoing student assessment will drive our instruction. The Academic Recovery teacher will work with the principal and teachers to support students in need of reading and math remediation.	Data analysis and ongoing student assessment drove our instruction. The Academic Recovery teacher worked with the principal and teachers to support students in need of reading and math remediation		
Extended Learning Time, Opportunities and Support Services Most aspects of this goal will occur post COVID. Virtual field trips will be offered when available and appropriate. Our librarian will travel to each classroom for a COVID friendly weekly book checkout. Once COVID precautions will allow typical guidelines, Green Valley Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Typing Agent, Reflex Math, ST Math and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further	Activities were very limited during the 20-21 school year due to the hybrid model and COVID guidelines and restrictions.	Intervention Aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 25000.00 Dance Instruction TK-5 5000-5999: Services And Other Operating Expenditures PTO 4000.00 Coaching Stipends (Volleyball, Cross Country, Basketball) and Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 4450.00 Choir Teacher Stipend 1000-1999: Certificated Personnel Salaries PTO 1050.00 Para Educators for Intervention Support Grades 1-5 1000-1999:	Intervention Aides 2000-2999: Classified Personnel Salaries LCFF - Supplemental 25000.00 Dance Instruction TK-5 5000-5999: Services And Other Operating Expenditures PTO 0.00 Coaching Stipends (Volleyball, Cross Country, Basketball) and Registration fees/ transportation for Spelling Bee, Oral Interpretation and Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds Choir Teacher Stipend 1000-1999: Certificated Personnel Salaries PTO 0.00 Para Educators for Intervention Support Grades 1-5 1000-1999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
enhance students' learning. Second thru fifth grade students have the opportunity to be part of our school choir, 3rd grade students will learn to play the recorder and 4th/5th grade students have the opportunity to participate in band. All students will receive six weeks of dance instruction with a schoolwide dance performance in the Spring. Extracurricular learning opportunities include: Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E.Map Contest, and Yearbook club for 5th grade students. We have a part time reading intervention teacher who provides support to students. Our intervention program runs three days a week. We have seven paraeducators who provide 40 minutes of support to grades 1-5 under the supervision of the Intervention teacher. All classes visit the library weekly. Primary students hear a story and upper grade students listen to stories as well as have mini lessons on research etc. All students have a weekly opportunity to check out library books. Students participate in the Reading Counts program to improve their reading lexiles. The librarian tracks the number of words read by students. We celebrate words read each trimester with grade level assemblies. We also set a school wide word goal and celebrate		Certificated Personnel Salaries Title I 21000.00 Reading Counts Carnival, Prizes Reading Rewards, PBIS incentives, wheel prizes 5000-5999: Services And Other Operating Expenditures Site Formula Funds 5000.00 Reflex Math and Read Live Licenses 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3935.00 ST Math 5000-5999: Services And Other Operating Expenditures Title I 4000.00 STEAM Arcade Assembly 5000-5999: Services And Other Operating Expenditures PTO 1200.00 Part time Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 35000.00	Certificated Personnel Salaries Title I 21000.00 Reading Counts Carnival, Prizes Reading Rewards, PBIS incentives, wheel prizes 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1100.00 Reflex Math and Read Live Licenses 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 3935.00 ST Math 5000-5999: Services And Other Operating Expenditures Title I 4000.00 STEAM Arcade Assembly 5000-5999: Services And Other Operating Expenditures PTO Part time Intervention Teacher 1000-1999: Certificated Personnel Salaries Title I 23000.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with a Reading Carnival at the end of the year when we meet our goal. In February, the school celebrates “I Love Reading Week” to promote literacy. Green Valley also participates in the Six Flags Read to Succeed Reading Challenge.			
Staff Development and Professional Collaboration Green Valley Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education and Sacramento County Office of Education will provide increased opportunities for professional development and communities of practice. “Early Release Wednesdays” will enable professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students’ needs. We will continue training and implementation of PBIS Tiers 1 and 2.	Staff Development was limited due to COVID restrictions, the hybrid schedule and limited availability of subs.	Tier 2 PBIS training subs for 3 teachers x 3 days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1512.00	Tier 2 PBIS training subs for 3 teachers x 3 days 1000-1999: Certificated Personnel Salaries LCFF - Supplemental
		Math Consultant- Jenny Maguire- 2 days of professional development for all teachers 5800: Professional/Consulting Services And Operating Expenditures Title I 1930.00	Math Consultant- Jenny Maguire- 2 days of professional development for all teachers 5800: Professional/Consulting Services And Operating Expenditures Title I
		Subs for Jenny Maguire Math training 1000-1999: Certificated Personnel Salaries Title I 3100.00	Subs for Jenny Maguire Math training 1000-1999: Certificated Personnel Salaries Title I
		One day release time for grade level planning (1/2 day GLAD, 1/2 day Math) 1000-1999: Certificated Personnel Salaries Title I 3100.00	One day release time for grade level planning (1/2 day GLAD, 1/2 day Math) 1000-1999: Certificated Personnel Salaries Title I
		Sub cost for Step up to Writing refresher training grades 2-5. (10 teachers) 1000-1999: Certificated Personnel Salaries Title I 1680.00	Sub cost for Step up to Writing refresher training grades 2-5. (10 teachers) 1000-1999: Certificated Personnel Salaries Title I 560.00
		Registration cost for 10 teacher for Step Up to Writing refresher training 5800: Professional/Consulting Services And Operating	Registration cost for 10 teacher for Step Up to Writing refresher training 5800: Professional/Consulting Services And Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Expenditures Title I 750.00 Math Conference for one teacher and administrator (registration and hotel costs) 5800: Professional/Consulting Services And Operating Expenditures Title I 2300.00	Expenditures Title I 300.00 Math Conference for one teacher and administrator (registration and hotel costs) 5800: Professional/Consulting Services And Operating Expenditures Title I
Involvement of Staff, Parents and Community Green Valley Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in our site English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
school will work closely with the Parent Teacher Club (PTO) to improve opportunities for students and to enhance the campus. We will continue to offer the Raising Reader Program in partnership with the Community Hub for children ages 0-5 and their families.			

Analysis

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

The hybrid model allowed the students more individual time with the teacher while physically at school. The extra attention in small groups had a positive impact on student learning.

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

The hybrid model was an effective way for our school to be open and offer in person learning to our students. It helped to mitigate some of the learning loss caused by the school closures due to COVID-19.

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

There were several extra-curricular activities and professional development opportunities that were planned but had to be suspended due to COVID. Funds have been allocated with the intention of using them so long as restrictions are lifted.

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

Funds are continuing to be allocated for programs that were suspended during the previous year with the intention of using them when restrictions are lifted.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	For the 2020-2021 school year, the goal is for the following: Students feeling safe will not drop below 90% most or all of the time. The number of students responding all or most of the time to being acknowledged for doing a good job will increase by 3% to 85%. The number of students responding that they do things to be helpful will increase by a minimum of 8% to 70%.	91% of students reported feeling safe most or all of the time. 79% of students responded that they are acknowledged most or all of the time for doing a good job and 96% said yes or all of the time that teachers believe they can do a good job. The percentage of students responding yes most or all of the time that they do things to be helpful increased from 62% to 78%.
LCAP Survey	Communicating to parents and our community via newsletters, social media and text messages that safety is our priority. All decisions are made with student safety being a top priority. We expect that parents will feel more comfortable regarding the safety of their child while at school.	Parents express that they believe their children are safe at school.
Aeries Discipline and Attendance Report	The suspension rate will decrease to 1% and the average attendance rate will increase to 97% for the 2019-2020 school year.	Our suspension rate decreased. We only had one suspension during the 2020-2021 school year. Our attendance rate decreased due to the pandemic and students being required to quarantine.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety: Green Valley Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in	Green Valley Elementary School followed procedures and drills to ensure students and staff are safe on campus. All employees and students participated in emergency preparedness drills.	Red Ribbon Week Activities 0000: Unrestricted Site Formula Funds 250.00	Red Ribbon Week Activities 0000: Unrestricted Site Formula Funds 273.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan..	The primary focus of Red Ribbon week was on making healthy choices. Students in 5th grade received sexual health education. All staff were appropriately trained as mandated reporters. Volunteers were not allowed on campus due to Covid19 restrictions.		
School Climate and Community Building: Green Valley Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavior Interventions and Supports (PBIS) framework is being used	Green Valley Elementary School worked to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavior Interventions and Supports (PBIS) framework was used to create systems that explicitly taught students expected and appropriate	Dental Puppet Show Assembly None Specified None Specified 0 Gator Way Incentives (PBIS) 4000-4999: Books And Supplies Donations 500.00 Books and Resources for Counseling Center 4000-4999: Books And	Dental Puppet Show Assembly None Specified None Specified 0 Gator Way Incentives (PBIS) 4000-4999: Books And Supplies Donations 672.00 Books and Resources for Counseling Center 4000-4999: Books And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
to create systems that explicitly teach students expected and appropriate behaviors for all locations of our school. The school's PBIS team has developed a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Calm Zones and other areas will be established on campus as de-escalation zones where children can go to feel safe. Monthly assemblies will be held to recognize students with outstanding citizenship. Our school counselor will be available to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and character development. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.	behaviors for all locations of our school. The school's PBIS team developed a positive reinforcement system that encouraged and supported appropriate behavior. Trauma Informed Practices were used to help calm and re-set students who were overwhelmed or over stimulated. Calm Zones and other areas were established on campus as de-escalation zones where children can go to feel safe. We were not able to have our monthly assemblies due to Covid-19 restrictions and the hybrid schedule. Our school counselor provided Individual counseling, small group sessions, and whole class instruction. The California Healthy Kids Survey was administered to students in 5th grade, and the results were analyzed by the site leadership team to determine additional areas for growth.	Supplies Site Formula Funds 500.00 Recess Equipment 4000-4999: Books And Supplies Site Formula Funds 500.00	Supplies Site Formula Funds 500.00 Recess Equipment 4000-4999: Books And Supplies Site Formula Funds 583.00
Staff Collaboration and Professional Development: Green Valley Elementary School will provide teachers and classified support staff with	Professional development was limited due to Covid-19.	SEL Conference 5000-5999: Services And Other Operating Expenditures Title I 1500.00	SEL Conference 5000-5999: Services And Other Operating Expenditures Title I

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

Analysis

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

Social Emotional Learning and support is a school focus. We will continue to provide training and materials to support this area.

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

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

Due to Covid-19 restrictions many in person activities and assemblies were postponed. Activities were included in the plan in case restrictions changed and schools were allowed back to traditional in person activities.

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
FIT Report (Facilities Inspection Tool)	Our rating will increase to fair.	Our rating remained at poor.
Williams Act/Uniform Complaints	If received during the 2020-2021 school year,100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	No complaints were received.
Green Valley Staff Survey	As we continue to implement PBIS and professional development surrounding SEL and Trauma Informed Practices, staff will feel more comfortable meeting student needs.	We continue to learn and implement SEL strategies to meet student needs.

Strategies/Activities for Goal 3

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

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

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	97428.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	125,177.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	8,000.00
Donations	15,500.00
LCFF - Supplemental	38,947.00
None Specified	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	6,250.00
PTO	5,300.00
Site Formula Funds	12,550.00
Title I	38,630.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	250.00
1000-1999: Certificated Personnel Salaries	22,312.00
2000-2999: Classified Personnel Salaries	58,500.00
4000-4999: Books And Supplies	3,550.00
5000-5999: Services And Other Operating Expenditures	38,635.00
5800: Professional/Consulting Services And Operating Expenditures	1,930.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	8,000.00
4000-4999: Books And Supplies	Donations	500.00
5000-5999: Services And Other Operating Expenditures	Donations	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1,512.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	33,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,935.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	1,050.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	5,200.00
1000-1999: Certificated Personnel Salaries	PTO	550.00
4000-4999: Books And Supplies	PTO	750.00
5000-5999: Services And Other Operating Expenditures	PTO	4,000.00
0000: Unrestricted	Site Formula Funds	250.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	5,000.00
4000-4999: Books And Supplies	Site Formula Funds	2,300.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	6,200.00
2000-2999: Classified Personnel Salaries	Title I	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I	5,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,930.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

4 Parent or Community Members

Name of Members	Role
Michelle Winberg	Principal
Colin Scowcroft	Classroom Teacher
Rebecca Wood	Classroom Teacher
Heather Rodriguez	Parent or Community Member
Ryan Pittman	Parent or Community Member
Maryrose McCoy	Parent or Community Member
Jessica Trumble-Pitel	Parent or Community Member
Chris Carey-Stronck	Classroom Teacher Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: Note: SSC serves as the representing advisory committee for Special Ed, and ELAC.

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

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

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

Attested:

Principal, Michelle Winberg on

SSC Chairperson, ColinScowcroft on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

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

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

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School Vision and Mission

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

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

Jackson Staff Core Values

We will constantly strive to meet the highest standards of honesty and integrity.
We have pride in our students, ourselves, our colleagues, and take ownership of our school.
We treat each other and ourselves with dignity, courtesy, and respect regardless of our position or assignment.
We are responsive to our families and strive to create a caring community as we work to assist each child through support of the family as a whole.
We emphasize the joy in learning by making education a fun, rewarding experience for children.
We continually strive to improve our performance through training, education, and commitment to our profession.
We are sensitive to the emotional and social needs of our students and work to create and encourage a nurturing environment where students are taught strategies to manage their feelings.

School Profile

School Profile

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

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

Jackson School is a TK-5 elementary school which serves a student body of 482 students. Jackson School is located twenty-five miles northeast of Sacramento in the foothills of the Sierra Nevada Mountains. The school campus is surrounded by neighborhood homes and many families walk to school each day. Jackson houses three programs for the El Dorado County Office of Education (EDCOE). These programs include a State Preschool program, an Extended Day program, and the Multiple Abilities class which are housed at the center of our campus. Jackson School is a school with a Visual and Performing Arts emphasis. Children have access to a variety of VAPA programs during the course of their school day, as well as before and after school.

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

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

The educational program is supported by a staff of 26 classroom teachers, including one music teacher, and one PE teacher. Fourth and fifth graders receive 120 minutes of Physical Education each week from a certificated P.E. teacher. Fourth and fifth graders also have the option to participate in Instrumental Band each week with a certificated music teacher. In a typical year, all students receive music instruction once a week in TK-5 classes with a music teacher within their school day. Upper grade students have elective choices each trimester. Class choices include, but are not limited to: dance, leadership, science exploration, technology, robotics, coding, video production, 3-D printing, and world cultures. Primary classes have library once a week to build literacy skills and upper grade students have times available

to check out books and do research. Students have the opportunity to participate in many enrichment activities which include: Junior Choir, Senior Choir, Junior Jackson Actors Guild, Senior Jackson Actors Guild, Garden Club, Sign Language Club, Nature Bowl, Drum Club, Spelling Bee, Oral Interpretation, volleyball, basketball, and cross-country. In addition, the Community Services District offers a variety of programs after school for children throughout the year in the Ruppel Center .

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

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

School Climate is another area of pride for Jackson School. Each month students are recognized for the Character Counts JAG-Y Gem trait that the school is focusing on in classrooms and on the yard. Approximately 35 students are recognized monthly in individual classrooms, as school wide assemblies have been suspended for this school year due to COVID-19. In addition, students are also recognized for behavior by yard supervisors and receive virtual JAG-Y GEMs that are tallied in the classrooms. Students with the most JAG-Y gems are recognized each week with an announcment on the PA system and a prize from the principal. Our new PBIS program includes positive expectations signage, new songs/chants, classroom videos, new spirit wear with our umbrella values, and our new "JAG-Y-Gem" positive reinforcement program! Folsom Lake College students come each fall and present a play based on a Character Counts trait- this will resume in fall of 2022. The Multiple Abilities Class has a mentor program available at lunch for students as well, this program has been suspended for this school year but will resume in the fall of 2021. In the 19-20 school year 125 General Education students in 2nd-5th grade served as mentors in this program. All fourth graders participate in the "A Touch of Understanding" program every October (Disability Awareness Month) which sensitizes children to others who may have disabilities and helps them understand what it feels like to live with a disability. The program reinforces the fact that people with disabilities are capable citizens who compensate for their challenges and lead full, productive lives. Jackson School has a school counselor three days per week. The counselor meets with individual students for support. Beginning in the fall of 2021 she will resume facilitating social groups at both lunches. Finally, the 4th and 5th graders have the opportunity to participate in the Leadership elective each trimester. In this elective, the students focus on Community Service Projects to help benefit organizations that the students choose through discussions. The students also decide how they will fund the project and carry out their plan of action. In a typical year at Jackson School, students have many opportunities to SHINE and share their talents including: Recorder Concerts, Band Concerts, Drum Club Performances, Character Counts Assemblies, K-5 Talent Show, Choir performances, JAG musicals, Spring Art Show, Honor Roll, and organized sports teams. Teachers and staff are involved in school events and activities such as our Family Science Night, our Fall Festival, our Families in Need donations, our Giving Gala, and our staff Halloween Parade theme. Our staff Sunshine Club collects funds from staff and gives cards and flowers to staff members in need.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.41%	0.22%	%	2	1	
African American	2.07%	1.34%	1.5%	10	6	5
Asian	5.39%	5.15%	4.1%	26	23	14
Filipino	2.07%	2.46%	2.0%	10	11	7
Hispanic/Latino	14.52%	13.87%	14.5%	70	62	50
Pacific Islander	0.83%	0.89%	0.9%	4	4	3
White	73.24%	74.72%	75.4%	353	334	261
Multiple/No Response	1.45%	1.34%	1.7%	7	6	6
			Total Enrollment	482	447	346

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	95	76	60
Grade 1	69	78	46
Grade 2	80	70	59
Grade3	69	80	57
Grade 4	84	65	71
Grade 5	85	78	53
Total Enrollment	482	447	346

Conclusions based on this data:

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	10	5	2.9%	2.2%	1.4%
Fluent English Proficient (FEP)	9	9	7	1.9%	2.0%	2.0%
Reclassified Fluent English Proficient (RFEP)	2	3	2	11.8%	21.4%	20.0%

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	67	67	77	67	65	77	67	65	96.3	100	97.0
Grade 4	84	80	78	79	77	74	79	77	74	94	96.3	94.9
Grade 5	77	85	56	75	83	52	75	83	52	97.4	97.6	92.9
All Grades	241	232	201	231	227	191	231	227	191	95.9	97.8	95.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2478.	2487.	2478.	46.75	53.73	43.08	23.38	23.88	29.23	18.18	14.93	24.62	11.69	7.46	3.08
Grade 4	2522.	2521.	2528.	50.63	48.05	51.35	22.78	25.97	24.32	17.72	12.99	18.92	8.86	12.99	5.41
Grade 5	2548.	2571.	2575.	38.67	56.63	36.54	37.33	28.92	50.00	13.33	4.82	9.62	10.67	9.64	3.85
All Grades	N/A	N/A	N/A	45.45	52.86	44.50	27.71	26.43	32.98	16.45	10.57	18.32	10.39	10.13	4.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.45	55.22	32.31	40.26	34.33	58.46	14.29	10.45	9.23
Grade 4	48.10	41.56	35.14	44.30	49.35	62.16	7.59	9.09	2.70
Grade 5	48.00	53.66	32.69	41.33	40.24	67.31	10.67	6.10	0.00
All Grades	47.19	50.00	33.51	41.99	41.59	62.30	10.82	8.41	4.19

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.26	46.27	27.69	48.05	44.78	66.15	11.69	8.96	6.15
Grade 4	40.51	32.47	29.73	50.63	62.34	64.86	8.86	5.19	5.41
Grade 5	45.95	47.56	44.23	43.24	41.46	46.15	10.81	10.98	9.62
All Grades	42.17	42.04	32.98	47.39	49.56	60.21	10.43	8.41	6.81

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.16	44.78	15.38	48.05	47.76	76.92	7.79	7.46	7.69
Grade 4	36.71	45.45	27.03	58.23	49.35	67.57	5.06	5.19	5.41
Grade 5	30.67	42.68	32.69	62.67	51.22	59.62	6.67	6.10	7.69
All Grades	37.23	44.25	24.61	56.28	49.56	68.59	6.49	6.19	6.81

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.45	40.30	32.31	46.75	53.73	63.08	7.79	5.97	4.62
Grade 4	37.97	31.17	33.78	54.43	54.55	66.22	7.59	14.29	0.00
Grade 5	40.00	57.32	42.31	44.00	35.37	53.85	16.00	7.32	3.85
All Grades	41.13	43.36	35.60	48.48	47.35	61.78	10.39	9.29	2.62

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Jackson students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 79% of Jackson students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 1% from the last reported result in the 2018-2019 school year***

In the spring of 2021, Jackson students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Jackson was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

2. In the spring of 2021, Jackson students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

3. In the spring of 2021, Jackson students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following cohort data as compared to 2018-19. All grade levels had positive increases in 20-21. Third grade decreased by 4% from 78% of students at or above to 72% of students at or above grade level. Fourth grade increased by 1% to 75% of students at or above grade level. Fifth grade increased 3% from 84% to 87% of students at or above grade level.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	80	67	67	77	67	65	77	67	65	96.3	100	97.0
Grade 4	84	80	78	79	77	74	79	77	74	94	96.3	94.9
Grade 5	77	85	56	75	83	52	75	83	52	97.4	97.6	92.9
All Grades	241	232	201	231	227	191	231	227	191	95.9	97.8	95.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2464.	2483.	2492.	35.06	38.81	43.08	33.77	37.31	41.54	20.78	17.91	10.77	10.39	5.97	4.62
Grade 4	2512.	2513.	2523.	31.65	25.97	40.54	43.04	38.96	33.78	17.72	29.87	20.27	7.59	5.19	5.41
Grade 5	2549.	2548.	2554.	41.33	44.58	38.46	21.33	25.30	34.62	25.33	14.46	19.23	12.00	15.66	7.69
All Grades	N/A	N/A	N/A	35.93	36.56	40.84	32.90	33.48	36.65	21.21	20.70	16.75	9.96	9.25	5.76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	49.35	53.73	50.77	35.06	40.30	47.69	15.58	5.97	1.54
Grade 4	50.63	41.56	45.95	34.18	44.16	47.30	15.19	14.29	6.76
Grade 5	49.33	56.63	36.54	28.00	24.10	53.85	22.67	19.28	9.62
All Grades	49.78	50.66	45.03	32.47	35.68	49.21	17.75	13.66	5.76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.66	46.27	46.15	51.95	44.78	50.77	10.39	8.96	3.08
Grade 4	36.71	31.17	33.78	44.30	58.44	55.41	18.99	10.39	10.81
Grade 5	40.00	31.33	34.62	41.33	53.01	55.77	18.67	15.66	9.62
All Grades	38.10	35.68	38.22	45.89	52.42	53.93	16.02	11.89	7.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.26	52.24	44.62	48.05	38.81	47.69	11.69	8.96	7.69
Grade 4	44.30	42.86	45.95	45.57	46.75	48.65	10.13	10.39	5.41
Grade 5	33.33	37.35	32.69	52.00	48.19	61.54	14.67	14.46	5.77
All Grades	39.39	43.61	41.88	48.48	44.93	51.83	12.12	11.45	6.28

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Jackson students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 78% of Jackson students met or exceeded standards on the Math portion of the CAASPP test. This is a increase of 6 % from the last reported result in the 2018-2019 school year***

   In the spring of 2021, Jackson students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Jackson was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

2. In the spring of 2021, Jackson students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

3. In the spring of 2021, Jackson students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following cohort data as compared to 2018-19. Third grade students increased by 9% from 76% to 85% of students at or above grade level. Fourth grade students increased 12% from 63% to 75% of students at or above grade level and fifth grade increased 4% from 70% to 74% of students scoring at or above grade level.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades										16	15	5

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*			*			*		*	*	
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*	*		*	*			*			*		*	*	
All Grades	*	33.33	*	*	40.00	*		0.00	*		26.67	*	16	15	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	100.0	33.33	*		40.00	*		6.67	*		20.00	*	16	15	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*			*		*	*	
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*		*	*		*	*			*		*	*	
All Grades	*	13.33	*	*	53.33	*	*	6.67	*		26.67	*	16	15	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*		*	*	*	*	*
All Grades	75.00	40.00	*	*	40.00	*		20.00	*	16	15	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	87.50	33.33	*	*	46.67	*		20.00	*	16	15	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*		*	*		*	*		*	*	
All Grades	*	20.00	*	*	53.33	*	*	26.67	*	16	15	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*		*	*	
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	46.67	*	*	26.67	*	*	26.67	*	16	15	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Our EL population is relatively small, but their needs remain an important focus area.

2. Our English Learner Coordinator will continue to provide assistance to our EL students and the staff who instructs them.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
447	**8.3**	**2.2**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	10	2.2
Socioeconomically Disadvantaged	37	8.3
Students with Disabilities	59	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	1.3
American Indian	1	0.2
Asian	23	5.1
Filipino	11	2.5
Hispanic	62	13.9
Two or More Races	6	1.3
Pacific Islander	4	0.9
White	334	74.7

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior year's reporting period.

   Math stayed in the green band and ELA remained in the blue band. Our current focus is on math and our plans to elevate scores are outlined in the Academic Performance section.

2. Our Suspension Rate has shifted to the blue range this year. Our overall suspension rate dropped from 1.6% to 0.4% from the previous year. We continue to focus on PBIS and Trauma Informed Practices in classrooms to reduce suspensions.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
58.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased ++9.4 points	7	
229		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	36.6 points above standard	5.3 points above standard
1	Increased Significantly ++20.2 points	Increased Significantly ++18.8 points
	23	51

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	82.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Increased ++14.5 points	6
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
31.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	60.3 points above standard
Increased ++9.8 points	4	2	Increased ++8.8 points
41			158

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	57 points above standard
3	4	Increased ++7.2 points
		217

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   In spring of 2019, our largest increase was for our students with disabilities who grew by 17%.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   In the spring of 2019, our students had a 6% increase in ELA.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
32.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++5.4 points	7	
229		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	28.8 points above standard	11.9 points below standard
1	Increased Significantly ++32.7 points	Increased ++14.4 points
	23	51

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	48.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Maintained -0.9 points	6
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
14.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	33.4 points above standard
Increased ++14.2 points	4	2	Maintained ++1.5 points
41			158

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	31.6 points above standard
3	4	Increased ++3.9 points
		217

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   All groups saw an increase in Math. Our focus in math will continue as we focus on moving students into the "met" and "exceeded" bands.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

In the spring of 2019, our students had a 8% increase in Math. Specific efforts are identified in our current SPSA to address our goals for this year in math.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

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

2. Although our EL population is relatively small, they are making good academic progress. We did have 4 students decrease on their ELPI level which we will focus on this school year through additional support.

3. Only one ELL student has not scored in the "met" or "exceeded" band. We are working closely with this student who is showing growth.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	10.7	0
10	2	Increased +3.8	12
		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
1.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.1
Declined -8.8	7	4	Maintained -0.4
73			383

Conclusions based on this data:

1. Due to COVID-19, attendance data from the spring of 2020 may be skewed due to instruction in the hybrid model, students who have quarantined due to exposure to COVID, or a positive COVID test. As of February 2021, our attendance sits at 96%.

2. Below is the analysis of growth from the prior testing period.
We increased our attendance to 97%. Last year our biggest area of concern, relative to chronic absenteeism, was with our students with disabilities and socioeconomically disadvantaged students. Both groups have declined in their absenteeism rates.

3. Actions have been put into place to help curb absenteeism. Personal calls from the principal to discuss the impact absences have on academic progress and articles in the school newsletter are also used to remind families about the importantance of school attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	2

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
0.4	0	Less than 11 Students - Data Not
Declined Significantly -1.2	Maintained 0	1
520	14	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not	2	1.1
1	Declined -6.5	Declined -6.3
	50	88

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	0
10	2	Declined -3.4	12
		28	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
0	Less than 11 Students - Data	Less than 11 Students - Data	0.5
Declined -2.5	7	4	Declined -0.6
74			383

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.6	0.4

Conclusions based on this data:

1. While the state has not reported in this area, we can present overall suspension data generated at the district level. Jackson had 0 suspensions in 2020-2021. This is a .0.4% decrease from the previous reporting year. We continue to have a very low suspension rate.

   Due to COVID-19, no data for the 2019-2021 school years are available. Below is the analysis of growth from the prior year.

   There was one suspension in the 19-20 school year and zero suspensions thus far in the 20-21 school year. Our Suspension Rate was in the blue range for our previous year of data.

2. Due to COVID-19, no data for the 2019-2021 school years are available. Below is the analysis of growth from the prior year.

   Our overall suspension rate is quite low at 0.4%, suspensions for students with disabilities decreased by 6.3 points (2019).

3. Our overall suspension rate is quite low at 0.4%, suspensions for students who are socioeconomically disadvantaged decreased by 6.5 points (2019).

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment for ELA (2021)	In the spring of 2021, 79% of Jackson students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is an average increase of 1% from the last reported result in the 2018-2019 school year In the spring of 2021, Jackson students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Jackson was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. 3rd Grade - 74% Met or Exceeded (dropped by 4%) 4th Grade - 77% Met or Exceeded (increased by 3%)	Since this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would expect that there would be an increase in student performance. We have a goal to increase our school-wide performance by 5% in language arts and 5% in math for the 2021-2022 school year. 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%

Metric/Indicator	Baseline	Expected Outcome
	5th Grade - 87% Met or Exceeded (increased by 2 %)	
Smarter Balanced Assessment for Math (2021)	In the spring of 2021, 78% of Jackson students met or exceeded standards on the math portion of the CAASPP test. This is an average increase of 6% from the last reported result in the 2018-2019 school year In the spring of 2021, Jackson students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Jackson was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. 3rd Grade - 85% Met or Exceeded (increased by 9%) 4th Grade - 75% Met or Exceeded (increased by 7%) 5th Grade - 73% Met or Exceeded (increased by 3%)	Since this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would expect that there would be an increase in student performance. We have a goal to increase our school-wide performance by 5% in language arts and 5% in math for the 2021-2022 school year. 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
Lexile Proficiency Growth Report (2021)	3rd Grade - 88% Proficient or Advanced (increased by 20%) 4th Grade - 76% Proficient or Advanced (stayed the same) 5th Grade - 76% Proficient or Advanced (increased by 3%)	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%
DIBELS (2021)	Kindergarten NWF CLS - 82% Kindergarten PSF - 96% 1st Grade NWF CLS - 77% 1st Grade NWF WWR -81% 1st Grade DORF Fluency - 82% 2nd Grade DORF Fluency-75% 2nd Grade DORF Accuracy- 84% 3rd Grade DORF Fluency- 85% 3rd Grade DORF Accuracy- 92% 4th Grade DORF Fluency-84% 4th Grade DORF Accuracy- 92% 5th Grade DORF Fluency- 86% 5th Grade DORF Accuracy- 93%	Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade - Increase by 5% 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Due to COVID-19, we do not have valid academic scores for the spring of 2021.

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	1250.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ELA 1.11 Reading Counts license
Amount	2613.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math 1.2 iXL Math for the 20-21 school year
Amount	2966.00
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Math 1.2 Reflex Math subscription for the 20-21 school year
Amount	4,000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Math 1.9 Garden Coordinator
Amount	500.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	3000-3999: Employee Benefits
Description	Math 1.9 Garden Coordinator

Strategy/Activity 2

Improvement of instructional strategies and materials:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021 - 5/2022

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	7140.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Sub Costs)
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	ESGI Assessment Program
Amount	14,640.00
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraeducators for Intervention in ELA
Amount	3323.00
Source	LCFF - Supplemental
Budget Reference	3000-3999: Employee Benefits
Description	Paraeducators for Intervention in ELA
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	TK/Kindergarten Paraeducators
Amount	805.00
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Teach Like A champion (books for teachers)

Strategy/Activity 3

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

Jackson Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including iXL Math, Typing Agent, Reflex Math, and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our Video Production Lab, work with our 3-D printer and Robotics equipment, and learn to read music and play the recorder. Students have the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild.
Students will have the opportunity to participate in our Instrumental Band program and our Drum Club. All students will have a dance experience culminating with a schoolwide dance performance in the fall. Extracurricular learning opportunities include: drum club, garden club, Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E. Map Contest, Science Fair, recorder concerts, and band concerts. Electives are offered to all 4th and 5th grade students on a rotating wheel each trimester. Electives include yearbook, leadership, coding, robotics, world travel, visual art, 3-D printing, and Video Production. The TK-3 classes visit the library weekly for storytime and to check out library books. The principal has storytime once a month in Kindergarten classes as well. The Reading program in the library celebrates "words read" on a monthly basis and the principal presents certificates in classrooms. Students participate in the Reading Counts program to improve their reading lexiles. In February, the school celebrates "I Love Reading Week" to promote literacy. Jackson School also participates in the Six Flags Read to Succeed Reading Challenge. In March, the school will partner with the local business "Face in a Book" who provides an author visit/assembly to our school each spring.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021 - 5/2022

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	School Science Fair
Amount	225.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Spelling Bee
Amount	510.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Spelling Bee Substitutes
Amount	48.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Oral Interpretation
Amount	340.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Oral Interpretation Substitutes
Amount	170.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nature Bowl Substitutes
Amount	2500.00
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

Budget Reference	4000-4999: Books And Supplies
Description	Library Collection

Strategy/Activity 4

Staff development and professional collaboration:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021 - 5/2022

Person(s) Responsible

Principal, Teachers, Instructional Assistants

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Involvement of staff, parents, and community:

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

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the 2020-21 school year. The survey indicated that 98% percent of students surveyed feel safe at school most or all of the time. An average of 89% of all students surveyed feel well connected. An average of 89% of all students surveyed feel that there are adults that care about them most or all of the time. Finally, 93% of students surveyed feel that they are treated with respect by school staff most or all of the time.	Our goal was to have an increase of 5% in all aforementioned CHKS areas and in all areas we increased our percentages by more than 5%. The survey indicated an increase 91% to 98% of students feeling safe at school. Our percentage for school connectedness went up from 82% to 89%, and caring adults at school went from 83% to 89%. Finally, 98% of students surveyed felt that they were treated with respect by adults an increase of 5%, up from 93%.
LCAP Parent Survey	Parents expressed concerns regarding school safety, the condition of the road at the front of the campus, the field, and the age of our facility.	The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year.
CA School Dashboard Chronic Absenteeism Rate	2019-2020 Chronic Absenteeism Rate was 3.1% (Green)	Our goal was to reduce the Chronic Absenteeism Rate by 0.5% Unfortunately, due to students being

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

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

School Climate & Community Building:

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 3

Staff Collaboration & Professional Development:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2020 - 5/2021

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2020-21 school year.	100% of Williams Act/Uniform Complaints will be resolved in a timely manner.
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in “good repair” or higher as measured by the 2021-22 Facility Inspection Tool.
Jackson Principal Survey	Staff report high feelings of contentedness and support, but have concerns about the aging facilities and the field.	As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021 - 5/2022

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities & Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2021 - 5/2022

Person(s) Responsible

Principal, Teachers, and Support Staff

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment for ELA (2021)	Due to COVID-19 and the requirement to be in a socially distant model, we would consider maintaining our percentages from the 2021 test administration in the math and the language portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2021-2022 instructional model. 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	In the spring of 2021, 79% of Jackson students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a overall increase of 1% from the last reported result in the 2019-2020 school year In the spring of 2021, Jackson students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Jackson was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. The results were not officially reported by the state of California.
Smarter Balanced Assessment for Math (2021)	Due to COVID-19 and the requirement to be in a socially distant model, we would consider maintaining our percentages from the 2021 test administration in the math and the language portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2021-2022 instructional model. 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	In the spring of 2021, 78% of Jackson students met or exceeded standards on the math portion of the CAASPP test. This is a average increase of 6% from the last reported result in the 2019-2020 school year In the spring of 2021, Jackson students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Jackson was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete,

Metric/Indicator	Expected Outcomes	Actual Outcomes
		the hybrid schedule resulted in students missing one full trimester of in-class instruction. The results were not officially reported by the state of California.
Lexile Proficiency Growth Report (2021)	3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	3rd Grade - 88% Proficient or Advanced (increased by 20%) 4th Grade - 76% Proficient or Advanced (stayed the same) 5th Grade - 76% Proficient or Advanced (increased by 3%)
DIBELS (2021)	Kindergarten - Increase by 5% 1st Grade - Increase by 5% 2nd Grade -Increase by 5% 3rd Grade - Increase by 5% 4th Grade - Increase by 5% 5th Grade - Increase by 5%	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instruction with Content Standards Due to COVID-19, we do not have academic scores for the spring of 2020. Jackson Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in the Step Up to Writing Common Core Edition activities designed to address all stages of the writing process, and		ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures District Funded 1250.00	ELA 1.11 Reading Counts license 5000-5999: Services And Other Operating Expenditures District Funded 1250.00
		Math 1.2 iXL Math for the 20-21 school year 5000-5999: Services And Other Operating Expenditures PTO 2613.00	Math 1.2 iXL Math for the 20-21 school year 5000-5999: Services And Other Operating Expenditures PTO 2613.00
		Math 1.2 Reflex Math subscription for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded 2966.00	Math 1.2 Reflex Math subscription for the 20-21 school year 5000-5999: Services And Other Operating Expenditures District Funded 2966.00
		Math 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 2,000.00	Math 1.9 Garden Coordinator 2000-2999: Classified Personnel Salaries PTO 2,000.00
		Math 1.9 Garden Coordinator 3000-3999: Employee Benefits	Math 1.9 Garden Coordinator 3000-3999: Employee Benefits

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students will improve their writing skills through this program. Teachers will focus on instructional strategies and creating new trimester math assessments under the guidance of a math consultant. Teachers will use Reflex Math and iXL Math with students for differenciating instruction based on individual student needs. Teachers will continue to focus on the Next Generation Science Standards (NGSS) using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.		Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 250.00 Daily Math Practice Journals (3rd grade) 4000-4999: Books And Supplies Site Formula Funds 400.00	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 250.00 Daily Math Practice Journals (3rd grade) 4000-4999: Books And Supplies Site Formula Funds 400.00
Improvement of instructional strategies and materials: Jackson Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is		Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 7140.00 ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,640.00 Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 3323.00 TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded	Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 7140.00 ESGI Assessment Program 5000-5999: Services And Other Operating Expenditures District Funded Paraeducators for Intervention in ELA 2000-2999: Classified Personnel Salaries LCFF - Supplemental 14,640.00 Paraeducators for Intervention in ELA 3000-3999: Employee Benefits LCFF - Supplemental 3323.00 TK/Kindergarten Paraeducators 2000-2999: Classified Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Homework Club will be provided after school for fourth grade students. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.			
Extended Learning Time, Increased Educational Opportunity & Support Services: Due to COVID-19 some programs have been suspended this year and will resume in the 2021-22 school year. All programs have been left in this plan so our stakeholders are aware of the programs that will resume in the fall. Jackson Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including iXL		School Science Fair 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000.00 Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 225.00 Spelling Bee Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 510.00 Oral Interpretation 5000-5999: Services And Other Operating	School Science Fair 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1100.00 Spelling Bee 5000-5999: Services And Other Operating Expenditures Site Formula Funds 0.00 Spelling Bee Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00 Oral Interpretation 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Math, Typing Agent, Reflex Math, and Reading Counts. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our Video Production Lab, work with our 3-D printer and Robotics equipment, and learn to read music and play the recorder. Students have the opportunity to participate in Junior and Senior Choir as well as the Jackson Actors Guild. Students will have the opportunity to participate in our Instrumental Band program and our Drum Club. All students will have a dance experience culminating with a schoolwide dance performance in the fall. Extracurricular learning opportunities include: drum club, garden club, Nature Bowl, Spelling Bee, Oral Interpretation, the S.A.G.E. Map Contest, Science Fair, recorder concerts, and band concerts. Electives are offered to all 4th and 5th grade students on a rotating wheel each trimester. Electives include yearbook, leadership, coding, robotics, world travel, visual art, 3-D printing, and Video Production. The TK-3 classes visit the library weekly for storytime and to check out library books. The principal has storytime		Expenditures Site Formula Funds 48.00 Oral Interpretation Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 340.00 Nature Bowl Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 170.00 Library Collection 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500.00	Expenditures Site Formula Funds 0.00 Oral Interpretation Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00 Nature Bowl Substitutes 1000-1999: Certificated Personnel Salaries Site Formula Funds 0.00 Library Collection 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500.00

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

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
opportunities for students and to enhance the campus.			

Analysis

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

The hybrid model itself lent the students to more individual time with the teacher while physically at school. The extra attention in small groups had a positive impact on test scores.

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

The hybrid model was a very effective way for our school to stay open and help midigate learning loss.

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

There were several extracurricular events that were planned, but were cancelled due to COVID-19 restrictions. Hence, no funds were spent on them.

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

Funds are continuing to be allocated for programs that were suspended during the previous year with the intention of funding them so long as COVID restrictions are lifted.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	Our goal was to have an increase of 5% in all aforementioned CHKS areas. Although we did not raise our scores by 5% we were able to sustain our previous scores by staying the same or dropping by less than 3% for the 20-21 school year.	
LCAP Parent Survey	Parents expressed concerns regarding school safety, the condition of the road at the front of the campus, the field, and the age of our facility. The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year.	The district has reroofed several buildings, and we have revamped our bathroom cleaning rotations. We have established a PTO design team to redesign the landscaping for the front of the school - project completion summer of 2019. Principal will include School Safety updates in the school newsletter three times per year.
CA School Dashboard Chronic Absenteeism Rate	Our goal was to reduce the Chronic Absenteeism Rate by 0.5%	Total school attendance has decreased from a 97% average to 94% in 2021
CA School Dashboard Suspension Rate	Our goal was to reduce the Suspension Rate by 0.2%	As of December 2021 there are 0.0% suspensions.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety: Jackson Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness		Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 200	Red Ribbon Materials 4000-4999: Books And Supplies Site Formula Funds 240.24

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
drills and the staff will be proficient with the use of the Catapult Emergency Response System. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised, and volunteers are fingerprinted and have background checks conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.			
School Climate & Community Building: Jackson Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach		Folsom Lake College Character Assembly 5700-5799: Transfers Of Direct Costs Site Formula Funds 125 Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures Parent Teacher	Folsom Lake College Character Assembly 5700-5799: Transfers Of Direct Costs Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0.00 Touch of Understanding Assembly 5000-5999: Services And Other Operating Expenditures Parent Teacher

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students appropriate behaviors for locations throughout the school. The school's PBIS team will develop a positive reinforcement system to encourage and support appropriate behavior. Trauma Informed Practices will be used to help calm and re-set students who are overwhelmed or over stimulated. Comfort Corners and other areas will be established on campus as de-escalation zones where children can go to feel safe. A social-emotional book library will be available to students in the Counseling Center. Character Counts traits will be a focus each month culminating in a schoolwide assembly to celebrate positive behavior. A school counselor will be available three days per week to assist students with mental health needs. The school counselor will present classrooms presentations on the following topics: managing worry/anxiety, bullying, cyber-bullying, managing anger and frustration, managing disappointment, kindness and compassion, empathy, growth mindset, problem solving, taking responsibility, playing fair, and peer pressure. Individual counseling, small group sessions, and whole class instruction will be provided based on a tiered system as established by the beginning of the year Student SEL Inventories.		Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1375 Character Counts/JAG-Y GEM Monthly Celebrations/Goodie bags 4000-4999: Books And Supplies Site Formula Funds 500 Art Materials for Creative Expression 4000-4999: Books And Supplies Site Formula Funds 1500	Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 0.00 Character Counts/JAG-Y GEM Monthly Celebrations/Goodie bags 4000-4999: Books And Supplies Site Formula Funds 455.59 Art Materials for Creative Expression 4000-4999: Books And Supplies Site Formula Funds 1500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School assemblies will be provided to celebrate student achievement and character development. Two virtual Parent Workshops will be offered in Jan/Feb 2021: 5 Strategies to Reduce Stress & Support Your Family and Internet Safety and Srengthening the Connection with your Child. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.			
Staff Collaboration & Professional Development: Jackson Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff		PBIS Substitutes for the entire team. 1000-1999: Certificated Personnel Salaries District Funded 1836.00	PBIS Substitutes for the entire team. 1000-1999: Certificated Personnel Salaries District Funded 0.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Survey (CSSS) to aide in determining topics for future collaboration.			

Analysis

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

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

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

There were several assemblies/events that were planned, but were cancelled due to COVID-19 restrictions. Hence, no funds were spent on them.

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

Funds are continuing to be allocated for assemblies/events that were suspended during the previous year with the intention of funding them so long as COVID restrictions are lifted.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Williams Act/Uniform Complaints	100% of Williams Act/Uniform Complaints will be resolved in a timely manner.	There were no Williams Act/Uniform Complaints in 2021
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the 2019-20 Facility Inspection Tool.	
Jackson Principal Survey	As facilities are improved, teachers will report higher levels of satisfaction with respect to facilities and grounds.	While some roofs have been repaired, there are still additional facility needs that need to be addressed.

Strategies/Activities for Goal 3

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
elements of Restorative Justice.			
Facilities & Technology Infrastructure: Jackson Elementary School will work with the RUSD Maintenance and Operations Department, to determine areas for facility improvement. Necessary improvements will be communicated to RUSD Maintenance personnel through the use of the online work order system. We will engage in school beautification projects through our PTO as well as our 4th and 5th grade leadership elective after COVID-19 guidelines are lifted.			

Analysis

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

The employee positions listed above continue to receive training in their respective positions.

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

The trainings continue to be offered to support the employees in their respective positions and with their duties.

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

N/A

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

N/A

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	1119.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	45,730.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	14,774.00
LCFF - Supplemental	17,963.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	9,375.00
Site Formula Funds	3,618.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,160.00
2000-2999: Classified Personnel Salaries	18,640.00
3000-3999: Employee Benefits	3,823.00
4000-4999: Books And Supplies	5,505.00
5000-5999: Services And Other Operating Expenditures	9,477.00
5700-5799: Transfers Of Direct Costs	125.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	7,140.00
4000-4999: Books And Supplies	District Funded	805.00
5000-5999: Services And Other Operating Expenditures	District Funded	6,829.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	14,640.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,323.00
2000-2999: Classified Personnel Salaries	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	4,000.00
3000-3999: Employee Benefits	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,500.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,375.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	1,020.00
4000-4999: Books And Supplies	Site Formula Funds	2,200.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	273.00
5700-5799: Transfers Of Direct Costs	Site Formula Funds	125.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

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

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 2/17/21.

Attested:

Principal, Michele Williamson on

SSC Chairperson, Nicole Robbins on

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Lake Forest Elementary School
Address	2240 Sailsbury Dr. El Dorado Hills, CA 95762-6984
County-District-School (CDS) Code	09619786109441
Principal	Bruce Peters
District Name	Rescue Union School District
SPSA Revision Date	1/26/2022
Schoolsite Council (SSC) Approval Date	1/26/2022
Local Board Approval Date	2/8/2022

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

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School Vision and Mission

School Vision

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

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

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

School Mission

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

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

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

School Profile

School Profile

Lake Forest Elementary was founded in 1990 as a starter school with six classrooms and 130 students. The school increased with our expanding neighborhood and in the late 90's our enrollment grew to 35 classes and nearly 840 students. In 2003-2004, Lake Forest Elementary School changed to a traditional calendar after being on a multi-track year round calendar for nine years. Our 6th grade classes were moved to Marina Village Middle School at this time and reduced enrollment considerably as the growth in the neighborhood stabilized. In 2019-20, our enrollment was at 445 students. 2020 brought more changes and a quarter of the population chose to learn remotely, which further reduced classes. For the majority of the year, in person learning was delivered via a Hybrid model which served approximately 360 students in 15 classrooms. In 2021-2022, our population expanded to 449 students filling 22 classrooms. New students continue to enter our attendance area. Over 40 (non-Kindergarten) new students transferred into the Lake Forest area since the end of 20-21.

In 2019, the Rescue Union School District moved the elementary Special Day Classes to Lake Forest. Two SDC rooms were added to our campus and originally they enrolled 15 total students. One class served students in K-3rd and the other for students in 4th/5th. Currently, Lake Forest SDC enrollment is at 27 children in those two classes, in addition to others mainstreamed into general classes with aide support. The classes also are well supported with SDC aides who work in the main SDC two classes and also in general classes with students who are eligible for those services. In 2021, the school employed 12 SDC aides, 2 SDC teachers and 2 special education aides to assist with special needs students.

Student successes at Lake Forest have resulted in state and national recognition. In 2012, our school's Academic Performance Index (API) score was 937. This achievement was the highest score in Rescue Union School District history, ranked in the top 10 for all elementary schools in the Sacramento region and was the highest recorded in El Dorado Hills. In 2004 and 2014, our school was chosen for the California Distinguished School Award as one of the top achieving elementary schools in the state. This trend continued in 2013 and 2014, with academic scores consistently ranking among the highest achieving schools in El Dorado County, a place that the school has maintained ever since. In May 2018, ELA and Math SBAC scores were 69% and 64% respectively, but overall Lake Forest remained in the high achieving schools in the region. Results from the 2019 testing cycle showed significant improvement in both ELA and Math. ELA scores rose to 77% proficient overall and Math rose to 69%. SBAC testing was cancelled in 2020, but our local data still reflects high achievement by our Lakers!

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

The health crisis of 20-21 greatly effected the way our students learned. Many were off campus all year on independent study or distance learning programs. As a result, learning gaps were created in the progress of many students we serve. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAl OSHA's industry guidance for schools. As a result, certain assessments and programs were suspended for the 2020-2021 school year. These programs and assessments are expected to resume when it is appropriate to do so. The pandemic continues to influence the way our school operates in 21-22. Lake Forest teachers have continued to monitor progress through online assessment tools embedded in the adopted curriculum and in additional online sources such as IXL, Reflex Math and Reading Counts. Intervention classes have become a huge priority, and leveled groups are used whenever possible. RUSD employed many teachers this year, which lowered class sizes significantly. Also, each school was given an additional Academic Recovery Teacher, who is specifically hired to conduct reading intervention groups and push in to rooms throughout the week, especially for those in lower grades who needs support with fundamental skills.

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

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

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

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

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

All students, from second to fifth grade have one-to-one access to Chromebooks in their classrooms. Kindergarten and first-grade students use Ipads in small groups when needed. Chromebook use is integrated into Math, Reading, Writing,

Social Studies, and Science lessons on a daily basis and students also receive instruction at every grade level to meet CA state technology standards.

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.3%		0	2
African American	0.24%	0.45%	0.3%	1	2	2
Asian	3.67%	3.35%	5.6%	15	15	33
Filipino	0.49%	0.67%	0.8%	2	3	5
Hispanic/Latino	15.4%	15.4%	19.4%	63	69	115
Pacific Islander	%	0%	%		0	
White	73.59%	72.32%	68.4%	301	324	406
Multiple/No Response	6.6%	7.81%	5.2%	27	35	31
			Total Enrollment	409	448	594

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	80	85	51
Grade 1	56	63	60
Grade 2	71	62	47
Grade3	67	82	135
Grade 4	69	76	155
Grade 5	66	80	146
Total Enrollment	409	448	594

Conclusions based on this data:

1. Overall enrollment showed a decrease each school year until 2019, when we increased to 450 students total. This included 19 new students in the SDC program. The number listed above (594 students) is misleading because it includes students learning on Independent Study from 20-21 who would have attended other schools in person.
2. Hispanic/Latino population has risen to over 15%.
3. Our 21-22 enrollment is currently at 453 students, with 27 of those identified as SDC students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67	69	115	66	68	86	66	68	86	98.5	98.6	74.8
Grade 4	65	71	140	62	70	103	62	70	103	95.4	98.6	73.6
Grade 5	100	69	137	98	67	88	98	67	88	98	97.1	64.2
All Grades	232	209	392	226	205	277	226	205	277	97.4	98.1	70.7

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2464.	2474.	2466.	45.45	47.06	44.19	22.73	25.00	24.42	16.67	16.18	19.77	15.15	11.76	11.63
Grade 4	2508.	2520.	2513.	41.94	50.00	41.75	27.42	25.71	24.27	22.58	10.00	17.48	8.06	14.29	16.50
Grade 5	2547.	2555.	2555.	37.76	38.81	40.91	31.63	46.27	32.95	18.37	5.97	12.50	12.24	8.96	13.64
All Grades	N/A	N/A	N/A	41.15	45.37	42.24	27.88	32.20	27.08	19.03	10.73	16.61	11.95	11.71	14.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.45	47.06	33.72	36.36	45.59	58.14	18.18	7.35	8.14
Grade 4	30.65	40.00	38.83	61.29	50.00	54.37	8.06	10.00	6.80
Grade 5	45.92	50.75	27.27	41.84	41.79	63.64	12.24	7.46	9.09
All Grades	41.59	45.85	33.57	45.58	45.85	58.48	12.83	8.29	7.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.92	29.41	24.71	40.00	60.29	61.18	23.08	10.29	14.12
Grade 4	27.42	37.14	27.18	59.68	55.71	58.25	12.90	7.14	14.56
Grade 5	43.88	35.82	37.50	44.90	56.72	46.59	11.22	7.46	15.91
All Grades	37.33	34.15	29.71	47.56	57.56	55.43	15.11	8.29	14.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.88	35.29	15.12	56.06	60.29	80.23	6.06	4.41	4.65
Grade 4	30.65	35.71	29.13	62.90	57.14	60.19	6.45	7.14	10.68
Grade 5	24.49	26.87	23.86	64.29	65.67	62.50	11.22	7.46	13.64
All Grades	30.09	32.68	23.10	61.50	60.98	67.15	8.41	6.34	9.75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.92	39.71	24.42	47.69	47.06	68.60	15.38	13.24	6.98
Grade 4	35.48	42.86	35.92	58.06	44.29	53.40	6.45	12.86	10.68
Grade 5	46.94	31.34	42.05	41.84	62.69	52.27	11.22	5.97	5.68
All Grades	40.89	38.05	34.30	48.00	51.22	57.76	11.11	10.73	7.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Lake Forest students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Lake Forest was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

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

Our 2019 scores in ELA show a large increase in achievement (7% Overall), and particularly in 5th grade (14% improvement over 2018). Over 45% achievement at the Above Standard level is an increase of 4% from the previous year. This indicates that the instructional level in Reading is high and allows for higher achieving students to reach their potential.

2.

In the spring of 2021, Lake Forest students took a state-modified version of the CAASPP test and official results were not reported by the state. Based on the limited data we have from 2021, it can be determined that many of our students continue to perform at or above grade level in overall ELA achievement (nearly 80% based on these numbers), however only 70% of our students participated in testing during this session.

Due to COVID-19, no scores for the 2019-2021 school years are available.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67	69	115	66	68	87	66	68	87	98.5	98.6	75.7
Grade 4	65	71	140	62	70	103	62	70	103	95.4	98.6	73.6
Grade 5	100	69	137	98	68	88	98	68	88	98	98.6	64.2
All Grades	232	209	392	226	206	278	226	206	278	97.4	98.6	70.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2483.	2486.	2467.	42.42	45.59	27.59	33.33	32.35	42.53	19.70	19.12	20.69	4.55	2.94	9.20
Grade 4	2512.	2530.	2519.	27.42	40.00	41.75	40.32	32.86	28.16	25.81	21.43	18.45	6.45	5.71	11.65
Grade 5	2538.	2539.	2536.	34.69	33.82	34.09	19.39	22.06	22.73	31.63	30.88	27.27	14.29	13.24	15.91
All Grades	N/A	N/A	N/A	34.96	39.81	34.89	29.20	29.13	30.94	26.55	23.79	21.94	9.29	7.28	12.23

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	65.15	60.29	36.05	25.76	30.88	55.81	9.09	8.82	8.14
Grade 4	50.00	54.29	45.63	33.87	37.14	40.78	16.13	8.57	13.59
Grade 5	44.90	35.29	37.50	27.55	38.24	42.05	27.55	26.47	20.45
All Grades	52.21	50.00	40.07	28.76	35.44	45.85	19.03	14.56	14.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.00	51.47	28.74	39.39	39.71	59.77	10.61	8.82	11.49
Grade 4	32.26	45.71	40.78	53.23	45.71	43.69	14.52	8.57	15.53
Grade 5	30.61	32.35	26.14	52.04	50.00	56.82	17.35	17.65	17.05
All Grades	36.73	43.20	32.37	48.67	45.15	52.88	14.60	11.65	14.75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	56.06	60.29	38.37	33.33	29.41	55.81	10.61	10.29	5.81
Grade 4	48.39	47.14	36.89	35.48	40.00	55.34	16.13	12.86	7.77
Grade 5	24.49	26.47	27.27	55.10	50.00	56.82	20.41	23.53	15.91
All Grades	40.27	44.66	34.30	43.36	39.81	55.96	16.37	15.53	9.75

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Lake Forest students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Lake Forest was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

In the spring of 2021, Lake Forest students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test (29% opted out) and many others participating in our online program had their scores reported at the school where their digital records were housed. Lake Forest was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

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

2. In the spring of 2021, Lake Forest students took a state-modified version of the CAASPP test and official results were not reported by the state. Based on the limited data we have from 2021, it can be determined that many of our students continue to perform at or above grade level in overall math achievement (nearly 66% based on these numbers), however only 71% of our students participated in testing during this session.

Due to COVID-19, no scores for the 2019-2021 school years are available.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior year's reporting period.

   All measurable areas of school performance achieved the highest rating in 18-19. Academic performance is considered above average when compared to California schools, but our goal is to increase to the top level of success as we have in prior years.

2. Despite the high rating, absenteeism has increased over past years. This is mainly due to parent choices regarding vacations, concerns regarding illnesses and personal matters despite attendance letters and reminders being sent on a regular basis and Independent Study Contracts being established at every opportunity.

3. School Climate is an area of pride at Lake Forest. Our overall suspension rate was .2% in 2020-2021, after being 0% each year from 2018-2020. Classroom referrals were also low. This can be attributed to both classroom and school policies, in addition to staff efforts to provide emotional and behavioral guidance throughout the year.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	1

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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 22.8 points above standard Maintained ++2.8 points 34	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	No Performance Color 0 Students	Blue 50.1 points above standard Increased ++9.8 points 147

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 6	45.5 points above standard Increased ++6 points 184

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   Academic growth increased in all statistically significant subgroups.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   We have seen a significant rise in the number of Students with Disabilities in recent years (37 students) and many of those students are working below standard. However, scores increased by over 13% with this subgroup from the previous year.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
35.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++8.4 points	9	
198		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	Yellow
	2.4 points above standard	7.3 points below standard
	Increased ++8.4 points	Declined -5.5 points
	17	37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 6.6 points above standard Declined -10 points 34	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 Blue 41 points above standard Increased ++13 points 147

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 6	32.7 points above standard Increased ++5.9 points 184

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

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

2. Due to COVID-19, no scores for the 2019-2021 school years are available.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
1.9	8.3	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.4	Increased +2.1	0
427	12	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not Displayed for Privacy	0	0
0	Declined -4	Declined -1.6
	39	51

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
1	0	Maintained 0	2
		15	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Blue
1.6	0	Less than 11 Students - Data Not Displayed for Privacy	2.2
Declined -2.7	Declined -7.1	0	Declined -2.2
64	31		314

Conclusions based on this data:

1. Data listed is for 2019.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
0	0	
Maintained -0.2	Maintained 0	
430	12	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Blue	Blue
	0	0
	Maintained 0	Maintained 0
	39	51

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1		No Performance Color 0 Maintained 0 15	No Performance Color Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Maintained 0 65	No Performance Color 0 Maintained 0 31		Blue 0 Declined -0.3 316

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.2	0

Conclusions based on this data:

1. While the state has not reported in this area, we can present overall suspension data generated at the district level. Lake Forest had one child suspended for 3 days in 2020-2021. This calculates to a suspension rate of .2%. Historically, the number of suspensions at Lake Forest have been very low compared to other schools in the region and state.

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

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBAC Results	In the spring of 2021, Lake Forest students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 78% of 3rd graders, 58% for 4th graders & 73% of 5th grade students met or exceeded standards on the English Language Arts/Math portion of the CAASPP test. This does not include students on distance learning in 2020-21. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Lake Forest was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous	Since this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would still expect that there would be an increase in student performance. We have a goal to achieve school-wide performance of 80% proficiency in 3rd grade, 82% in 4th grade and 65% in 5th. Our overall average proficiency goal in language arts is 75% and 72% in math for the 2021-2022 school year on the annual SBAC test. In spring 2021, 5th grade students will score on the SBAC at a proficiency rate of 70% or higher overall proficiency in math.

Metric/Indicator	Baseline	Expected Outcome
	work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. Students in 5th grade scored 65% proficient or above in math on the 2021 SBAC.	
Lexile Scores (Reading Comprehension)	Scores in December 2021 showed that current 3rd graders met the 2nd grade Lexile comprehension proficiency at a rate of 82%. Scores in May 2021 showed that current 4th graders met Lexile comprehension proficiency at a rate of 60%. Students started their 5th grade year in Aug 2021 are achieving a lexile proficiency percentage of 67% based on 5th grade lexile expectations.	In May 2021, we expect to maintain the high percentage of 2nd graders reaching year end Lexile benchmarks at a rate of at least 86% proficiency by the end of May 2022 (2nd grade standards). 4th grade Lexile scores will reach 68% proficiency overall on the Lexile test as measured in May 2022. Overall, students in 5th grade this year will achieve an overall Lexile proficiency of 70% within their grade level standards in May 2022.
DIBELS reading fluency (word per minute)	At the end of May 2021, 68% of current second graders met the standard for fluency when assessed using the DIBELS Oral Reading Fluency assessment. In grades 3-5, the average percent meeting respective grade level fluency benchmark scores was (3rd) 71%, (4th) 63% and (5th) 72%.	Current 2nd graders will achieve at a proficiency rate of 75% in May 2022 when assessed using the DIBELS Oral Reading Fluency assessment. Current 4th graders would increase from last year's mark of 71% to 75% overall proficiency. Current 5th graders will improve their overall score of 63% reaching fluency benchmarks to 69% or better.
ICA for Math	On the Math ICA, grade levels scored at proficient or above levels at the following percentages in 2019: 3rd grade: 69% 4th grade: 69% 5th grade: 56%	Math ICA scores are not currently available. No assessments were administered in spring 2020. We will maintain the following expected outcomes in 2021. On the Math ICA in spring 2022, grade levels will score at proficient or above levels at the following percentages: 3rd grade: 72% 4th grade: 72% 5th grade: 60%

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/27/22

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

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

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

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/27/22

Person(s) Responsible

Administration
LIP Coordinator
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	650
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Literacy Intervention Coordinator-Salary and Benefits
Amount	11600
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Classroom Materials to support classroom learning needs in math and ELA.
Amount	2000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reading Counts online program for use with school wide incentive program through the Lake Forest library.
Amount	12,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	School wide reading program materials for school library.

Amount	1000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders.
Amount	2500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PE and sports equipment for instruction and recess.

Strategy/Activity 3

Extended learning time and increased educational opportunity:

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

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

Students to be Served by this Strategy/Activity

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

Timeline

8/11/21-5/27/22

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	8600

Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Literacy Intervention Aide. Three days a week (3 hours per day) for approximately 30 weeks.
Amount	2300
Source	District Funded
Budget Reference	3000-3999: Employee Benefits
Description	Literacy Intervention Aide Benefits
Amount	8200
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Classroom Intervention Aide. Four days a week/three hours per day.
Amount	1900
Source	District Funded
Budget Reference	3000-3999: Employee Benefits
Description	Classroom Intervention Aide Benefits
Amount	4000
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade.
Amount	3000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Reflex Math Online program or IXL in 2020
Amount	2200
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Student Study Team Coordinator, stipend and benefits.
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description	The Lake Forest PTC will provide 2 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, and martial arts to name a few. PTC will oversee costs and revenues through the organization's leadership and parental support.
Amount	600
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation.
Amount	6000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Field Trip/In-School Presentation Support for all grade levels ($1000 per grade)

Strategy/Activity 4

Staff development and professional collaboration:

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

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

Students to be Served by this Strategy/Activity

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

Timeline

8/11/21-5/27/22

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	8900
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Substitutes for Trimester Assessments. Salary and benefits.
Amount	1300
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes.
Amount	1000
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Travel and Conference funds

Strategy/Activity 5

Involvement of staff, parents and community:

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/27/22

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey Results	In 20-21, we saw that 86% of 5th graders who took the CHKS (37 students) stated that they feel safe at school most or all of the time.	We expect that at least 90% of students will state they feel safe at school most or all of the time on the 21-22 CHKS. We hope that 100% of students taking the CHKS in 21-22 will mark they are happy at Lake Forest.
School Suspension Data	Lake Forest had suspension rate of .2% in 20-21.	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate from 2017-2021, we will expect a rate of 0% or near that in 2021-2022, and work to find other ways to counsel children an support their behavioral and emotional needs.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/2021-5/27/2022

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

School Climate and Community Building:

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

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

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/2021-5/27/2022

Person(s) Responsible

Administration
Teachers
School Librarian
PTC

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies.
Amount	2000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds.
Amount	900
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher stipends for Student Leadership. There will be two stipends this year to support our I SWIM Team program.
Amount	2200
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Coaches stipends for school sports teams (Volleyball, Cross Country and Basketball).
Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Character Counts and PBIS materials.
Amount	3500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Costs for vendors, materials and food for our annual Pioneer Day.
Amount	3000
Source	Site Based Gifts and Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Garden Grant secured by the school garden coordinator in 20-21 that still will be used this year. The money was granted to us by Project Green.
Amount	200
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly.
Amount	2000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area.

Strategy/Activity 3

Staff Collaboration and Professional Development:

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

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/11/2021-5/27/2022

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

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

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection tool	The state of Lake Forest facilities were reported to be "Good" in 2020-2021 on the School Accountability Report Card	In 2021-22 we will continue to report concerns to our Facilities Department and upgrade our site as possible through beautification projects to earn the highest rating.

Planned Strategies/Activities

Strategy/Activity 1

Staff Development and Professional Development:

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

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/11/2021-5/27/2022

Person(s) Responsible

Administration
Teachers
Non-Instructional Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities and Technology Infrastructure:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/2021-5/27/2022

Person(s) Responsible

Administration
Teachers
Garden Coordinator
PTC Beautification Committee
RUSD Maintenance Department

Proposed Expenditures for this Strategy/Activity

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

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Results	Due to COVID-19 and the requirement to be in a socially distant model, we would consider maintaining our percentages from the 2019 test administration in the math and the language portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model. In 2020, we expect students in 3rd through 5th grades to achieve an overall score of 72% proficiency in math and and overall score of 79% in ELA. In May 2020, 5th grade students will score on the SBAC at a proficiency rate of 60% or higher.	In the spring of 2021, Lake Forest students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 78% of 3rd graders, 58% for 4th graders & 73% of 5th grade students met or exceeded standards on the English Language Arts/Math portion of the CAASPP test. This does not include students on distance learning in 2020-21. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Lake Forest was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. Students in 5th grade scored 65% proficient or above in math on the 2021 SBAC. 3rd and 4th graders scored 72% proficient.
Lexile Scores (Reading Comprehension)	In 2020, we expect to maintain the high percentage of 2nd graders (entering 3rd) reaching year end Lexile benchmarks at a rate of 86% proficiency by the end of May 2020 (3rd grade standards). In 3rd grade, Lexile scores will reach 86% proficiency overall on the Lexile test as measured in December 2020 (as 4th graders).	Scores in December 2021 showed that current 3rd graders met the 2nd grade Lexile comprehension proficiency at a rate of 82%. Scores in May 2021 showed that current 4th graders met Lexile comprehension proficiency at a rate of 60%. Students started their 5th grade year in Aug 2021 are achieving a lexile

Metric/Indicator	Expected Outcomes	Actual Outcomes
	The data we have for this goal states that in November 2020, 75% of Hybrid students reached proficiency on 3rd grade benchmarks. However, this data is unreliable due to over 20% of students from the previous year being taught on the on-line model of instruction, plus the addition of many new students not at Lake Forest in 19-20 Overall, students in 5th grade this year will achieve an overall proficiency of 80% within the grade level as of May 2020.	proficiency percentage of 67% based on 5th grade lexile expectations.
DIBELS reading fluency (word per minute)	The 2nd grade score is one of the highest recorded fluency numbers at Lake Forest. Reaching 95% or better within the grade level for the incoming 2nd graders and the current 3rd graders would be expected. Current 4th graders would increase from last year's mark of 72% to 75% overall proficiency. Current 5th graders will improve their overall score of 59% reaching fluency benchmarks to 65% or better.	At the end of May 2021, 68% of current second graders met the standard for fluency when assessed using the DIBELS Oral Reading Fluency assessment. In grades 3-5, the average percent meeting respective grade level fluency benchmark scores in August 2021 was (3rd) 71%, (4th) 63% and (5th) 72%.
ICA for Math	Math ICA scores are not currently available. No assessments were administered in spring 2020. We will maintain the following expected outcomes in 2021. On the Math ICA in spring 2020, grade levels will score at proficient or above levels at the following percentages: 3rd grade: 72% 4th grade: 72% 5th grade: 60%	On the Math ICA, grade levels scored at proficient or above levels at the following percentages in 2019. New scores on the Math ICA will be available in spring 2022. 3rd grade: 69% 4th grade: 69% 5th grade: 56%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instruction with Content Standards: Lake Forest Elementary will utilize district adopted, standards-aligned	All instructional actions were performed in 20-21. The NGSS standards for Science are being reviewed this year by staff in preparation for a		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program and within the ELA and Social Studies adopted curricula. Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes, Mystery Science, Amplify, or other NGSS aligned bridge programs.	science adoption pilot in spring 2022.		
Improvement of Instructional Strategies and Materials: Lake Forest Elementary will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify	Lake Forest continues to support reading and math instruction by purchasing materials and providing intervention within the school day. Due to the limitations of the hybrid schedule and inability to provide before or after school enrichment, these services were not offered until fall of 2021.	Literacy Intervention Coordinator-Salary and Benefits 1000-1999: Certificated Personnel Salaries Site Formula Funds 650 Classroom Materials to support classroom learning needs in math and ELA. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 8500	650 7800

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day (and offered before or after school), will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Improvement of instructional strategies and materials will continue throughout the year. Teachers will contribute by purchasing new additional materials to support language arts and math instruction through the support of our Parent Teacher Club which dedicates $500 per classroom each year. Lake Forest will continue to support district wide "I love Reading Week" and other school wide reading incentive programs to increase student comprehension and fluency. Our school library supports a wonderful reading incentive program through use of the online Reading Counts program, which accumulates words read by every student throughout the year. The incentives are based on an Olympic theme where		Reading Counts online program for use with school wide incentive program through the Lake Forest library. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 2000	1875
		School wide reading program materials for school library. 4000-4999: Books And Supplies Donations 250	375
		Science Materials to support hands-on learning and experiments and enhance curriculum for 4th and 5th graders. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000	1250
		PE and sports equipment for instruction and recess. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2500	1975

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
student each has a personalized marker that is moved around a track (in the library) as they reach different words read benchmarks (from 250,000 all the way to 5 million!). New prizes and certificates (handed out at assemblies) are earned when reaching each level to celebrate student achievements. In classrooms, teachers continue to address reading by creating leveled reading groups in grades K-3, based on current assessment data. They will continue to use small group and differentiated instruction. The LIP Coordinator, teaching staff and Principal will collect and analyze student data (DIBELS fluency scores, Lexile, local assessments) in order to assist the staff in analyzing information and set instructional goals for students. The LIP Coordinator will provide ongoing support for the School Site Council and administration in implementing and monitoring performance targets.Throughout the year, teachers will make explicit reference to the standards as they plan and implement lessons being taught. Improvement in math and science will be a primary focus. Teachers will continue to use the Sequential Timed Math and Reflex online programs in grades 1-5 to assist students with basic			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
facts and increase proficiency as measured by weekly assessments. We will continue to use Go Math technology components to complement California Standards instruction and stimulate learning in a challenging way. Standards-based assessments, provided with the core textbooks will continue to be used to measure the ongoing progress made by students in both math and science. The school will continue to look for the best possible materials and/or programs so that instruction in math (and all curricular areas) is keeping in step with current best practices statewide. Teachers will meet together to analyze math data from state and local standards-based assessments and use results to make changes to curriculum, instructional materials, and practices.			
Extended learning time and increased educational opportunity: The Literacy Intervention program will continue in grades 3rd through 5th (390 instructional hours) and the with the help of the LIP coordinator, teachers and administration will review student data to recommend at risk readers for interventions. The teachers and LIP coordinator will share fluency and comprehension data at	Lake Forest continued to make intervention and support a priority in 20-21. It has become more needed than ever to implement these actions considering the potential learning loss experienced by many children over the past 18 months. Literacy Intervention services have continued within the school day, providing reading support to grades 1-5. We have also utilized our district provided Academic Recover	Literacy Intervention Aide. Three days a week (3 hours per day) for approximately 30 weeks. 2000-2999: Classified Personnel Salaries District Funded 8600 Literacy Intervention Aide Benefits 3000-3999: Employee Benefits District Funded 2300 Classroom Intervention Aide. Four days a week/three hours per day. 2000-2999: Classified Personnel	8600 2300 8200

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
least 4 times a year and reevaluate student needs on an ongoing basis. LIP will be offered during school and scheduled at appropriate times based on conversations with staff to reduce possible issues with missed class time. Students will be grouped appropriately based on learning needs and will those groups will be fluid depending on success of the participants. Before and after school interventions, administered in hour long increments, will be held twice a week in 10-12 week cycles and will coincide with classroom curriculum. To enhance both general education and special education programs, a part-time (399 hours/year) para educator will assist with both small and large groups to improve instruction in classes 4 days a week for three hours. The aide will target reading and math development through leveled groups in primary grades or as a partner in the 1/2 blend class to provide direct grade level curriculum at key times during the week. Other increased educational opportunities will include participation in the El Dorado County Spelling Bee, Nature Bowl and the Festival of Oral Interpretation will continue as in the past. English Language Learners will receive additional instruction in English Language development		Salaries District Funded 8200	
		Classroom Intervention Aide Benefits 3000-3999: Employee Benefits District Funded 1900	1900
		Before and After School Intervention (ELA and Math) and Math Enrichment courses for advanced students in 5th grade. 1000-1999: Certificated Personnel Salaries Site Formula Funds 8600	0
		Reflex Math Online program or IXL in 2020 5000-5999: Services And Other Operating Expenditures Donations 3000	3000
		Student Study Team Coordinator, stipend and benefits. 1000-1999: Certificated Personnel Salaries Site Formula Funds 2200	0
		The Lake Forest PTC will provide 2 sessions of after school enrichment focusing on a number of activities such as, cooking, art, robotics/engineering, and martial arts to name a few. PTC will oversee costs and revenues through the organization's leadership and parental support. 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
by district ELL teacher. Students will have access to online academic supports such as Typing Pal and Reflex Math. To assist struggling learners and consistently monitor and adjust learning needs, we will conduct Student Study Teams on a frequent basis to evaluate identified pupils, create actions plans and support growth on the most immediate basis possible. The SST coordinator will work with staff and families to increase strategies related to individual students who may have difficulty with the regular academic program. Plans will be reviewed as determined by the team and referred to as resources are allocated and placements are made.		Fees for academic based competitions, such as Nature Bowl, El Dorado County Spelling Bee and Festival of Oral Interpretation. 5800: Professional/Consulting Services And Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 600	0
		Field Trip Support for all grade levels ($1000 per grade) 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000	1000
Staff development and professional collaboration: Staff members will use grade level and cross grade level articulation on early release Wednesdays to analyze achievement data, grade level lessons and alter instruction based on the changing needs of the students. Meetings after school will be used to strategize differentiation, share interventions and instructional techniques, and align formative assessment data to pacing guides and grade level content standards. Teachers will utilize articulation time to revisit	The school did utilize substitutes for trimester assessments but were unable to go to conferences or trainings.	Substitutes for Trimester Assessments. Salary and benefits. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 8000	8000
		Substitute salary and benefits for site based trainings, observation or to support teachers in blended classes. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1000	1000
		Travel and Conference funds 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1000	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the Step Up to Writing Program and Lake Forest's writing practices to determine needs based on assessment data. District and site administration, using information gathered from surveys and staff discussions will provide professional development in implementing California State Standards through professional development classes offered through the County Office of Education. Release time for teachers to complete trimester assessments and participate in staff development will also be offered through district funds. The school site will provide release time for teachers to observe in other classrooms on site or within the county and to participate in site based staff development, or release time for blended class teachers on field trips or other assignments that require a substitiute.			
Involvement of staff, parents and community: Lake Forest will continue to make every effort to build a strong partnership with our learning community. A description of grade level expectations and California State Standards will be presented to parents during Back-to - School-Night and referenced during yearly conferences. Site Council, with staff and parent representatives, will	Our PTC has done a great job communicating with families through social media outlets but do occasionally send letters home with students to advertise activities.	Paper and copy costs for PTC related correspondence and flyers 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 250 PTC Events are funded through the PTC budgets and costs vary based on the activity and revenues potentially generated. The costs are significant and as a	125

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
review data on overall student assessment results and participate in planning school wide improvements.Our Parent Teacher Council will also be informed at monthly meetings of on-going school issues and developments to help guide goals for support throughout the year. Furthermore, Lake Forest staff will work to assist our PTC with social events and activities designed to bring our families together, such as the Fall Festival, Dolphin Dash, Santa Breakfast, Kindergarten Playdate, campus improvement weekends and social gatherings scheduled during the school year. Parents will receive his/her student's individual state assessment results in the summer following SBAC testing cycles. K-5 teachers will send home written communications through email, newsletters and webpages describing current areas of curriculum focus and activities taking place in classrooms. The school will email a monthly newsletter, highlighting student success, sharing events and informing families of upcoming ways that they can be involved in their child's education. These newsletters will be connected to the PTC newsletter, so that parents get a complete range of information on all things Lake Forest.		school we deeply appreciate the on-going support! 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	

Analysis

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

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

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

Despite the considerable health and safety challenges facing our schools, data collected reflects reading and math growth in all grade levels. Additional online programs (IXL Math) were much needed last year and will be continued. Our school traditionally puts a considerable amount of resources into Reading Intervention services. There were challenges in providing before and after school programs last year due to cohort mixing restrictions, etc. but regardless, the current reading data shows strong growth in 4th and 5th graders and less learning loss in primary grades than was originally feared (10%-15% less on average when compared '17-'19 school wide lexile assessments). Math is harder to determine learning loss due to less data available from SBAC testing or other standardized assessments over the past three years. Hopefully SBAC data in 2022 will contribute more accurate information that can help educators/families provide support in the most needed math concepts. Informal assessments in math are currently providing our teachers with information needed to identify students who are the most at-risk in math.

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

Before and after school intervention was not possible to provide based on the health and safety requirements in place in 20-21. Therefore, those funds could not be spent. In school intervention was provided, but the SST coordinator stipend was not needed because the principal took on those duties. Funds dedicated to academic competitions and conferences could not be used because these activities were not offered.

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

We will use the 2022 Math ICA scores to help us identify areas of math need in our 3rd-5th graders. Intervention is always needed and we plan to offer before school classes in spring of 2022. Travel and conference funds will be used as is possible if EDCO offers trainings in 2022.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey Results	We expect that at least 92% of students will state they feel safe at school most or all of the time on the 21-22 CHKS. We hope that 100% of students taking the CHKS in 21-22 will mark they are happy at Lake Forest.	86% the 37 5th graders who took the CHKS responded that they feel Safe at School Most or All of the Time.
School Suspension Data	California school are always looking for alternative ways to reduce suspensions. Despite the very low rate from 2017-2020, we will expect a rate of 0% or near that in 2020-2021, and work to find other ways to counsel children an support their behavioral and emotional needs.	In 2020-21, .2% of Lake Forest students were suspended. That was one student for three total days.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety: *Due to COVID-19 and the requirement to be in a socially distant model, we have been we have chosen to postpone many of the planned activities/strategies that we've enjoyed in years past. We hope to reinstate these as soon as health mandates that restrict these actions from taking place are lifted. The entire learning community at Lake Forest understands that the safety of our students is of the utmost importance. Staff and students	School Safety was a huge priority last year because of the ongoing pandemic. The specific items were shared and followed as listed in our reopening plan. Communication regarding school safety was frequent to provide parents with necessary information about the district and county protocols. Unfortunately, we were limited in our ability to meet in person for much of 20-21. Virtual orientations and meetings were the norm until the fall of 2021 when the school began to slowly return to in person meetings. Class		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
regularly participates in drills designed to train everyone to react in the most efficient and appropriate ways to ensure our children are protected in the event of emergency. Lake Forest schedules these activities, which are in constant flux based on the recommendations of local law enforcement and fire department personnel, to fine tune our practices, improve communication and increase our reaction to changing in our normal schedule. Teachers work with the Catapult Emergency Response System, and internally will discuss best practices with district personnel and the guidance of stakeholders such as SSC, PTC and other parents. Staff will be trained in mandated reporter procedures, sexual harassment laws for students and adults, and will monitor visitor policies and volunteer requirements as established by RUSD. Other school safety policies will continue to be promoted. Parking lot safety will be discussed at Kindergarten Orientation and Back-to-School Night; a brochure describing safe arrival and departure practices for vehicles will be given to parents; periodic reminders about safety issues will be put into the site newsletter and issues addressed in the Safe School Plan. All classroom emergency backpacks will be	volunteers have returned this year, which is a welcome sight at Lake Forest!		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
inventoried and restocked with appropriate supplies. School rules will be reviewed and published for recess games and provided to teachers and yard supervisors. Parent and student volunteers will wear identification badges or visitor/volunteer stickers while visiting on campus and all staff will be trained to look for these labels and address people on campus without who are not identified according to our policies.			
School Climate and Community Building: *Due to COVID-19 and the requirement to be in a socially distant model, Lake Forest has chosen to postpone many of the planned activities/strategies that we've enjoyed in years past that build climate and community. School sports and assemblies have reduced the number of activities that our families have traditionally enjoyed. Our Veterans Day assembly, Pioneer Day and Dance Extravaganza are only 3 of the many events we usually provide our students but were unable to continue this year. We have left the activities in the plan regardless, but have eliminated spending the funds for them until they can be reinstated at school. Lake Forest School always strives to create	Many enrichment and sporting events have returned in the fall of 2021 with many more scheduled for spring 2022. The leadership team is back as well. We have resumed Safety Patrol, Garden club, Yearbook, Peace Patrol as well as all sports teams.	Fees for A Touch Of Understanding tolerance awareness presentation and anti-bullying assemblies. 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1200	1200
		Library support for new circulation copies for student use and eBooks not supported by Book Fair proceeds. 4000-4999: Books And Supplies Donations 2000	4500
		Teacher stipend for Student Leadership. There will be three stipends this year to support our I SWIM Team program. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1500	0
		Coaches stipends for school sports teams (Volleyball, Cross	1100

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the most student-centered environment possible to enrich the education that our children receive and connect them to school. This is done in a multitude of ways to support academic, social emotional and behavioral needs. In addition to constantly looking at our safety procedures, we also evaluate the physical environment and work with our learning community (PTC Beautification) and district to improve grounds and add beautification projects. Social Emotional Learning has been a major focus in recent years. Through the support of our district, Lake Forest received counseling services three days a week. Our school counselor has been instrumental in providing social instruction in classrooms, runs groups targeting social concerns on campus and in general is a fantastic resource for students who struggle emotionally during the year. Furthermore, PBIS (Positive Behavioral Interventions and Supports) is in the process of being developed throughout our district and will be implemented in the Spring of 2019. The aspects of PBIS are developed by stakeholders at our site which develop consistent rules, expectations and reward policies. Lessons will be developed for each grade on a variety of SEL subjects and available for teacher use.		Country and Basketball). 1000-1999: Certificated Personnel Salaries Site Formula Funds 2200	
		Supplies for Character Counts and PBIS materials. 4000-4999: Books And Supplies Donations 500	200
		Costs for vendors, materials and food for our annual Pioneer Day. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 3500	0
		Annual costs to provide instruction for our Dance Extravaganza. Three instructors for 10 weeks, followed by a school show each spring. 5000-5999: Services And Other Operating Expenditures Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4500	0
		Hospitality expenses provided by Lake Forest PTC at our annual Veterans Day Assembly. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 500	0
		PTC Beautification budget. This committee is responsible for adding a number of climate improving aspects to Lake Forest, such as our office mural, garden and outdoor learning area.	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Students have many options for gaining greater connection to their school. We have student Leadership, Safety Patrol, library helpers, buddy classes, enrichment, arts and sports. Students will also receive character education through Character Counts lessons that focus on a monthly trait. Assemblies will also be provided that will focus on tolerance and caring for others. Our annual A Touch Of Understanding presentation for 4th graders has been a benefit to understanding people with disabilities for ten years. Our PTC provides additional assemblies which center of anti-bullying and kindness towards others as well. Lake Forest is also proud to annual host our Veterans Day Assembly honoring local military members. Other student events that build our community and connect our students to school is Pioneer Day, Dance Extravaganza and Talent Show. We also have the great privilege of participating in Project LEAD, which teaches students about making great choices and the legal system. It is provided by the El Dorado County District Attorney's office and is a 20 week program which concludes with a mock trial at the county courthouse which is run exclusively by our 5th grade students.		4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration and Professional Development: In addition to the academic professional development stated in Goal 1, Lake Forest staff will also be trained in PBIS and Trauma Informed Practices to better support the social and emotional needs of our students. School safety training will be addressed in Goal 3.	Lake Forest teachers are being offered training opportunities this year. Many new staff members are utilizing these services.	Staff development funds for training, substitutes and materials related to the implementation of PBIS and supporting current SEL practices at Lake Forest. 5800: Professional/Consulting Services And Operating Expenditures District Funded 1000	0

Analysis

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

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

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

Providing a safe and nurturing school environment is a top priority at Lake Forest. We continue to offer enrichment and school activity opportunities for our students however possible.

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

Funds allocated for group activities were not used. Our traditional events such as the Veterans Day assembly and Pioneer Day were canceled due to restrictions from the pandemic. We sincerely hope to bring these great experiences back as soon as possible. PTC Beautification funds will be used for upcoming projects. The school primarily used the endowment money given by Project Green to improve the garden in 20-21.

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

The Lake Forest Learning Community will continue to work on additional ways to provide the safest environment possible and provide more opportunities for students to thrive while at school.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection tool	In 2020-21 we will continue to report concerns to our Facilities Department and upgrade through Beautification projects to earn a higher rating.	The Maintenance and Operations Department has been very timely in responding to any issue with our site.

Strategies/Activities for Goal 3

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

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Survey to aide in determining areas where we can offer additional support.			
Facilities and Technology Infrastructure: Lake Forest Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspections Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communication to RUSD Maintenance personnel. We will engage in school beautification projects the support of our PTC. Our Garden Coordinator will connect with PTC Beautification to provide guidance on projects and structure science based lessons in our school garden. A strong connection to the local scout troops will be maintained by continuing to support Eagle Scout Projects that will enhance Lake Forest beauty and provide a better experience for our students.	The Lake Forest Garden continues to grow and improve. It has become the top place for students to learn and relax during the school day. Materials are provided by the partnership with Project Green, PTC and donation funds. The coordinator delivers instruction to classes and oversees activities by students during the day. Many of these activities involve planting, painting, harvesting and simply enjoying games while in the area.	Support for Eagle Scout Projects at Lake Forest School. 4000-4999: Books And Supplies Donations 500	350
		Stipend for year long Garden Coordinator position. 1000-1999: Certificated Personnel Salaries Site Formula Funds 4250	4250

Analysis

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

Lake Forest has continued to improve facilities as funds and personnel will allow. There is constant communication between the site and district regarding facilities upkeep and large scale improvements. On a site level, we are always looking for ways to utilize donation funds and our partnerships with local groups so that Lake Forest students enjoy the best learning environment possible.

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

In recent years, the development of our garden area has become a major source of pride on campus. The partnership with Project Green, the Boy Scouts and the ongoing support of our Garden Coordinator, Gina Johnston have made our garden one of the most desirable places for children to be.

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

Expenses to support Eagle Scout projects were lower than projected in 20-21.

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

The Lake Forest Learning Community will continue to look for ways to provide the safest environment possible for our kids and improve our facilities however we can.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	99,250.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	22,000.00
Donations	6,000.00
LCFF - Supplemental	10,900.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	39,850.00
Site Based Gifts and Donations	3,000.00
Site Formula Funds	17,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	24,400.00
2000-2999: Classified Personnel Salaries	16,800.00
3000-3999: Employee Benefits	4,200.00
4000-4999: Books And Supplies	36,050.00
5000-5999: Services And Other Operating Expenditures	16,200.00
5800: Professional/Consulting Services And Operating Expenditures	1,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	District Funded	16,800.00
3000-3999: Employee Benefits	District Funded	4,200.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	1,000.00
4000-4999: Books And Supplies	Donations	3,000.00
5000-5999: Services And Other Operating Expenditures	Donations	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,900.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	32,050.00
5000-5999: Services And Other Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	600.00
5000-5999: Services And Other Operating Expenditures	Site Based Gifts and Donations	3,000.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	15,500.00
4000-4999: Books And Supplies	Site Formula Funds	1,000.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1,000.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Bruce Peters	Principal
Shannon Alexander	Classroom Teacher Parent or Community Member
Renata Bell	Parent or Community Member
Megan Bond	Parent or Community Member
Jessica Foster	Parent or Community Member
Tami Madera	Parent or Community Member
Juliet Miller	Classroom Teacher Parent or Community Member
Katie Mola	Parent or Community Member
Denise Thomas	Other School Staff
Carol Tinney	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 1/27/2022.

Attested:

Principal, Bruce Peters on 1/27/22

SSC Chairperson, Tami Madera on 1/27/22

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Lakeview Elementary School
Address	3371 Brittany Way El Dorado Hills, CA 95762
County-District-School (CDS) Code	09619780108258
Principal	Kathy Miracle
District Name	Rescue Union Elementary School District
SPSA Revision Date	November 2021 - October 2022
Schoolsite Council (SSC) Approval Date	January 13, 2022
Local Board Approval Date	January 25, 2022

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

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School Vision and Mission

Lakeview Elementary School's vision is to provide every student optimal learning opportunities through talented educators, rigorous curriculum and a positive, safe academic environment.

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

School Profile

The COVID Pandemic has resulted in the continuous need to drastically change the way our school operates. Programs and instructional practices have been modified to comply with the California Department of Public Health and CAL OSHA's industry guidance for schools. As a result, certain programs have been postponed for the 2021-2022 school year. These programs and assessments are expected to resume in 2022-2023 or when it is appropriate to do so.

Fortunately, we were able to open school on time in August, 2021. Our school environment contines to be effected by health and safety guidelines, however our kids are experiencing quality education and a positive school environment. Although we are operating within a pandemic, our focus and commitment to students and quality instruction has not wavered. We have worked hard to develop in-depth intervention plans to ensure that any social emotional or academic deficits, resulting from this pandemic, are efficiently addressed.

Home of the Eagles, Lakeview Elementary School is located in a beautiful neighborhood, overlooking breathtaking views of Folsom Lake. Our site offers a location which provides the benefits of living in the small community of El Dorado Hills, as well as the nearby convenience and bustle of the city of Folsom. The Sierra Mountains are within an hour drive and Sacramento, our state's capital city, is just 28 miles to the east. Our school serves approximately 560 wonderful students in grades TK-5. At Lakeview, students are "Soaring to Success."

Social Emotional Learning continues to be a priority at Lakeview (especially during COVID). Each child's need for emotional safety and growth are supported through social skills training and social emotional tools in the classroom. School Counselors present SEL lessons in classrooms bi-weekly and meet with individual students, as needed. Care-Solace is offered to families and staff to support their process of matching with mental health providers and resources. Classrooms are equipped with comfort spaces for children and are taught mindfullness to help embrace life's challenges in a positive manner. Positive Behavioral Intervention Support (PBIS) is currently being implemented at Lakeview. Students are taught and expected to SOAR - Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect! School counselors, nurses and a our school psychologist work directly with students to proactively guide them through healthy lifestyles and support them, when needed. Further, we encourage a "growth mindset" and strive to ensure all children develop the skills, attitudes and behaviors necessary to become principled, ethical citizens who are contributing members of society.

Lakeview houses 25 general education classrooms with a class sizes averaging 22 students. Our teachers ensure rigorous instructional delivery of California State Standards through our District adopted curriculum (Benchmark-ELA, GO Math, Step Up to Writing, Handwriting Without Tears for K-2, Scott Foresman Social Studies and Science), as well as using supplemental curriculum (Mystery Science, STEM Scopes, ST Math, Newsela, Reflex Math, and IXL) to ensure thorough and individualized learning. Reading instruction is a priority at Lakeview! Primary grades receive leveled phonics instruction through our school-adopted SIPPS program. The core educational program provided to Lakeview students is based on the California Standards and is differentiated for all students, whether gifted, in need of intervention or specialized learning. All 4th and 5th grade students receive specialized instruction in PE, as well as the opportunity to learn musical instruments in our Band program. All students receive PE instruction through their classroom teachers and experience amazing "arts" sessions in dance (TK-5), music (TK-3) and pottery (TK-5) - (programs depend on COVID guidelines). Under the guidance of dedicated staff members, students acquire high levels of knowledge, skills, and understanding, which will open doors of opportunity and prepare them for critical thinking and hard work in the wider world. We offer a Learning Center to support students with Individualized Educational Plans, as well as experienced paraeducators who work with classroom teachers to provide a strong intervention program, ensuring all students' learning needs are supported. Small group instruction is emphasized in classrooms to offer focused learning in flexible, leveled groups. Our amazing teachers participate in professional development and collaboration throughout the school year. Each class visits our library regularly, where our full-time librarian works to support literacy and advance learning. The majority of our teachers are certified in GLAD (Guided Language Assessment and Development) and receives ongoing coaching from certified trainers.

Technology opportunities are strong at Lakeview. Each classroom is equipped with Promethean Boards, document cameras and projectors to enhance instructional delivery, along with Chromebooks for every student, and iPads for small group instruction (TK-K). Our Technology Lab offers computers for whole class lessons and is embarking on a transition to become a 21st Century Learning Lab, complete with cutting edge technology and learning tools.

Lakeview students receive numerous opportunities for extracurricular activities. Over 100 students serve on IMPACT Leadership, where all 4th and 5th grade students can learn leadership skills while serving on service teams, such as Kindness Crew, Safety Patrol, SOAR Squad, School and Community Service, Friendship Group, and Librarian Aides. Cross country running (3rd-5th), volleyball (5th) and basketball (5th) teams run seasonally. After school enrichment opportunities are available throughout the year (pre/post COVID).

In recognition of ongoing academic excellence and achievement of positive community, Lakeview was awarded the California Distinguished School Award in spring of 2018. Staff work continuously to analyze SBAC, District and class data to guide instruction. We use Improvement Science Basics (ISB) to analyze and plan improvement for our school.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Lakeview Elementary School Site Council, staff and PTO were the groups consulted for the planning of the 2021-2022 School Plan for Student Achievement. Planning began in the spring and continued through the fall of 2021. Feedback, input and Information was obtained through meetings, staff collaboration, as well as analysis of data.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.19%	0.7%	1	1	3
African American	1.31%	1.31%	1.0%	7	7	4
Asian	10.32%	11.94%	9.1%	55	64	37
Filipino	1.5%	1.31%	2.7%	8	7	11
Hispanic/Latino	9.38%	9.7%	6.4%	50	52	26
Pacific Islander	%	0%	%		0	
White	68.86%	65.86%	72.5%	367	353	295
Multiple/No Response	8.44%	9.7%	7.6%	45	52	31
			Total Enrollment	533	536	407

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	91	97	82
Grade 1	82	83	61
Grade 2	83	83	66
Grade3	82	93	57
Grade 4	88	92	66
Grade 5	107	88	75
Total Enrollment	533	536	407

Conclusions based on this data:

1. Student Group and enrollment have remained similar over the last few years, however our number of students tested dropped. This was due to COVID and fewer students taking the test. Also, our Frontier Academy student data was reported under a different school.
2. Our largest Student Group is White, with Asian being second and Hispanic being third. Lakeview continues to grow more culturally diverse.
3. Our on site enrollment increased back to typical enrollment in 2021-2022.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	29	30	12	5.4%	5.6%	2.9%
Fluent English Proficient (FEP)	35	38	20	6.6%	7.1%	4.9%
Reclassified Fluent English Proficient (RFEP)	7	2	2	22.6%	6.9%	6.7%

Conclusions based on this data:

1. Our EL student population had increased in recent years but decreased in 20-21 and 21-22. This is likely due to COVID challenges, resulting in fewer families moving into the area from outside the US (ex.Intel employees). Specialized instructional support is being provided to EL students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	84	84	65	83	83	62	83	83	62	98.8	98.8	95.4
Grade 4	107	87	69	106	86	69	106	86	67	99.1	98.9	100.0
Grade 5	108	108	75	108	107	73	108	107	68	100	99.1	97.3
All Grades	299	279	209	297	276	204	297	276	197	99.3	98.9	97.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2468.	2455.	2487.	42.17	36.14	54.84	28.92	27.71	27.42	20.48	20.48	9.68	8.43	15.66	8.06
Grade 4	2540.	2509.	2523.	56.60	38.37	47.76	29.25	26.74	25.37	11.32	23.26	17.91	2.83	11.63	8.96
Grade 5	2559.	2586.	2582.	37.96	54.21	54.41	40.74	35.51	32.35	12.96	6.54	8.82	8.33	3.74	4.41
All Grades	N/A	N/A	N/A	45.79	43.84	52.28	33.33	30.43	28.43	14.48	15.94	12.18	6.40	9.78	7.11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	38.55	34.94	40.32	48.19	51.81	53.23	13.25	13.25	6.45
Grade 4	50.94	43.02	32.84	45.28	44.19	64.18	3.77	12.79	2.99
Grade 5	35.19	58.88	47.06	57.41	39.25	45.59	7.41	1.87	7.35
All Grades	41.75	46.74	40.10	50.51	44.57	54.31	7.74	8.70	5.58

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.14	25.30	29.03	49.40	59.04	61.29	14.46	15.66	9.68
Grade 4	50.00	26.74	35.82	43.40	62.79	58.21	6.60	10.47	5.97
Grade 5	61.11	57.94	55.88	30.56	39.25	38.24	8.33	2.80	5.88
All Grades	50.17	38.41	40.61	40.40	52.54	52.28	9.43	9.06	7.11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.94	31.33	19.35	59.04	60.24	72.58	6.02	8.43	8.06
Grade 4	38.68	31.40	13.43	58.49	62.79	77.61	2.83	5.81	8.96
Grade 5	29.63	30.84	16.18	61.11	62.62	80.88	9.26	6.54	2.94
All Grades	34.34	31.16	16.24	59.60	61.96	77.16	6.06	6.88	6.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.17	37.35	40.32	42.17	44.58	56.45	15.66	18.07	3.23
Grade 4	51.89	32.56	32.84	41.51	54.65	64.18	6.60	12.79	2.99
Grade 5	44.44	53.27	36.76	44.44	43.93	58.82	11.11	2.80	4.41
All Grades	46.46	42.03	36.55	42.76	47.46	59.90	10.77	10.51	3.55

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021,Lakeview students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 80.71% of Lakeview students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 6.21% from the last reported result in the 2018-2019 school year.

2. In the spring of 2021, Lakeview students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

82.26% of 3rd grade students met or exceeded ELA standards; 73.13% of 4th grade students met or exceeded ELA standards; 86.76% of 5th grade students met or exceeded ELA standards.

3.

In the spring of 2021, Lakeview students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following grade level data as compared to 2018-19.

In 2021, 82.26% met or exceeded standards, whereas in 2018-2019, 64% of 3rd grade students met or exceeded standards in ELA in 2018-2019. In 2021, 73.13% of 4th grade students met or exceeded ELA standards, whereas 66% of 4th grade students met or exceeded standards in ELA in 2018-2019. In 2021, 86.76% of 5th grade students met or exceeded ELA standards.

The circumstances surrounding COVID and our data make accurate analysis difficult. Although our overall ELA score increased, this data is reflective of only a portion of our students.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	84	84	65	83	84	62	83	84	62	98.8	100	95.4
Grade 4	107	87	69	106	86	69	106	86	67	99.1	98.9	100.0
Grade 5	108	108	75	108	108	73	108	108	68	100	100	97.3
All Grades	299	279	209	297	278	204	297	278	197	99.3	99.6	97.6

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2476.	2480.	2495.	34.94	39.29	41.94	38.55	38.10	41.94	20.48	15.48	11.29	6.02	7.14	4.84
Grade 4	2540.	2529.	2516.	44.34	40.70	37.31	37.74	36.05	32.84	15.09	19.77	23.88	2.83	3.49	5.97
Grade 5	2575.	2592.	2572.	50.93	54.63	45.59	26.85	28.70	32.35	18.52	15.74	17.65	3.70	0.93	4.41
All Grades	N/A	N/A	N/A	44.11	45.68	41.62	34.01	33.81	35.53	17.85	16.91	17.77	4.04	3.60	5.08

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	53.01	53.57	53.23	33.73	35.71	41.94	13.25	10.71	4.84
Grade 4	63.21	60.47	46.27	32.08	26.74	43.28	4.72	12.79	10.45
Grade 5	57.41	68.52	52.94	32.41	27.78	42.65	10.19	3.70	4.41
All Grades	58.25	61.51	50.76	32.66	29.86	42.64	9.09	8.63	6.60

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	46.99	48.81	43.55	40.96	42.86	48.39	12.05	8.33	8.06
Grade 4	47.17	45.35	26.87	48.11	44.19	61.19	4.72	10.47	11.94
Grade 5	44.44	48.15	30.88	45.37	50.00	61.76	10.19	1.85	7.35
All Grades	46.13	47.48	33.50	45.12	46.04	57.36	8.75	6.47	9.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.58	44.05	46.77	48.19	47.62	51.61	7.23	8.33	1.61
Grade 4	51.89	46.51	31.34	43.40	39.53	65.67	4.72	13.95	2.99
Grade 5	45.37	50.93	30.88	49.07	46.30	66.18	5.56	2.78	2.94
All Grades	47.47	47.48	36.04	46.80	44.60	61.42	5.72	7.91	2.54

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Lakeview students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 77.15% of Lakeview students met or exceeded standards on the Math portion of the CAASPP test. This is a decrease of 2.35% from the last reported result in the 2018-2019 school year.

In the spring of 2021, Lakeview students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Lakeview was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

2. In the spring of 2021, Lakeview students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

Students Exceeding Standards increased In Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning; students At or Near Standard increased in Problem Solving & Modeling/Data Analysis but decreased in Concepts and Procedures and Communicating Reasoning; students Below Standard increased in Communicating Reasoning but decreased in Concepts & Procedures and Problem Solving & Modeling/Data Analysis. Our largest gains were in Problem Solving & Reasoning, and areas most in need of improvement are Concepts & Procedures and Communicating Reasoning. Teachers of grades 3-5 will continue to analyze data and use this information to guide instruction. Overall, we are very proud of our students' math scores!

3. In the spring of 2021, Lakeview students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following 2021 grade level data: 83.88% of 3rd grade students met or exceeded math standards; 70.15% of 4th grade students met or exceeded math standards; 77.94% of 5th grade students met or exceeded math standards. Math focus will be placed on our 4th grade cohort as they progress through 2022-2023, in preparation for middle school.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	5	*
1	*	*		*	*		*	*		*	7	
2	*	*	*	*	*	*	*	*	*	*	9	*
3		*	*		*	*		*	*		5	5
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades										26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*			*		*	*			*		*	*	
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	88.46	39.29	38.46		53.57	30.77	*	7.14	23.08	*	0.00	7.69	26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*	*	*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	92.31	53.57	53.85	*	39.29	38.46	*	7.14	0.00		0.00	7.69	26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*		*	*	*	*	*	*	*	*
1	*	*		*	*			*		*	*		*	*	
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*		*	*
4	*	*	*		*	*		*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	69.23	25.00	30.77	*	35.71	15.38		35.71	30.77	*	3.57	23.08	26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	92.31	50.00	61.54	*	50.00	30.77		0.00	7.69	26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*	*	*	*		*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	76.92	57.14	46.15	*	42.86	53.85		0.00	0.00	26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	73.08	28.57	30.77	*	67.86	46.15	*	3.57	23.08	26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*		*	*		*	*		*	*
4	*	*	*		*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	57.69	32.14	30.77	*	60.71	61.54	*	7.14	7.69	26	28	13

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. EL instructional aide support, GLAD instructional strategies from all LV teachers and EL resources will be used to advance learning for EL students.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
536	**5.2**	**5.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	30	5.6
Socioeconomically Disadvantaged	28	5.2
Students with Disabilities	64	11.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.3
American Indian	1	0.2
Asian	64	11.9
Filipino	7	1.3
Hispanic	52	9.7
Two or More Races	52	9.7
White	353	65.9

Conclusions based on this data:

1. In this reporting year, our English Learner population percentage decreased slightly (.3%); our Socioeconomically Disadvantaged population percentage also decreased slightly (.2%); our Students with Disabilities population increased 1.5%. This increase appears to come from new students moving into Lakeview with previously existing IEPs. Our Foster Youth increased to one student.
2. Our highest percentage student groups for Race/Ethnicity were While (68.9%), Asian (10.3%) and Hispanic (9.4%).

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior year's reporting period.

   Lakeview Elementary is fortunate to excel in ELA and Math Academic Performance. ELA SBAC data decreased 4.5% from last year. Math SBAC data increased 1.5%. See Goal 1 for more analysis. ELA has been a focus of our school-wide analysis and instructional plan.

2. Chronic Absenteeism is being addressed through school supports (SEL, SST, counseling support, timely attendance letters, attendance information in newsletter, sharing importance of attendance at PTO, SSC, staff professional development, etc). Our average attendance for the 2018-2019 school year was 96.75%. Our average attendance has now dropped, due to COVID illness, guidelines, and protocol.

3. Suspension rates are minimal. This form of consequence is only used when CA Ed. Code allows or requires this action.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
52 points above standard	27.3 points above standard	0 Students
Declined -3.8 points	12	
270		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	Orange
0 Students	17.3 points below standard	23.6 points below standard
	Declined Significantly -40.6 points	Declined Significantly -22.6 points
	18	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	46.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy
5		Declined Significantly -32.1 points	3
		30	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
46.7 points above standard	84.6 points above standard	0 Students	49.4 points above standard
Increased ++3.6 points	Maintained ++1.5 points		Declined -3.2 points
18	19		195

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	52.4 points above standard
2	10	Declined -3.4 points
		239

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   Over 74.5% of Lakeview students met or exceeded ELA standards on the SBAC. A decline of 4.5% occurred from the previous year. 80.71% of students met or exceeded ELA standards on the SBAC in 2020-2021.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   Socioeconomically Disadvantaged Students and Students with Disabilities declined in their achievement of ELA standards. Of the significant student ethnicity groups, Hispanic students increased, Asian students declined, and White students declined slightly. Our population is small enough for us to follow these students closely and provided

as much support as possible. Many of these students are most in need of social emotional support and academic intervention.

3. Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	
52.7 points above standard	37.6 points above standard	
Increased ++4.6 points	12	
270		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	No Performance Color	Green
	8.7 points below standard	6.8 points above standard
	Declined Significantly -17.5 points	Maintained ++1.8 points
	18	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		No Performance Color 51.7 points above standard Declined Significantly -24.9 points 30	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color 42.9 points above standard Maintained ++0.7 points 18	No Performance Color 77.5 points above standard Increased ++6.2 points 19		Blue 51.6 points above standard Increased ++7.8 points 195

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 2	Less than 11 Students - Data Not Displayed for Privacy 10	53.4 points above standard Increased ++6 points 239

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   Over 77.15% of Lakeview students (3-5) met or exceeded standard in math in 2020-2021!

2. Teachers in grades 3-5 engage in ongoing analysis and planning to address student achievement.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
61.9 making progress towards English language proficiency
Number of EL Students: 21
Performance Level: Low

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.8	14.2	28.5	33.3

Conclusions based on this data:

1. Lakeview Elementary EL students are progressing well.
2. The ELPAC data has been even more helpful for our students as our EL population has grown.
3. Students at all levels of EL Progress are being supported through an EL Coordinator, GLAD instructional strategies and EL curriculum. Those students indicating minimal growth are being monitored closely and supported through small group and 1:1 instruction. Research-based programs are being used for instructional delivery.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	No Performance Color
4	6.9	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.3	Increased +6.9	1
556	29	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
Less than 11 Students - Data Not Displayed for Privacy	6.8	3.1
0	Increased +2.5	Increased +3.1
	44	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.8	Less than 11 Students - Data Not Displayed for Privacy
7	1	Increased +1.8	8
		55	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Yellow
3.8	0	Less than 11 Students - Data Not Displayed for Privacy	4.6
Declined -2	Declined -2.4	0	Increased +1.9
52	45		388

Conclusions based on this data:

1. Prior to COVID, Lakeview was proud of our 96.75% attendance rate. However, our student absenteeism increased slightly this year. Absenteeism for Hispanic students did decrease.
2. Prior to COVID, our English Learner absenteeism increased 6.9%; our Students with Disabilities increased 3.1%, our Socioeconomically Disadvantaged increased 2.5%; all students indicated a 1.3% increase in chronic absenteeism. Attendance letters, SST meetings, phone calls, student meetings, Health Week, PBIS/SOAR, etc. are being used to improve in this area.
3. Absenteeism in our groups listed above, as well as our Asian and White students are being monitored closely and addressed.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	3

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
0.5	0	Less than 11 Students - Data Not 1
Maintained +0.2	Maintained 0	
558	29	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Blue	Yellow
	0	1.6
	Maintained 0	Maintained -0.2
	44	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	Less than 11 Students - Data
7	1	Declined -1.6	8
		56	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange		Green
0	2.2		0.5
Maintained 0	Increased +2.2		Increased +0.3
52	45		389

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.4	0.5

Conclusions based on this data:

1. While the state has not reported in this area, we can present overall suspension data generated at the district level. Lakeview had one suspension in 2020-2021. This was an increase of one from the previous reporting year. We continue to have a very low suspension rate.

   Due to COVID-19, no data for the 2019-2021 school years are available. Below is the analysis of growth from the prior year.

   Our low suspension rates have been maintained. Students are only suspended when the incident requires that level of action.

2. Suspension rates indicated on this report represent a very small number of students.

3. Lakeview continues to proactively analyze character, social emotional learning and student behavior strategies to improve practice and build positive school climate. PBIS (SOAR) provides structure, training, and consistency for staff and students to understand and follow specific expectations in common areas.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, SBAC assessment data, Lexile measurements, and DIBELS metrics were used to form this goal. COVID has affected goals and outcomes for all aspects of this plan. In order to address academic concerns, which have results from COVID challenges, focus will be placed on reading intervention.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results	In the spring of 2021, 80.71% of Lakeview students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 6.21% from the last reported result in 2019. In the spring of 2021, 77.15% of Lakeview students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 2.35% from the last reported result in 2019. As previously noted, our number of students tested did not reflect a typical enrollment year (due to COVID). Approximately 25% of our student population was enrolled in RUSD's Frontier Academy for distance learning. Data for those students is reflected in another site's data. In the spring of 2021, Lakeview students took the CAASPP test provided by the state of California. Due to COVID-19, many of our	Since this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would expect that there would be an increase in student performance. We have a goal to increase our school-wide performance by 1.5% in language arts and 2.5% in math for the 2021-2022 school year. Due to COVID, expected outcomes will likely vary. These goals are based on 2019 data and outcomes for a "typical" year. School-wide SBAC results will increase to 82% Met or Exceeded Standard in ELA and 80% increase Met or Exceeded in math. 3rd grade will aim to increase 2% in ELA and 2% in math. 4th grade will aim to increase 5% in ELA and 5% in math. 5th grade will aim to maintain 2% in ELA and 5% in math. Note: We did not meet our 2018-2019 expected outcomes/goal of 81%

Metric/Indicator	Baseline	Expected Outcome
	students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Lakeview was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. Due to COVID, this data is not a clear comparison of previous years. 2021 school-wide data revealed 80.71% of students in grades 3-5 met or exceeded standards in ELA. This represents a 6.21% increase from scores in 2019. 2019 school-wide SBAC data had revealed a 4.5% decrease of students in grades 3-5 who met or exceeded standards in ELA. The 4.5% previous decrease in ELA prompted strong analysis, resulting in efforts being placed in grade level/site data collection and analysis. In 2021, 82.26% of 3rd grade students met or exceeded standards in ELA. 73.13% of 4th grade students met or exceeded standards in ELA. 86.76% of 5th grade students met or exceeded standards in ELA. In 2019, 64% of 3rd grade students met or exceeded standards in ELA (grade level decrease of 7%/no cohort data in 3rd grade). Reading was the area/claim in which the most number of students were above standard. Writing was the area/claim in which most students did not meet standards. Grade level "target" data indicated Central Ideas, Word Meanings and Compose Full Texts were "worse than performance on the test as a whole." Word Meanings, Text Structures or Features, Language Use and Compose Full Texts were the areas in which a high number of students nearly met standards. Compose Full Texts was the area in which most students did not meet standard. (Note: This analysis is an example of how staff drilled down to skill concepts on	of students in grades 3-5 meeting or exceeding ELA standards, however we came close to our expected outcome/goal of 80% of students meeting or exceeding math standards, as will be indicated by SBAC data. The spring 2021 administration provided a baseline for the current 2021-2022 instructional model.

Metric/Indicator	Baseline	Expected Outcome
	SBAC, in order to guide their instruction. For the sake of brevity, this analysis will not be included in the SPSA for each grade level.) 66% of 4th grade students met or exceeded standards in ELA (20% grade level decrease/5% cohort decrease); 90% of 5th grade students met or exceeded standards in ELA (11% grade level increase/4% cohort decrease). In the spring of 2021, 77.15% of Lakeview students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 2.35% from the last reported result in 2019. In the spring of 2019, 79.5% of students in grades 3-5 met or exceeded standards in math. This represented a 1.5% increase from math scores in 2018-2019. In 2021, 83.88% of 3rd grade students met or exceeded standards in math. 70.15% of 4th grade students met or exceeded standards in math. 77.94% of students met or exceeded standards in math. In 2019, Lakeview students managed to increase from 78% to 79.5% met or exceeded standards! 77% of 3rd grade students met or exceeded standards (3% grade level increase); 77% of 4th grade students met or exceeded standards (5% grade level decrease/3% cohort increase); 83% of 5th grade students met or exceeded standards (5% grade level increase/1% cohort increase).	
District Benchmark Assessment Results	2021 RUSD assessment data differed from previous years, due to COVID and decreased enrollment for in person instruction. Approximately 25% of our students were enrolled in RUSD's Frontier Academy, which made comparisons of data in "typical" years, very difficult. Due to COVID, District assessments were not administered in Spring 2020. The following data results reflect 2019 information. DIBELS data revealed 84% of Lakeview	Due to COVID, expected outcomes will likely vary. Goals for 2021-2022 are based on 2019 data and outcomes for a "typical" year. 85% of kindergartners will meet the end of year benchmark for Phoneme Segmentation. 76% will meet the benchmark for Nonsense Word Fluency. 75% of first grade students will meet benchmark for Nonsense Word Fluency (Correct Letter Sounds).

Metric/Indicator	Baseline	Expected Outcome
	kindergartners met end of year benchmark for Phoneme Segmentation; this represents a 1% decrease. 75% met benchmark for Nonsense Word Fluency; this represents a 4% increase. 70% of first grade students met benchmark for Nonsense Word Fluency (Correct Letter Sounds) (Note:Data Watch for 19-20). 81% met benchmark for Nonsense Word Fluency (Whole Words Read) (maintained 81%). 88% of first grade students met the reading fluency benchmark (increased 11%), and 90% met the reading accuracy benchmark (increased 12%) , using the DIBELS Oral Reading Fluency assessment (DORF). 78% of second grade students met the fluency benchmark (1% decrease), and 77% met the accuracy benchmark on the DORF (9% decrease). 83% of second grade students met the 80% or higher benchmark on the RUSD End of Year GO Math Assessment (5% decrease). 84% (2% decrease) of third grade students met fluency benchmark on the DORF. 85% (maintained) met the accuracy benchmark on the DORF. We will also be analyzing results from the Tri 2 SBAC Math Interim Comprehensive Assessment (CAT and PT), as well as the Tri 3 SBAC Interim Assessment Block (IAB) - Edit and Interim Assessment Block - Revise. 87% (16% increase) of fourth grade students met fluency benchmark, and 94% (maintained) met accuracy benchmark on the DORF. 55% (4% increase) of fourth grade students met the 80% or higher End of Year GO Math assessment benchmark. Analyze results for Tri 3 SBAC Interim Assessment Block - Reading Literature. 90% (3% decrease) of fifth grade students met fluency benchmark, and 95% (maintained) met accuracy benchmark on the DORF. 52% (decrease 7%) of fifth grade students met the 80% or higher End of Year	83% will meet benchmark for Nonsense Word Fluency (Whole Words Read). 88% of first grade students will meet the reading fluency benchmark, and 90% will meet the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF). 80% of second grade students will meet fluency benchmark, and 79% will meet accuracy benchmark. 80% will meet the GO Math End of Year Assessment goal. 85% of third grade students will meet fluency benchmark, and 86% will meet accuracy benchmark. 75% will meet the GO Math End of Year Assessment goal. Determine baselines for SBAC Math ICA and IAB Edit and IAB Revise. 88% of fourth grade students will be fluency and 95% will meet accuracy benchmarks on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature. 90% of fifth grade students will be fluency benchmark, and 95% will be accuracy benchmark on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.

Metric/Indicator	Baseline	Expected Outcome
	GO Math assessment benchmark. Analyze results for Tri 3 SBAC Interim Assessment Block - Reading Literature. NOTE: Through the Improvement Science process, we have worked to restructure our assessment gathering and analysis methods to more accurately identify and serve students most in need of reading, writing, and math intervention. Although this may be challenging in the COVID environment (due to stable group requirements), we have worked to structure a robust intervention program for 2021-2022 and have worked to successfully address most resulting learning gaps.	
Lexile Scores (Student Reading Inventory)	2021 RUSD assessment data differed from previous years, due to COVID and decreased enrollment for in person instruction. Approximately 25% of our students were enrolled in RUSD's Frontier Academy, which made comparisons of data in "typical" years, very difficult. Due to COVID, District assessments were not administered in Spring 2020. The following data results reflect 2019 information. Winter (mid-year) data is being analyzed for COVID learning loss and intervention plans are being adjusted accordingly. First Grade: 62% of all 1st grade students' Lexile is within the grade level band (190-450). Second Grade: 69% of all 2nd grade students' Lexile is within the grade level band (450-620). Winter 2021: 50% of all 2nd grade students' Lexile is within the grade level band. 2nd grade data reflects the need for reading intervention focus, especially because this group lost a trimester of 1st grade intensive reading instruction during the onset of COVID in spring, 2020. Third Grade: 77% of all 3rd grade students' Lexile is within the grade level band (620-790). Winter 2021: 67% of all 3rd grade students' Lexile is within the grade level band. In 2021-2022, 63% of all 3rd grade	By the end of the 2021-2022 school year, cohorts will work to increase their Lexile scores: First Grade: 64% of 1st grade students will achieve Lexile within the grade level band. Second Grade: 70% of 2nd grade students will achieve Lexile within the grade level band. This is a lofty goal, considering learning loss due to COVID, however we are choosing to maintain our "typical" goal. Third Grade: 78% of 3rd grader students will achieve Lexile within the grade level band. Fourth Grade: 75% of 4th grade students will achieve Lexile within the grade level band. Likely, due to COVID, our 4th grade mid-year Lexile data is especially concerning, therefore focus will be placed in this area. Note: Tri 2 Lexile scores indicate strong gains! Fifth Grade: 75% of 5th grade students will achieve Lexile within the grade level band.

Metric/Indicator	Baseline	Expected Outcome
	students earned a Lexile score within the grade level band. Fourth Grade: 73% of all 4th grade students' Lexile is within the grade level band (790-875). Winter 2021: 44% of all 4th grade students' Lexile is within the grade level band. 4th grade is farthest from their "Expected Outcome." Intervention and Academic Recovery will be focused in this area for Spring 2021. In 2021-2022, incoming 4th grade students averaged a Lexile of 875 at the end of Tri 1 and 74% of students earned a Lexile score within the grade level band (790-875) at Tri 1! Fifth Grade: 75% of all 5th grade students earned a Lexile score within the grade level band (875-980). Winter 2021: 61% of all 5th grade students earned a Lexile within the grade level band. In 2021-2022, 53% of all 5th grade students earned a Lexile score within the grade level band at end of Tri 1 in 2021-2022. Emphasis will be placed on building reading comprehension skills in 5th grade this year.	

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instructional with Content Standards:

Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. In order to address our students' needs in ELA, primary students (K-3) will receive phonics instruction in SIPPS. Leveled and fluid phonics instruction continue to be a focus for instruction of foundational reading skills. Students will participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Reflect Math, Reading Counts). Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using Mystery Science, Amplify, or other NGSS-aligned bridge programs. Teachers will receive funding for supplemental instructional resources from Teachers Pay Teachers. Lakeview 4th and 5th grade students will receive specialized PE instruction from a credentialed PE teacher; students will receive two rigorous, collaborative PE lessons weekly. These PE instructional minutes will be provided during the 4/5 teacher prep minutes negotiated in the RUFT Contract. Primary Physical Education minutes (200 every two weeks) will be provided by classroom teachers. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, IXL ELA/Math) will be utilized strategically to enhance learning. Screen time will be limited, allowing teacher-delivered lessons, student interaction and collaboration to remain the priority.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21 - 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	14,500
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Outdoor Learning Supplies and Instructional Tools
Amount	4,183.00
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (Blend Support) - Post-COVID
Amount	15,500.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop)
Amount	2,600.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources
Amount	1,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	PE Supplies and Equipment

Strategy/Activity 2

Improvement of Instructional Strategies and Materials:

Lakeview Elementary will utilize instructional support staff and materials to enhance our standards-based curriculum and assist certificated staff in delivery of quality, differentiated instruction. COVID-related learning loss will be considered when adjusting instructional plans throughout the year. Data analysis of ongoing student assessments will

drive our instruction. Students will receive opportunities for academic intervention, as well as challenge learning, based on individual needs. Three intervention para-educators will work closely with teachers and the principal to improve phonics and reading skills of students in 1st - 5th grades. Supplemental programs, such as SIPPS, Read Live and REWARDS will be used to deliver intervention instruction. Frequent formative assessment, along with District and State assessment data will be analyzed and used to appropriately "level' students and target necessary curricular areas. Academic Recovery Teacher will work with principal, teachers, and intervention aides to support students in need of reading, math, and writing remediation. The needs of gifted students, students in need of intervention, students with disabilities and English Learners will be monitored closely. Engaging, flexible, skill-based instruction will be offered. The RUSD EL Coordinator will work with Lakeview teachers and administration to ensure EL support. ELPAC results will be used to monitor EL students' acquisition of language. Lakeview's Nana Program will offer additional volunteer support for literacy groups and creative writing (post-COVID). Student Success Team meetings will be held to document and address concerns effecting student learning.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21 - 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	11,000.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Assessment Release Days for Teachers
Amount	1,000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers
Amount	9,394.00
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (1 Paraeducator) - Intervention Support
Amount	19,120.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Aide Salaries (2 Paraeducators) - Intervention Support

Amount	1,950.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Online Assessment/Learning Support for Reading Intervention (Read Live)

Strategy/Activity 3

Extended Learning Time; Increased Educational Opportunity and Support Services:

Most aspects of this goal will occur as COVID guidelines allow. Virtual field trips will be offered when available and appropriate.

Once COVID precautions allow typical guidelines, Lakeview Elementary will provide extended learning time and increased educational opportunities for students. Field trips relating to the CA State Standards will take place at each grade level. Our librarian will offer weekly library visits to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as iFly, Coloma Outdoor Discovery Overnight, High Hill Ranch in Apple Hill, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and Power House Science Center - Challenger, etc. Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation and Nature Bowl. Athletic opportunities in cross country (3rd-5th), volleyball (5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while provided important service to others. A District provided music teacher will instruct 4th and 5th grade students in instrumental music; 3rd grade students will learn recorders. TK - 3rd grade students will receive music ten weeks of contracted music instruction. TK - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction. Parent docents will deliver art lessons using the Arts Attack program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. Students will participate in a school-wide Health Week (in lieu of Red Ribbon Week) in which healthy activities and lifestyle will be promoted through staff, culminating in an end-of-week Fun Run. PTO will offer after school enrichment sessions for all students (ex. golf, cooking, fitness, yoga, art, musical performance, sewing, video production, etc.). Staff will continue to promote and foster our sister school relationship with Wenyi Street Primary School in Hangzou, China. Again, these programs will resume post COVID (or as possible).

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21 - 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	4,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding Assistance for Grade Level Field Trips (as COVID guidelines allow)
Amount	800.00
Source	PTO

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl, Project LEAD (as COVID guidelines allow)
Amount	2,000.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Athletic Team Coaching Stipends -
Amount	1350.00
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	IMPACT Adviser Stipends -
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	IMPACT Student T-Shirts
Amount	2,000.00
Source	PTO
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding for Contracted Instruction Services in Dance
Amount	2,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	Library Books

Strategy/Activity 4

Staff Development & Professional Collaboration:

Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn and discuss current best practices. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Phonics and reading instruction continue to be a priority at Lakeview; we understand the critical importance of outstanding reading instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21 - 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	Site Formula Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EDCOE Professional Development Opportunities for Staff
Amount	300.00
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	EDCOE SIPPS Registration - 3 Teachers
Amount	500.00
Source	Donations
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub Costs for SIPPS Training for New Teachers

Strategy/Activity 5

Involvement of Staff, Parents & Community:

GOAL 5 has been strongly influenced by our current COVID safety guidelines. Lakeview Elementary will continue to work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council and PTO will serve as forums to offer input and influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee with further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. The following opportunities will resume as COVID guidelines allow: PTO will provide community building opportunities through activities such as Fall Festival, Muffins with Moms, Movie Nights, Donuts with Dads, parent/student dances and activity nights, the Lakeview Gala and much more. Lakeview will continue to work with organizations such as, the El Dorado Hills Rotary, Hands for Hope, and the El Dorado Hills Fire Department.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21 - 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	750.00
Source	PTO
Budget Reference	0000: Unrestricted
Description	Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building)

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids 2019-20 Survey indicated results from 5th grade students. Most noteworthy were the following results: 100% feel our facilities are kept up; 98% feel academically motivated; 90% feel safe at school; 90% feel adults in school have high expectations for them. 45% felt they have meaningful participation in school; 48% feel they have been called names or the target of mean jokes; 55% feel they have had mean rumors spread about them. NOTE: These results came from a small sample group. Much of our parent population preferred their children not complete the survey this year. The 2020-2021 Lakeview CHKS indicated 96% of our 5th grade students feel they are treated with respect. 98% feel our facilities are kept up. 91% are academically motivated. 87% of 5th grade students feel safe at school (which is actually a good number while in the COVID environment)! 89% feel adults have high expectations of them. 35% feel they have meaningful	In 2021-2022 our goals are the following: 100% will feel safe at school! 95% feel adults in school have high expectations for them. 80% will feel they have meaningful participation in school; less than 10% will feel they have been called names or the target of mean jokes; less than10% feel they have had mean rumors spread about them.

Metric/Indicator	Baseline	Expected Outcome
	participation in school. Only 19% now feel they have been called bad names or been the target of mean jokes. 19% feel there have been mean rumors spread about them. NOTE: These results came from a sample group of 64% of our 5th grade students. 36% of parents preferred their children not complete the survey this year. 2021-2022 CHKS results indicate 83% feel adults have high expectations for students in school; 94% feel academically motivated; 94% feel adults at school care about them; 88% feel safe at school; 94% report that students know what the rules are; 98% feel they are nice to other students; 26% feel rumors have been spread about them; 30% feel they have been called mean names. Note: This year's response rate was 37%. Even one student who is negatively impacted by social emotional or safety concerns is a problem. We will continue to diligently address these issues and proactively teach necessary social emotional tools.	
LCAP Survey	LCAP Parent Survey Results indicate continued priority in maintaining a safe learning environment for students.	LCAP Parent Survey Results will reflect improvement in our safe school environment. 100% of parents will report feeling that their child is physically and emotionally safe at school.
Discipline Data/Aeries Reports	Lakeview's suspension rate for the 2020-2021school year was 1%.	Lakeview's suspension rate will continue at a very low percentage in 2021-2022. Focus will be placed on behavioral supports and positive community building.
Attendance Data	Lakeview's average attendance rate for the 2018-2019 school year was 96.75%. This represents a slight decrease from 97.1% in 2017-2018. COVID has strongly affected attendance rates over the past two years.	COVID has negatively impacted attendance.

Planned Strategies/Activities

Strategy/Activity 1

School Safety (Climate and Community Building, Staff Development and Professional Collaboration):

Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at following safety protocol for evacuation, duck and cover and lock-down drills. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our Comprehensive School Safety Plan. Students will have access to fresh water bottle filling stations. All school facilities and teaching tools will be safe and in working order.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21 - 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

School Climate and Community Building:

Lakeview Elementary staff will diligently work to ensure the safe well-being of all students. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character building skills will be taught, modeled and practiced by all. Teachers will use Mind + Heart curriculum to focus on the teaching of core values and tools for SEL and mindfullness. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. School counselors will work to support the mental health needs of students four days each week through class presentations, individual counseling and group counseling. All staff will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect). Student leadership teams will assist in promoting a positive learning environment. Staff will be trained in Trauma Informed Practices to become better equipped in successfully reaching students in need of intervention, de-escalation and/or motivation.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-05/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00

Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	SOAR Student Incentives for PBIS
Amount	2,000.00
Source	PTO
Budget Reference	4000-4999: Books And Supplies
Description	SOAR Posters and Flip Books (Updated)
Amount	500.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Social Emotional Learning Tools for Students
Amount	2,000.00
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Signage for Positive Motivation in Multipurpose Room

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Staff Survey	Professional development was provided to certificated and classified staff. Support will be offered based on need and data presented from this survey.	Professional Development will be provided to staff.
Facility Inspection Tool - District Tool	The facilities were reported to be in good repair as measured by the FIP.	Facilities will continue to be in good repair, as measured by the 2018-2019 FIP.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2018-2019 school year.	No Williams Act/Uniform Complaints are expected in the 2019-2020 school year. Any complaints will be addressed immediately.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

Lakeview Elementary and RUSD will provide classified staff with collaboration opportunities to improve our already high level of school support. More than any other year, our Classified Staff have worked above and beyond their call of duty to support Lakeview and our students. Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for Positive Behavioral Interventions and Supports. Classified staff will participate in the California School Staff Survey (CSSS) to aide in determining areas of additional needs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21 - 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Facilities & Technology Infrastructure:

Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility. We hope to begin our large amphitheater mural project to offer beautification to our site.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21- 5/27/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Results	Due to COVID-19 and the requirement to be in a socially distant model, we would consider maintaining our percentages from the 2019 test administration in the math and the language portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model. Due to COVID, expected outcomes will likely vary. These goals are based on 2019 data and outcomes for a "typical" year. School-wide SBAC results will increase to 77% Met or Exceeded Standard in ELA and 80% increase Met or Exceeded in math. 3rd grade will aim to increase 5% in ELA and 3% in math. 4th grade will aim to increase 5% in ELA and 3% in math. 5th grade will aim to maintain 90% in ELA and 83% in math. Note: We did not meet our 2018-2019 expected outcomes/goal of 81% of students in grades 3-5 meeting or exceeding ELA standards, however we came close to our expected outcome/goal of 80% of students meeting or exceeding math standards, as will be indicated by SBAC data. The spring 2020-2021 administration provided test results to guide our 2021-2022 instructional model.	In the spring of 2021, 80.71% of Lakeview students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a increase of 6.21% from the last reported result in 2019. In the spring of 2021, 77.15% of Lakeview students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 2.35% from the last reported result in 2019. As previously noted, our number of students tested did not reflect a typical enrollment year (due to COVID). Approximately 25% of our student population was enrolled in RUSD's Frontier Academy for distance learning. Data for those students is reflected in another site's data. In the spring of 2021, Lakeview students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Lakeview was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. Due to COVID, this data is not a clear comparison of previous years. 2021 school-wide data revealed 80.71% of students in grades 3-5 met or exceeded standards in ELA. This

Metric/Indicator	Expected Outcomes	Actual Outcomes
		represents a 6.21% increase from scores in 2019. 2019 school-wide SBAC data had revealed a 4.5% decrease of students in grades 3-5 who met or exceeded standards in ELA. The 4.5% previous decrease in ELA prompted strong analysis, resulting in efforts being placed in grade level/site data collection and analysis. In 2021, 82.26% of 3rd grade students met or exceeded standards in ELA. 73.13% of 4th grade students met or exceeded standards in ELA. 86.76% of 5th grade students met or exceeded standards in ELA.
District Benchmark Assessment Results	Due to COVID, expected outcomes will likely vary. These goals are based on 2019 data and outcomes for a "typical" year. 85% of kindergartners will meet the end of year benchmark for Phoneme Segmentation. 76% will meet the benchmark for Nonsense Word Fluency. 75% of first grade students will meet benchmark for Nonsense Word Fluency (Correct Letter Sounds). 83% will meet benchmark for Nonsense Word Fluency (Whole Words Read). 88% of first grade students will meet the reading fluency benchmark, and 90% will meet the reading accuracy benchmark, using the DIBELS Oral Reading Fluency assessment (DORF). 80% of second grade students will meet fluency benchmark, and 79% will meet accuracy benchmark. 80% will meet the GO Math End of Year Assessment goal. 85% of third grade students will meet fluency benchmark, and 86% will meet accuracy benchmark. 75% will meet the GO Math End of Year Assessment goal. Determine baselines for SBAC Math ICA and IAB Edit and IAB Revise. 88% of fourth grade students will be fluency and 95% will meet accuracy	Our Improvement Science Basics Team worked to create data sheets for trimester scores, by grade level. This has resulted in grade level analysis which contributes to planning and instruction. Our Intervention Program, SST Referrals and Special Education referrals have been impacted through a more data-driven approach. Data sheets are located in the LV office for reference.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	benchmarks on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature. 90% of fifth grade students will be fluency benchmark, and 95% will be accuracy benchmark on the DORF. 60% will meet the GO Math End of Year Assessment goal. Determine baseline for Tri 3 SBAC Interim Assessment Block - Reading Literature.	
Lexile Scores (Student Reading Inventory)	By the end of the 2020-2021 school year, cohorts will work to increase their Lexile scores: First Grade: 64% of 1st grade students will achieve Lexile within the grade level band. Second Grade: 70% of 2nd grade students will achieve Lexile within the grade level band. This is a lofty goal, considering learning loss due to COVID, however we are choosing to maintain our "typical" goal. Third Grade: 78% of 3rd grader students will achieve Lexile within the grade level band. Fourth Grade: 75% of 4th grade students will achieve Lexile within the grade level band. Likely, due to COVID, our 4th grade mid-year Lexile data is especially concerning, therefore focus will be placed in this area. Note: Tri 2 Lexile scores indicate strong gains! Fifth Grade: 75% of 5th grade students will achieve Lexile within the grade level band.	Our Improvement Science Basics Team worked to create data sheets for trimester scores, by grade level. This has resulted in grade level analysis which contributes to planning and instruction. Our Intervention Program, SST Referrals and Special Education referrals have been impacted through a more data driven approach. Data sheets are located in the LV office for reference.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instructional with Content Standards: Lakeview Elementary will utilize district adopted, standards-aligned language arts and math curriculum. California Standards instruction will be supplemented with a variety of resources, as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. In order to address our students' needs in ELA, primary students (K-3) will receive phonics instruction in SIPPS. Leveled and fluid phonics instruction will resume post-COVID. Students will participate in Step Up to Writing Common Core activities designed to address all stages of the writing process and improve students' writing skills. RUSD will provide supplemental online instructional resources for all students (Typing Agent, Reflect Math, Reading Counts). Teachers will begin to implement the Next Generation Science Standards (NGSS) into their instruction using STEMScopes, Mystery Science, Amplify, or other NGSS aligned bridge programs. Teachers will receive funding for supplemental instructional	Planned actions and services have been successful, aside from COVID challenges.	Teaching Resources and Supplies for Science Lab Materials (4th/5th Grades) - To propose post-COVID 4000-4999: Books And Supplies PTO 1,800.00	
		Instructional Aide Salaries (Blend Support) - Post-COVID 2000-2999: Classified Personnel Salaries Donations 4,183.00	
		Online Learning Contracts for Supplemental Instruction & Student Skill Reinforcement (ST Math, Star Fall, Newsela, Razz Kids, Flocabulary, Spelling City, Brain Pop, IXL Learning 3rd-5th Grades) 5000-5999: Services And Other Operating Expenditures PTO 21,000.00	
		$100 Per Teacher for Teachers Pay Teachers Supplemental Instructional Resources 4000-4999: Books And Supplies Donations 2,600.00	
		PE Supplies and Equipment 4000-4999: Books And Supplies PTO 1,000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
resources from Teachers Pay Teachers. Lakeview 4th and 5th grade students will receive specialized PE instruction from a credentialed PE teacher; students will receive two rigorous, collaborative PE lessons weekly. These PE instructional minutes will be provided during the 4/5 teacher prep minutes negotiated in the RUFT Contract. Primary Physical Education minutes (200 every two weeks) will be provided by classroom teachers (post Hybrid). Students will have the opportunity to participate in the PE Program, First Tee (post-COVID). In order to provided quality, leveled instruction, blended classrooms will receive some para-educator support. Supplemental online instructional programs (ST Math, Newsela, Star Fall, Brain Pop, Flocabulary, Spelling City, IXL ELA/Math) will be utilized strategically to enhance learning and provide Distance Learning options. IXL ELA/Math will be used in 3rd - 5th grades as supplemental learning, with the purpose of concept reinforcement, reteaching, extension and challenge. Screen time will be limited, allowing teacher-delivered lessons, student interaction and collaboration to remain the priority.			
Improvement of Instructional Strategies and Materials:	Planned actions and services have been	Sub Costs for Assessment Release Days for Teachers 1000-	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Lakeview Elementary will utilize instructional support staff and materials to enhance our standards-based curriculum and assist certificated staff in delivery of quality, differentiated instruction. COVID-related learning loss will be considered when adjusting instructional plans throughout the year. Data analysis of ongoing student assessments will drive our instruction. Students will receive opportunities for academic intervention, as well as challenge learning, based on individual needs. Three intervention para-educators will work closely with teachers and the principal to improve phonics and reading skills of students in 1st - 5th grades. Supplemental programs, such as SIPPS, Read Live and REWARDS will be used to deliver intervention instruction. Frequent formative assessment, along with District and State assessment data will be analyzed and used to appropriately "level' students and target necessary curricular areas. Academic Recovery Teacher will work with principal, teachers, and intervention aides to support students in need of reading, math, and writing remediation. Mathletes tutoring will be offered weekly (post-COVID) to those 4th and 5th grade students in	successful, aside from COVID challenges.	1999: Certificated Personnel Salaries District Funded 11,000.00	
		Sub Costs for Incoming Kindergarten Assessments - Release Days for Teachers 1000-1999: Certificated Personnel Salaries Site Formula Funds 1,000.00	
		Instructional Aide Salaries (1 Paraeducator) - Intervention Support 2000-2999: Classified Personnel Salaries Site Formula Funds 9,394.00	
		Instructional Aide Salaries (2 Paraeducators) - Intervention Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 19,120.00	
		Online Assessment/Learning Support for Reading Intervention (Read Live) 5000-5999: Services And Other Operating Expenditures PTO 1,950.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
need of math homework and skill support; this program is offered by Oak Ridge High School students under the supervision of a Lakeview teacher. The needs of gifted students, students in need of intervention, students with disabilities and English Learners will be monitored closely. Engaging, flexible, skill-based instruction will be offered. The RUSD EL Coordinator will work with Lakeview teachers and administration to ensure EL support. ELPAC results will be used to monitor EL students' acquisition of language. Lakeview's Nana Program will offer additional volunteer support for literacy groups and creative writing (post-COVID). Student Success Team meetings will be held to document and address concerns effecting student learning.			
Extended Learning Time; Increased Educational Opportunity and Support Services: Most aspects of this goal will occur post-COVID. Virtual field trips will be offered when available and appropriate. Our librarian will travel to each classroom for a COVID-friendly weekly book check-out. Once COVID precautions allow typical guidelines, Lakeview Elementary will provide extended learning	Planned actions and services have been successful, aside from COVID challenges.	Funding Assistance for Grade Level Field Trips - Post-COVID 5000-5999: Services And Other Operating Expenditures PTO 6,000.00 Registration Fees and Transportation for EDC Educational Events and Opportunities (Spelling Bee, Oral Interpretation, Nature Bowl, Project LEAD) - Post-COVID 5000-5999: Services And Other Operating Expenditures PTO 800.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
time and increased educational opportunities for students. Field trips relating to the CA State Standards will take place at each grade level. Our librarian will offer weekly library visits to all classes and support teachers with literacy resources. "I Love Reading Week" will be celebrated by students and promoted by our librarian and staff. Field trips such as iFly, Coloma Outdoor Discovery Overnight, High Hill Ranch in Apple Hill, Harris Center for the Arts, Nimbus Fish Hatchery, Folsom Zoo, IMAX Theater, Maidu Museum and Power House Science Center - Challenger, etc. Lakeview students will have the opportunity to attend El Dorado County educational opportunities and events, such as the Spelling Bee, Oral Interpretation and Nature Bowl. All 5th grade students will experience the El Dorado County District Attorney sponsored program, Project LEAD, where students will learn important legal lessons and act out a mock trial at the County Court House. Athletic opportunities in cross country (3rd-5th), volleyball (5th) and basketball (5th) will be available. IMPACT Leadership will be encouraged for all 4th and 5th grade students to learn leadership skills while provided important service to others. A District provided music		Athletic Team Coaching Stipends - Post COVID 1000-1999: Certificated Personnel Salaries Site Formula Funds 2,000.00	
		IMPACT Adviser Stipends - Post COVID 1000-1999: Certificated Personnel Salaries Site Formula Funds 1350.00	
		IMPACT Student T-Shirts - POST COVID 4000-4999: Books And Supplies Donations 500.00	
		Funding for Contracted Instruction Services in Music, Dance, Pottery - Post-COVID 5000-5999: Services And Other Operating Expenditures PTO 22,000.00	
		Library Books 4000-4999: Books And Supplies PTO 2,000.00	
		Teacher Stipends for Overnight Field Trip (4th Grade) - Post-COVID 1000-1999: Certificated Personnel Salaries Site Formula Funds 450.00	
		Arts Attack Supplies for Parent Docents and Teachers 4000-4999: Books And Supplies PTO 2,000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
teacher will instruct 4th and 5th grade students in instrumental music; 3rd grade students will learn recorders. TK - 3rd grade students will receive music ten weeks of contracted music instruction. TK - 5th grade students will receive dance instruction for six weeks, as well as pottery instruction. Parent docents will deliver art lessons using the Arts Attack program. A garden coordinator will oversee Lakeview's amazing garden and orchard, monitor student work and deliver garden/science lessons. Students will participate in a school-wide Health Week (in lieu of Red Ribbon Week) in which healthy activities and lifestyle will be promoted through staff, culminating in an end-of-week Fun Run. PTO will offer after school enrichment sessions for all students (ex. golf, cooking, fitness, yoga, art, musical performance, sewing, video production, etc.). Staff will continue to promote and foster our sister school relationship with Wenyi Street Primary School in Hangzou, China.			
Staff Development & Professional Collaboration: Lakeview Elementary will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers,	Planned actions and services have been successful, aside from COVID challenges.	EDCOE Professional Development Opportunities for Staff 5000-5999: Services And Other Operating Expenditures Site Formula Funds 1,000.00 EDCOE SIPPS Registration - 3	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
classified support staff, and administrators are afforded opportunities to receive training and collaboration time to learn and discuss current best practices. Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development. "Early Release" Wednesdays (post-COVID) will enable professional collaboration among grade levels. Staff will work to analyze student performance data, develop instructional strategies, discuss optimal methods and share supports for learning. Phonics and reading instruction continue to be a priority at Lakeview; we understand the critical importance of outstanding reading instruction.		Teachers 5000-5999: Services And Other Operating Expenditures Donations 300.00	
		Sub Costs for SIPPS Training for Teachers 1000-1999: Certificated Personnel Salaries Donations 500.00	
		Sub Costs for Half Day Release Day for Grade Level Teams to Collaborate with Principal (Data Analysis, Pacing, SBAC (3-5), Planning, Feedback, Improvement Science) 1000-1999: Certificated Personnel Salaries Donations 2,000.00	
		Sub Costs for Half Day Release Day for Grade Level Teams to Build GLAD Units - Post-COVID 1000-1999: Certificated Personnel Salaries Donations 2,000.00	
Involvement of Staff, Parents & Community: GOAL 5 has been strongly influenced by our current COVID safety guidelines. Lakeview Elementary will continue to work to achieve a positive school climate for students, families, staff and community members. Parents and staff will have ample opportunities to provide input and feedback, regarding school plans. School Site Council, PTO and the English Language Advisory Committee (ELAC) will serve as	Planned actions and services have been successful, aside from COVID challenges.	Kinder Orientation, Back to School Night, Open House Welcome Water and Snack/PTO Information and Promotion (Community Building) - Post COVID 0000: Unrestricted PTO 750.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
forums to offer input and influence decision-making. The RUSD's Local Control Accountability Plan, parent survey and advisory committee with further seek to inform and/or encourage feedback from parents. Stakeholders will be informed through our school and District websites, teacher newsletters and/or websites, school newsletters, email blasts, social media, PTO emails, our school marquee and student promotions. The following opportunities will resume post-COVID: PTO will provide community building opportunities through activities such as Fall Festival, Muffins with Moms, Movie Nights, Donuts with Dads, the Sweetheart Dance, Mom and Son Mini Prom, the Lakeview Gala and much more. Lakeview will continue to work with retired members of our community through our Nana Program, along with organizations such as, the El Dorado Hills Rotary, Hands for Hope, the El Dorado Hills Fire Department, the EDC DA's Office and Oak Ridge High School.			

Analysis

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

Planned actions and services have been successful, aside from COVID challenges.

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	In 2020-2021 our goals are the following: 100% will feel safe at school! 95% feel adults in school have high expectations for them. 80% will feel they have meaningful participation in school; 10% will feel they have been called names or the target of mean jokes; 10% feel they have had mean rumors spread about them.	2021-2022 CHKS results indicate 83% feel adults have high expectations for students in school; 94% feel academically motivated; 94% feel adults at school care about them; 88% feel safe at school; 94% report that students know what the rules are; 98% feel they are nice to other students; 26% feel rumors have been spread about them; 30% feel they have been called mean names. Note: This year's response rate was 37%. Even one student who is negatively impacted by social emotional or safety concerns is a problem. We will continue to diligently address these issues and proactively teach necessary social emotional tools.
LCAP Survey	LCAP Parent Survey Results will reflect improvement in our safe school environment. 100% of parents will report feeling that their child is physically and emotionally safe at school.	
Discipline Data/Aeries Reports	Lakeview's suspension rate will continue at a very low percentage in 2020-2021. Focus will be placed on behavioral supports and positive community building.	Lakeview's suspension rate was 1% and continued at a very low rate.
Attendance Data	COVID has negatively impacted attendance.	COVID continues to negatively impact our attendance.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety (Climate and Community Building, Staff Development and Professional Collaboration):	Planned actions continued.	Installation of Drinking Fountain/Filling Stations (MP Room) 5000-5999: Services And Other	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Lakeview Elementary will continue to hold student and staff safety as our first priority. All staff and students will participate in emergency preparedness drills and will be proficient at following safety protocol for evacuation, duck and cover and lock-down drills. Our principal will continue to work with RUSD Technology and Maintenance/Operations Departments, as well as law enforcement agencies to ensure current safety recommendations are in place. Students will be provided lessons on digital citizenship and online safety. All staff will be trained in Child Abuse Mandated Reporter requirements. Visitor and volunteer policies and procedures will be strictly enforced to ensure student safety. Visitor and volunteer signage will be enhanced, as necessary, on site. Our safety committee and staff will work to update and maintain our Crisis Response and Emergency Procedures as well as our Comprehensive School Safety Plan. Students will have access to fresh water bottle filling stations. All school facilities and teaching tools will be safe and in working order (ex. kiln).		Operating Expenditures PTO 10,000.00 Contractor Work to Bring Kiln up to Safety Standards 5000-5999: Services And Other Operating Expenditures PTO 6000.00	
School Climate and Community Building: Lakeview Elementary staff will diligently work to	Planned actions continued.	SOAR Student Incentives for PBIS 4000-4999: Books And Supplies Donations 2,000.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ensure the safe well-being of all students. Social-emotional needs of students will be considered a priority for optimal learning and will be addressed through the use of SEL strategies and tools in the classrooms and throughout the school community. Character building skills will be taught, modeled and practiced by all. Teachers will use Mind + Heart curriculum to focus on the teaching of core values and tools for SEL and mindfullness. Behavioral needs of students will be supported through proactive discipline methods and enforcement of expectations. School counselors will work to support the mental health needs of students three days each week through class presentations, individual counseling and group counseling. A staff team will be trained in Positive Behavioral Interventions and Supports (PBIS) and will lead the process of fine tuning our site-based expectations and procedures. Students will be encouraged to SOAR (Solve Problems, Own Good Decisions, Achieve Leadership and Radiate Respect). Student leadership teams will assist in promoting a positive learning environment. Staff will be trained in Trauma Informed Practices to become better equipped in successfully reaching students in need of		A Touch of Understanding Training for 3rd Grade Students 5000-5999: Services And Other Operating Expenditures Donations 1,300.00	
		Social Emotional Learning Tools for Students 4000-4999: Books And Supplies Donations 500.00	
		Signage for Positive Behavioral Interventions & Supports 4000-4999: Books And Supplies Donations 500.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
intervention, de-escalation and/or motivation.			

Analysis

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

The implementation of our strategies and activities are successful. Our biggest challenge has been COVID guidelines and illness.

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Staff Survey	Professional Development will be provided to staff.	
Facility Inspection Tool	Facilities will continue to be in good repair, as measured by the 2018-2019 FIP.	
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints are expected in the 2019-2020 school year. Any complaints will be addressed immediately.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration & Professional Development: Lakeview Elementary and RUSD will provide classified staff with collaboration and professional development opportunities to improve our already high level of school support. Understanding how important every staff member is to improving student success, classified staff members will be involved in collaboration and training for Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Interventions and Supports. Classified staff will participate in the California School Staff		Classified Staff Training for PBIS 2000-2999: Classified Personnel Salaries District Funded 600.00	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Survey (CSSS) to aide in determining areas of additional needs.			
Facilities & Technology Infrastructure: Lakeview Elementary will provide facilities, technology, furniture and supplies to maximize the effectiveness of school operations. Our site, along with RUSD will use the Facilities Inspection Tool (FIT) to determine areas of needed facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. Lakeview's PTO will continue its outstanding work and support to offer beautification, supplies and resources to support our school community and facility.			

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	101,947.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	25,500.00
Donations	12,583.00
LCFF - Supplemental	19,120.00
PTO	30,000.00
Site Formula Funds	14,744.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	750.00
1000-1999: Certificated Personnel Salaries	15,850.00
2000-2999: Classified Personnel Salaries	32,697.00
4000-4999: Books And Supplies	27,100.00
5000-5999: Services And Other Operating Expenditures	25,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	11,000.00
4000-4999: Books And Supplies	District Funded	14,500.00
1000-1999: Certificated Personnel Salaries	Donations	500.00
2000-2999: Classified Personnel Salaries	Donations	4,183.00
4000-4999: Books And Supplies	Donations	7,600.00
5000-5999: Services And Other Operating Expenditures	Donations	300.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	19,120.00
0000: Unrestricted	PTO	750.00
4000-4999: Books And Supplies	PTO	5,000.00
5000-5999: Services And Other Operating Expenditures	PTO	24,250.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	4,350.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	9,394.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	1,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Kathy Miracle	Principal
Marcie Goertz	Classroom Teacher
Erin Koht	Classroom Teacher
Erin Sargent	Other School Staff
Katie Allred	Parent or Community Member
Michael Flaherty	Parent or Community Member
Ruhi Shah	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1-16-20.

Attested:

Principal, Kathy Miracle on 1-16-20

SSC Chairperson, Katie Allred on 1-16-20

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Rescue Elementary School
Address	3880 Green Valley Road Rescue, CA 95672
County-District-School (CDS) Code	09619786005714
Principal	Todd McGinnis
District Name	Rescue Union Elementary School District
SPSA Revision Date	January 2022
Schoolsite Council (SSC) Approval Date	1/10/22
Local Board Approval Date	1/25/22

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

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School Vision and Mission

Our vision is to provide a safe environment in which all people learn and receive respect, value, and support. Every student will receive a quality education in partnership with families and the community to be successful meeting challenging and comprehensive standards.

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

School Profile

Rescue School, which serves students in grades TK-5, is a quiet oasis in a rapidly growing and changing Sierra Nevada foothill community. School buses pass the school on a road where cows are grazing with deer and wild turkeys appearing from time to time. Approaching on Green Valley Road from the west, you will see the Sierra Nevada Mountains in the background, covered with snow in winter. Farms, fields, and houses are scattered along the hillside. Rescue is a friendly place where people know each other and take the time to stop and talk. The bus drivers, principal, teachers, and secretaries are your neighbors. You meet them at the game, at the store, or at the Rescue Post Office. The school itself is part of the neighborhood, serving as a gathering place for meetings, soccer and Little League, Boy/Girl Scouts, carnivals, and recreational activities. Although Rescue School was built in 1958, it has been well maintained and remodeled to improve the buildings for safety and comfort.
Twenty percent of Rescue School's population are socio-economically disadvantaged; therefore we are identified as a Title I school. As a Title I school, we receive additional funding from the Federal Government. Our cultural demographics include 1% American Indian or Alaska Native, 1% Asian, 1% Filipino 1% African American, 13% Hispanic or Latino, and 83% White.

This year, Rescue Elementary has brought back many programs and instructional practices that have been previously stopped last year due to the COVID pandemic. Rescue Elementary has brought back these programs and instructional practices while complying with the California Department of Public Health and CAl OSHA's industry guidance for schools. Rescue Elementary has resumed after school sports, student events, learning groups, mask optional outdoor recess, volunteers in the classroom, maker space, art room, and classroom events.

Rescue Elementary has 22 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. This year, Rescue Elementary also has an intervention teacher. We offer band classes to students in grades 4-5. Our teachers are a highly qualified collection of nurturing and devoted professionals with consistently high standards for themselves and their students. We offer a balanced instructional program with the goal of meeting the needs of the whole child. Our district adopted curricular materials include Benchmark (English Language Arts, GO Math, Step-Up to Writing, Scott Foresman Social Studies, and Handwriting without Tears (TK-2). ELA instruction is supplemented with Reading Counts and core literature. Math instruction is supplemented with Reflex Math and Math IXL. Mystery Science is used to supplement Science instruction. Rescue Elementary will also be participating in testing new NGSS CA appoved science curriculum for 2021/2022. 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.

All grades are equipped with a class set of Chromebooks for their classroom to use. . All classrooms have projectors and ELMOs to support student learning. Most have SMART Board Technology as well. Rescue Elementary has a Maker Space lab for all students to utilize that promotes STEAM inquiry and discovery. There are at least a dozen stations for students to utilize in the Maker Space. Rescue Elementary also offers a quality art program (Meet the Masters) for students in grades 1-5. Students receive art instruction learning about various historical artists and their techniques and get to apply them to various art projects.

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

Rescue School is supported by the services of a nurse, psychologist, behaviorist,Librarian, 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 Librarian is a full time employee who is on campus 5 days a week.. The library is open before and after school. Each class rotates into the Library each week for stories read by our librarian and to check out books. The speech/language specialist works with students five days a week. A Learning Center exists to support those children with identified learning disabilities. Rescue School also participates in Academic Assessment/Program Modification, and the Individual Education Program (IEP) planning process. During leveled reading, students are grouped by their reading level so that all students receive appropriate instruction. Reading aides also work with groups of students during leveled reading in order to achieve the lowest possible teacher student ratio. The overall goal is bringing all students to benchmark, and challenging advanced learners.

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

Our students are offered many enrichment opportunities which are supported by fundraisers, school donations and our PTO. We offer competitive sports teams for cross country (3-5) and basketball (4-5). Other enrichment activities are offered through the school year including, but not limited to art, music, yoga, STEM, games, and dance programs. 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 goal for our students and our staff is to exhibit behaviors in conjunction with Rescue's Big Three: Show Respect, Make Good Decisions, and Solve Problems. We offer successful social/emotional programs through character building and anti-bullying instruction. Positive Behavior Intervention Support is currently being implemented at Rescue School. Instruction is provided to demonstrate Rescue Elementary's behavior expectations and an incentive program is available at the classroom and school-wide level to recognize students who make good choices. Character traits are featured each month and monthly assemblies are scheduled to celebrate the academic and social achievements of our students. We employ a part-time counselor to offer individual counseling to students in need, facilitate social skills groups and deliver classroom lessons, such as Building Friendships, Respect, College and Career Readiness and Self-Esteem. Our school theme this year is "Onward." Although operating within the COVID-19 Pandemic, our focus and commitment to students and quality instruction has not wavered. We continue to plan for the future and gather data to develop in-depth intervention plans that address any social emotional or academic deficits resulting from this pandemic.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Rescue School Site Council was the primary group consulted for the planning and preparation of the Single Plan of Student Achievement. Rescue Elementary staff provided analysis towards the development and progress of school goals. This consultation is done throughout the 2021-22 school year. During scheduled council meetings and collaboration efforts with grade level teachers.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.84%	0.86%	0.9%	4	4	3
African American	0.84%	1.08%	0.9%	4	5	3
Asian	1.05%	1.08%	1.2%	5	5	4
Filipino	0.42%	0.22%	0.3%	2	1	1
Hispanic/Latino	12.97%	12.04%	11.6%	62	56	40
Pacific Islander	0.63%	0.65%	0.3%	3	3	1
White	83.05%	84.09%	84.6%	397	391	292
Multiple/No Response	0.21%	0%	0.3%	1	0	1
			Total Enrollment	478	465	345

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	113	87	69
Grade 1	85	97	50
Grade 2	67	79	62
Grade3	73	63	55
Grade 4	68	73	52
Grade 5	72	66	57
Total Enrollment	478	465	345

Conclusions based on this data:

1. Student group percentages have remained largely the same.
2. The two largest subgroups are White and Hispanic/Latino.
3. During 2020/2021 many students were enrolled in our distance learning program. As of Fall 2021, current enrollment is 504 students, this is an enrollment increase of 39 students compared to 2019/2020.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	14	11	10	2.9%	2.4%	2.9%
Fluent English Proficient (FEP)	6	10	9	1.3%	2.2%	2.6%
Reclassified Fluent English Proficient (RFEP)	1	4	1	6.3%	28.6%	9.1%

Conclusions based on this data:

1. For 2021/2022 Rescue Elementary currently has 13 EL students. This is an increase of 3 students over 2020/2021 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	72	75	58	71	72	58	71	72	58	98.6	96	100.0
Grade 4	70	67	57	69	67	55	69	67	55	98.6	100	96.5
Grade 5	77	71	59	73	70	59	73	70	59	94.8	98.6	100.0
All Grades	219	213	174	213	209	172	213	209	172	97.3	98.1	98.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2478.	2487.	2481.	43.66	54.17	50.00	28.17	25.00	24.14	21.13	15.28	13.79	7.04	5.56	12.07
Grade 4	2530.	2513.	2517.	47.83	46.27	43.64	34.78	22.39	27.27	4.35	17.91	21.82	13.04	13.43	7.27
Grade 5	2551.	2545.	2537.	38.36	37.14	33.90	35.62	40.00	30.51	15.07	10.00	18.64	10.96	12.86	16.95
All Grades	N/A	N/A	N/A	43.19	45.93	42.44	32.86	29.19	27.33	13.62	14.35	18.02	10.33	10.53	12.21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	42.25	51.39	43.10	49.30	43.06	48.28	8.45	5.56	8.62
Grade 4	59.42	40.30	18.18	28.99	46.27	76.36	11.59	13.43	5.45
Grade 5	39.73	41.43	25.42	53.42	47.14	64.41	6.85	11.43	10.17
All Grades	46.95	44.50	29.07	44.13	45.45	62.79	8.92	10.05	8.14

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.07	34.72	29.31	46.48	54.17	62.07	8.45	11.11	8.62
Grade 4	43.48	32.84	22.22	49.28	56.72	74.07	7.25	10.45	3.70
Grade 5	43.84	42.86	30.51	42.47	50.00	47.46	13.70	7.14	22.03
All Grades	44.13	36.84	27.49	46.01	53.59	60.82	9.86	9.57	11.70

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	36.62	38.89	22.41	56.34	56.94	70.69	7.04	4.17	6.90
Grade 4	31.88	35.82	27.27	63.77	56.72	61.82	4.35	7.46	10.91
Grade 5	31.51	21.43	18.64	56.16	67.14	69.49	12.33	11.43	11.86
All Grades	33.33	32.06	22.67	58.69	60.29	67.44	7.98	7.66	9.88

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.70	43.06	37.93	42.25	50.00	51.72	7.04	6.94	10.34
Grade 4	37.68	37.31	40.00	56.52	46.27	54.55	5.80	16.42	5.45
Grade 5	45.21	38.57	27.12	41.10	47.14	62.71	13.70	14.29	10.17
All Grades	44.60	39.71	34.88	46.48	47.85	56.40	8.92	12.44	8.72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Rescue students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 70% of Rescue students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 5.12% from the last reported result in the 2018-2019 school year***

In the spring of 2021, Rescue students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Rescue was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

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

Overall year over year performance:

Rescue Elementary exhibited a 0.93% decline overall in its ELA scores of students exceeding or meeting standard.
The 3rd grade students were the highest performing group when compared against all grades in the area of ELA with 79.14% of students meeting or exceeding standards.
The 4th-grade students had 68.66% of their total population meet or exceed standard.
The 5th grade students had 77.14% of their total population meet or exceed standard.

2. In the spring of 2021, Rescue students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

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

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

Claims:

The Listening and Writing Claim areas of the ELA SBAC assessment remained consistent across all grade levels.
The Reading and Research/Inquiry Claims continue to be areas of focus.

3. In the spring of 2021, Rescue students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following cohort data as compared to 2018-19.

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

Cohort Performance:

When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in ELA by 2.17% to reach 68.66% of students meeting or exceeding standards.
When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 4th grade to their 5th grade year in Math by 5.47% to reach 77.14% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	72	74	58	71	72	58	71	72	58	98.6	97.3	100.0
Grade 4	70	67	57	69	67	55	69	67	55	98.6	100	96.5
Grade 5	77	71	59	73	70	59	73	70	59	94.8	98.6	100.0
All Grades	219	212	174	213	209	172	213	209	172	97.3	98.6	98.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2499.	2492.	2505.	47.89	48.61	60.34	35.21	31.94	18.97	15.49	9.72	12.07	1.41	9.72	8.62
Grade 4	2511.	2504.	2512.	31.88	25.37	32.73	36.23	37.31	34.55	26.09	31.34	21.82	5.80	5.97	10.91
Grade 5	2555.	2544.	2544.	36.99	30.00	32.20	23.29	21.43	32.20	31.51	41.43	15.25	8.22	7.14	20.34
All Grades	N/A	N/A	N/A	38.97	34.93	41.86	31.46	30.14	28.49	24.41	27.27	16.28	5.16	7.66	13.37

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	70.42	68.06	60.34	26.76	20.83	31.03	2.82	11.11	8.62
Grade 4	43.48	37.31	41.82	43.48	41.79	45.45	13.04	20.90	12.73
Grade 5	47.95	32.86	32.20	35.62	47.14	52.54	16.44	20.00	15.25
All Grades	53.99	46.41	44.77	35.21	36.36	43.02	10.80	17.22	12.21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.66	50.00	60.34	52.11	40.28	29.31	4.23	9.72	10.34
Grade 4	39.13	31.34	43.64	44.93	53.73	45.45	15.94	14.93	10.91
Grade 5	36.99	30.00	27.12	50.68	57.14	57.63	12.33	12.86	15.25
All Grades	39.91	37.32	43.60	49.30	50.24	44.19	10.80	12.44	12.21

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	59.15	50.00	56.90	35.21	43.06	39.66	5.63	6.94	3.45
Grade 4	39.13	38.81	34.55	52.17	52.24	58.18	8.70	8.96	7.27
Grade 5	30.14	27.14	27.12	58.90	57.14	57.63	10.96	15.71	15.25
All Grades	42.72	38.76	39.53	48.83	50.72	51.74	8.45	10.53	8.72

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Rescue students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 69.33% of Rescue students met or exceeded standards on the Math portion of the CAASPP test. This is a increase of 4.44% from the last reported result in the 2018-2019 school year***

   In the spring of 2021, Rescue students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Rescue was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

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

   Overall year over year performance:

   Rescue Elementary exhibited a 5.36% decline overall in its Math scores of students exceeding or meeting standard.
   The 3rd grade students were the highest performing group when compared against all grades in the area of Math with 80.55% of students meeting or exceeding standards.
   The 4th-grade students had 62.68% of their total population meet or exceed standard.
   The 5th grade students had 51.43% of their total population meet or exceed standard.

2. In the spring of 2021, Rescue students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

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

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

Claims:

Across all grade levels, students performed the strongest in the Communicating Reasoning claim.
The Application of Concepts and Procedures is an area of focus across grade levels. Instruction is also focusing on providing support for student understanding in the area of number sense and place value.

3.

In the spring of 2021, Rescue students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following cohort data as compared to 2018-19.

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

Cohort Performance:

When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 3rd grade to their 4th grade year in Math by 20.42% to reach 62.68% of students meeting or exceeding standards.
When compared to the prior year (2017-2018), the same group of students declined their overall performance from their 4th grade to their 5th grade year in Math by 16.68% to reach 51.43% of students meeting or exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*		*	*		*	*	
1	*	*	*	*	*	*	*	*	*	*	4	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	5
All Grades										15	15	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*	*	*	*		*	*	*	*	*	*	*	*
2		*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	33.33	8.33	*	33.33	50.00		33.33	25.00	*	0.00	16.67	15	15	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*		*	*			*			*		*	*	
1	*	*	*		*	*		*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	60.00	33.33	*	20.00	33.33		20.00	25.00	*	0.00	8.33	15	15	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*	*	*	*	*	*	*		*	*	*	*	*
2		*	*		*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	20.00	8.33	*	20.00	33.33	*	46.67	8.33	*	13.33	50.00	15	15	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	46.67	25.00	*	53.33	58.33	*	0.00	16.67	15	15	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
All Grades	80.00	66.67	27.27	*	26.67	63.64	*	6.67	9.09	15	15	11

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*		*	*	*	*	*	*	*	*
2		*	*	*	*	*	*	*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	20.00	25.00	*	66.67	25.00	*	13.33	50.00	15	15	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
1	*	*	*	*	*	*		*	*	*	*	*
2		*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	13.33	0.00	*	80.00	75.00	*	6.67	25.00	15	15	12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. During 2019, there were 15 students classified as English Learners at Rescue Elementary School. For 2021/2022 Rescue Elementary has 13 students classified as English Learners.
2. The Reading and Writing Domains illustrate students performing at a moderate level. These areas continue to be areas of focus in the English language development of our students.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
503	**20.0**	**2.4**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	11	2.4
Foster Youth	1	0.2
Homeless	2	0.4
Socioeconomically Disadvantaged	93	20.0
Students with Disabilities	42	9.0

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	1.1
American Indian	4	0.9
Asian	5	1.1
Filipino	1	0.2
Hispanic	56	12.0
Pacific Islander	3	0.6
White	391	84.1

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual Frontier Academy, the 2020/2021 demographics of Rescue Elementary is not accurate.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2020-2021 school years are available. Below is the analysis of growth from the prior year's reporting period.

   Due to COVID-19, no scores for the 2019-2020 school year are available. Below is the analysis from the prior testing period. The data listed reflects the latest data from the 2019 Fall Dashboard report. Based on that data, Rescue Elementary continues to perform well in both English Language Arts and Mathematics on the Smarter Balance Assessment as illustrated by the requirements of the Dashboard.

2. The Chronic Absenteeism report at Rescue Elementary exhibited a 1.6% growth in 2018-19 placing Rescue Elementary in the orange category. There were a few cases specifically that are responsible for this growth and Rescue continues to utilize its resources to communicate with families and provide support and accountability through the use of the School Attendance Review Board to improve the attendance of all students including those who have exhibited poor attendance.

3. The suspension rate has improved from the orange to the green category. This is due to a decrease of suspensions from 1.5% to 0.6%. In actual numbers, there were 2 students suspended in 2018-2019. During the 2019-20 school year, no students were suspended. While this downward trend is encouraging, Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
48.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Maintained -2.6 points	7	
200		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.8 points above standard	17.8 points below standard
1	Increased ++4.9 points	Maintained -1.4 points
	55	15

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
36.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	53.1 points above standard
Declined -12.6 points	1	3	Maintained -1.1 points
32			158

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	0 Students	52.3 points above standard
7		Maintained ++0.1 points
		190

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

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

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

   Student Group Performance
   While there was a slight decline, over 76% of Rescue Elementary students performed at or above standard on the Smarter Balanced Assessment. There was a 4.9 point increase in students who are economically disadvantaged and a decrease of 1.4 points of students with disabilities. Students in the White subgroup had a 1.1 point decrease, but maintained their blue status. While there was a slight decline overall, Rescue Elementary continues to perform at a very high level in English Language Arts.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

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

In many reportable categories, Rescue Elementary does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
32.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Declined -7.1 points	7	
200		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	14.8 points above standard	25.2 points below standard
1	Maintained ++0.8 points	Declined -8 points
	55	15

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	2	2	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Green
16.1 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	37.8 points above standard
Declined -9.2 points	1	3	Declined -5 points
32			158

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy		37.6 points above standard
7		Declined -3.8 points
		190

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

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

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

   Student Group Performance
   Overall, Rescue Elementary showed a 7.1% decline on the math portion of the Smarter Balanced Assessment.
   Students in the White subgroup had a 5 point decline.
   Students in the Hispanic subgroup had a 9.2 point decline.
   Students in the Socioeconomically Disadvantaged subgroup has a 0.8 point growth
   Students with Disabilities had a 8 point decline.

   Math continues to be an area of focus. Common areas of focus for emphasize instruction in the areas of number sense and place value. Grades 3-5 continue to analyze their class data and utilize the Interim Assessment Blocks to

assess student mastery on content standards and provide students with practice on the SBAC platform. Daily number talks and conversations are continuing to be held to reinforce student understanding of place value and number sense.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

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

In many reportable categories, Rescue Elementary does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
66.7 making progress towards English language proficiency
Number of EL Students: 12
Performance Level: Very High

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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6	16.6		41.6

Conclusions based on this data:

1. Due to the COVID-19 Pandemic, scores have not been updated since the 2019 school year.
2. The ELPAC provides data that Rescue is using to continue providing instructional support for English Learners.
3. The RUSD English Language Coordinator is meeting with teachers to provide strategies and materials to support them in delivering integrated instruction to EL students within the classroom setting.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. This page is not applicable for elementary schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	1	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	No Performance Color
6.2	6.3	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.6	Increased +6.3	3
497	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	14	9.4
2	Increased +5.6	Increased +7.8
	136	53

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 4.6 Declined -3.1 65	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Orange 5.9 Increased +1.8 409

Conclusions based on this data:

1. Due to the COVID-19 Pandemic, chronic absenteeism has not been updated since the 2019 school year. Prior data analysis is below.

   Rescue Elementary currently has a 6.2% chronic absenteeism rate, which is a 1.6% increase from 2018-19. Rescue Elementary continues to provide support to families to ensure that all students have good attendance. All community resources are being utilized including family communication, community liaison support, and the use of the School Attendance Review Board to provide families with support and accountability.

2. Student Group Performance:

   The chronic absenteeism rate for Social Economically Disadvantaged subgroup increased 5.6% while the Special Education subgroup increased by 7.8%, which is largely contributing to the overall school percentage increase. Hispanic students declined 3.1%.

3. All other categories do not contain enough students to be reportable.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. This page is not applicable for elementary schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	3	1

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
0.6	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Maintained 0	3
510	16	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	0.7	1.9
2	Declined -1.9	Declined -1.4
	140	53

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
6	7	5	2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	No Performance Color	No Performance Color	Green
0	Less than 11 Students - Data	Less than 11 Students - Data	0.7
Maintained 0	1	3	Declined -0.8
67			419

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.4	0.6

Conclusions based on this data:

1. Overall Performance:

   While the state has not reported in this area, we can present overall suspension data generated at the district level. Rescue Elementary had 0 suspensions in 2020-2021. This is a .6 decrease from the previous reporting year. We continue to have a very low suspension rate.

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

   Overall Performance:

   Rescue Elementary has improved its suspension rate moving from the orange into the green category. This is due to an decrease of suspensions from 1.4% to 0.6%. In actual numbers, there were 2 students suspended during the 2018-19 school year. Rescue Elementary continues to evaluate the effectiveness of programs and implement supports to ensure the safety and support of all students.

2. Student Group Performance:
   All student groups showed a decline in suspensions and are in the desired performance range in either the green or blue category.

3. Rescue Elementary continues to have a very low suspension rate as evidenced by having no suspensions for the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Smarter Balanced Assessment Results	In the spring of 2021, 70% of Rescue students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 5.12% from the last reported result in the 2018-2019 school year*** In the spring of 2021, 69.33% of Rescue students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 4.44% from the last reported result in the 2018-2019 school year. In the spring of 2021, Rescue students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Rescue was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in	Since this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would expect that there would be an increase in student performance. We have a goal to increase our school-wide performance by 3% in language arts and 3% in math for the 2021-2022 school year.

Metric/Indicator	Baseline	Expected Outcome
	students missing one full trimester of in-class instruction. School-wide 2019 SBAC data revealed that 75.12% of students in grades 3-5 met or exceeded the ELA standards and 65.33% of students in grades 3-5 met or exceeded the math standards.	
District Benchmark Assessment Results	90% of Kindergarten students met the Phoneme Segmentation benchmark by the end of the school year. 75% of Kindergarten met the benchmark for Nonsense words for the end of the school year. In first grade, 60% of students met the Dibels DORF Benchmark of 47 Nonsense Word Fluency words correct. 63% of first grade students met the Dibels DORF benchmark for fluency accuracy. On the DORF, 70% of second graders met the fluency benchmark and 70% met the accuracy benchmark. 55% of second graders met the standard on the End of the Year Go Math assessment scoring at least 80% or better. In grades 3-5, the average percent meeting the DORF fluency benchmark score was 72%. The average percent meeting the DORF accuracy benchmark was 66%. The Interim Comprehensive Assessment (ICA) was not given during the 2021-20 school year.	The data from 2020 -2021 does not include Rescue Elementary students that attended the Frontier program. This years goals will be based on students returning from the Frontier program and rejoining Rescue Elementary. Based on the returning students, many of the goals will be to maintain progress made in 2020-2021. By the end of the 2021-22 school year, 90% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 75% will meet the end of year benchmark for Nonsense Word Fluency. By the end of the 2021-22 school year, 65% of 1st grade students will meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds). 66% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 80% accuracy using the DIBELS Oral Reading Fluency assessment (DORF). By the end of the 2021-22 school year, 75% of second graders will meet the fluency benchmark and 75% will meet the accuracy benchmark on the DORF. 80% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better. By the end of the 2021-22 school year, 75% of students in grades 3-5 will meet the fluency benchmark on the DORF and 70% will meet the DORF accuracy benchmark.
Student Reading Inventory (SRI) Lexile Scores	2021 Scores	Now that we have the students full time in school, we will make 3% gains

Metric/Indicator	Baseline	Expected Outcome
	First Grade: 57% of all first grade students' Lexile is within the grade level band (190-450). Second Grade: 46% of all 2nd grade students' Lexile is within the grade level band (450-620) Third Grade: 73% of all 3rd grade students' Lexile is within the grade level band (620-790) Fourth Grade: 63% of all 4th grade students' Lexile is within the grade level band (790-875) Fifth Grade: 61% of all 5th grade students' Lexile is within the grade level band (875-980)	in each grade level for the 2021-2022 school year.

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Improvement of instructional strategies and materials:

Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and

Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring is provided for students that need support in ELA and math skills. The ELPAC assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2444.17
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Trimester Assessment Days (Sub Costs)
Amount	1600.22
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Kindergarten Assessment Day
Amount	11956.28
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Intervention Paraeducator
Amount	61830.93
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Kindergarten Classroom Paraeducators
Amount	12798.46
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Description	Transitional Kindergarten Classroom Paraeducator
Amount	46381
Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Reading/Math Paraeducators
Amount	0
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	5th Grade Math Tutoring
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	ESGI License
Amount	0
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Jupiter Grades License

Strategy/Activity 3

Extended Learning Time, Increased Educational Opportunity & Support Services:

Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, and, Khan Academy. Rescue Elementary was able to participate in the El Dorado County Map Contest this year. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation,
student band performances, and enrichment clubs are normally offered, but suspended due to the 2020 pandemic. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as "I Love Reading Week" to promote literacy for all.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Reflex Math
Amount	2250
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	IXL Math Licenses
Amount	1580
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Enrichment Club
Amount	729
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Spelling Bee
Amount	328
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Oral Interpretation
Amount	228
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Nature Bowl
Amount	1,100

Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Reading Counts License
Amount	8000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Library Collection Purchases
Amount	0
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Art Program/Teacher
Source	None Specified
Budget Reference	None Specified

Strategy/Activity 4

Staff Development & Professional Collaboration:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,912
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	GLAD Refresher Training
Amount	2,835
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	GLAD Training Substitute Costs
Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistant Meetings/Trainings
Amount	1088
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	GLAD Refresher Training

Strategy/Activity 5

Involvement of Staff, Parents & Community:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Additionally, California Healthy Kids Survey, LCAP Survey, Aeries Discipline and Attendance, and the CAASPP Dashboard was also used in developing this goal.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2021-22 school year. The survey indicated that 82% of students surveyed feel safe at school most or all of the time. 77% of all students surveyed feel well connected with Rescue Elementary. 79% of students reported a high level of caring and support by staff members towards students. 71% of students reported that they receive social and emotional learning supports at school.	For the remainder 2021-22 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 85%. Students feeling connected to Rescue Elementary will be increased to an overall score of 80%. Students feeling cared for by staff will be increased to an overall score of 82%. Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 74%.
LCAP Survey	The 2020-21 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Rescue Elementary. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that	The 2021-22 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.

Metric/Indicator	Baseline	Expected Outcome
	are implemented for students so they know what to do in the event of an emergency. Rescue Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students.	
Aeries Discipline and Attendance Report	According to Aeries reports, Rescue Elementary's average suspension rate for the 2020-2021 school year was reduced from .6% to .0%. Average attendance rate for 2020-2021 was 95.84% and Chronic Absenteeism increased from 6.2% to 16.5%.	Rescue Elementary's average suspension rate will continue to be below 1% for the 2021-22 school year. Average attendance rate will likely increase due to high amount of COVID 19 cases in the county.

Planned Strategies/Activities

Strategy/Activity 1

School Safety:

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

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	Site Formula Funds
Budget Reference	0000: Unrestricted
Description	Red Ribbon Week

Strategy/Activity 2

School Climate & Community Building:

Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1350
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	A Touch of Understanding Assembly
Amount	1000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	B-Street Festival 34 Assembly
Amount	1000
Source	Donations
Budget Reference	0000: Unrestricted
Description	Playground Equipment
Source	None Specified
Budget Reference	None Specified
Source	None Specified

Budget Reference	None Specified
Description	Dental Puppet Show

Strategy/Activity 3

Staff Collaboration & Professional Development:

Rescue Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers to collaborate around school climate and develop and/or refine systems that improve school culture. Meetings and trainings will be offered to yard supervisors to ensure school safety. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1575
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic I Training Registration
Amount	4,536
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Love and Logic I Training Substitute Costs
Amount	1,200
Source	Site Formula Funds
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Love and Logic II Training Registration
Amount	3,360
Source	Site Formula Funds

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Love and Logic II Subsitute Costs
Amount	500
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Yard Supervisor Meetings

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California School Staff Survey	Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey.	During the 2021-22 school year, Professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in “good repair” or higher as measured by the 2020-21 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2020-22021 school year.	If received during the 2020-21 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development:

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

Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

Facilities & Technology Infrastructure:

Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects such as rebuilding the garden with the support of our PTC.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2021-6/30/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Amount	200
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	None Specified
Description	Portable Sound System
Source	District Funded
Budget Reference	None Specified
Description	Blacktop Resurfacing
Amount	180,000
Source	District Funded
Budget Reference	None Specified
Description	MP roof resurfacing

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Smarter Balanced Assessment Results	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 test administration in the ELA and math portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model.	In the spring of 2021, 70% of Rescue students met or exceeded standards on the English Language Arts portion of the CAASPP test. This is a decrease of 5.12% from the last reported result in the 2018-2019 school year*** In the spring of 2021, 69.33% of Rescue students met or exceeded standards on the math portion of the CAASPP test. This is a increase of 4.44% from the last reported result in the 2018-2019 school year. In the spring of 2021, Rescue students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Rescue was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. The results were not officially reported by the state of California.
District Benchmark Assessment Results	Due to COVID-19 and the requirement to be in a social distant model, we would consider continuing with our 2019-20 goals for District Benchmark Assessments for the 2020-21 school year. See below: By the end of the 2020-21 school year, 82% of Kindergarten students will meet the end of year benchmark for Phoneme Segmentation and 70%	At the end of the 2020-21 school year, 90% of Kindergarten students met the Phoneme Segmentation benchmark by the end of the school year. This is an increase of 8% over the previous school year. 75% of Kindergarten met the benchmark for Nonsense words for the end of the school year. This is an increase of 5% over the previous school year.

Metric/Indicator	Expected Outcomes	Actual Outcomes
	will meet the end of year benchmark for Nonsense Word Fluency. By the end of the 2020-21 school year, 75% of 1st grade students will meet the benchmark for Nonsense Word Fluency (Correct Letter Sounds) and 82% will meet the standard for Nonsense Word Fluency (Whole Words Read). 82% of first graders will meet the standard for fluency reading at least 47 correct words per minute with 80% accuracy using the DIBELS Oral Reading Fluency assessment (DORF). By the end of the 2020-21 school year, 75% of second graders will meet the fluency benchmark and 75% will meet the accuracy benchmark on the DORF. 85% of second graders will meet the standard on the the End of the Year Go Math assessment scoring at least 80% or better. By the end of the 2020-21 school year, 75% of students in grades 3-5 will meet the fluency benchmark on the DORF and 80% will meet the DORF accuracy benchmark. By the end of the 2020-21 school year, 70% of all 3rd through 5th grade students will met or exceed standards on the Interim Comprehensive Assessment (ICA).	At the end of the 2020-21 school year, 60% of first grade students met the Dibels DORF Benchmark of 47 Nonsense Word Fluency words correct. This is a 15% decrease from the previous year. 63% of first grade students met the Dibels DORF benchmark for fluency accuracy. This is a 19% decrease from the previous year. At the end of the 2020-21 school year, 70% of second graders met the fluency benchmark and 70% met the accuracy benchmark. This was a 5% decrease over the previous school year. 55% of second graders met the standard on the End of the Year Go Math assessment scoring at least 80% or better. This was a 30% decrease over the previous year. At the end of the 2020-21 school year, the average percent of 3rd through 5th grade students meeting the DORF fluency benchmark score was 72%. This is a 3% drop over the previous school year. The average percent meeting the DORF accuracy benchmark was 66%. This was a 13% decrease over the previous school year. The Interim Comprehensive Assessment (ICA) was not given during the 2020-21 school year.
Student Reading Inventory (SRI) Lexile Scores	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 SRI test administration to be a success. First Grade: 60% of all first grade students' Lexile is within the grade level band (190-450). Second Grade: 56% of all 2nd grade students' Lexile is within the grade level band (450-620) Third Grade: 70% of all 3rd grade students' Lexile is within the grade level band (620-790)	At the end of the 2020-21 school year, 57% of all first grade students' Lexile is within the grade level band (190-450). This is a decrease of 3% from the previous year. At the end of the 2020-21 school year, 46% of all 2nd grade students' Lexile is within the grade level band (450-620). This is a decrease of 10% from the previous year. At the end of the 2020-21 school year, 73% of all 3rd grade students' Lexile is within the grade level band (620-790). This is a 3% increase over the precious year. At the end of the 2020-21 school year, 63% of all 4th grade students'

Metric/Indicator	Expected Outcomes	Actual Outcomes
	Fourth Grade: 70% of all 4th grade students' Lexile is within the grade level band (790-875) Fifth Grade: 60% of all 5th grade students' Lexile is within the grade level band (875-980)	Lexile is within the grade level band (790-875). This is a decrease of 7% over the previous year. At the end of the 2020-21 school year, 61% of all 5th grade students' Lexile is within the grade level band (875-980). This is an increase of 1% over the previous year.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instruction with Content Standards: Rescue Elementary School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will begin to implement the Next Generation Science	Rescue Elementary School was able to use district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students participated in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participated in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students participated in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers piloted some lessons from STEM Scopes, Mystery Science or other NGSS aligned bridge programs.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Standards (NGSS) into their instruction using STEM Scopes, Mystery Science or other NGSS aligned bridge programs.			
Improvement of instructional strategies and materials: Rescue Elementary School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention, and such supports will be provided using materials shown to be effective in addressing academic deficits and providing differentiated support for students performing at an advanced level. Paraeducator support is provided to all classes supporting students in areas of academic need. Enrichment opportunities, embedded within the school day and offered before or after school, will be provided to increase student engagement and assist students in advancing their learning. Before and after school tutoring is provided for students that need support in ELA and math skills. The ELPAC	Rescue Elementary utilized instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Daily 5, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Rescue Elementary teachers used frequent formative assessments to identify students that needed academic intervention. Paraeducator supports were provided to all classes supporting students in areas of academic need. The ELPAC assessment was given to English Learners to determine the mastery of English Language skills and what instructional support was needed. Technology, including Chromebooks and iPads, were used to further engage students and extend students' ability to access content and demonstrate understanding.	Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 1768.46 Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 8417.28 Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 15363.30 Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,596.48 Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 26843.49 5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,681.00 ESGI License 4000-4999: Books And Supplies District Funded	Trimester Assessment Days (Sub Costs) 1000-1999: Certificated Personnel Salaries District Funded 3597.87 Kindergarten Assessment Day 1000-1999: Certificated Personnel Salaries Site Formula Funds 2098.06 Kindergarten Intervention Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 11587.28 Kindergarten Classroom Paraeducators 2000-2999: Classified Personnel Salaries LCFF - Supplemental 38218.34 Transitional Kindergarten Classroom Paraeducator 2000-2999: Classified Personnel Salaries LCFF - Supplemental 13041.50 Reading/Math Paraeducators 2000-2999: Classified Personnel Salaries Title I 36920.35 5th Grade Math Tutoring 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0 ESGI License 4000-4999: Books And Supplies District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
assessment will be given to English Learners annually to determine the mastery of English Language skills and what instructional support is needed. Technology, including Chromebooks and iPads, will be used to further engage students and extend students' ability to access content and demonstrate understanding.		Jupiter Grades License 4000-4999: Books And Supplies District Funded	Jupiter Grades License 4000-4999: Books And Supplies District Funded
Extended Learning Time, Increased Educational Opportunity & Support Services: Rescue Elementary School will provide extended learning time and increased educational opportunities for students. Such opportunities will include access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, and, Khan Academy. Field trips, coinciding with areas of study and aligned to the California State Standards, will be provided to further enhance students' learning. Students will have the opportunity to participate in our STEAM Makerspace where they experience levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions will occur and students will have the option to learn to play a musical instrument and participate in an Art program. Extracurricular	Rescue Elementary School provided extended learning time and increased educational opportunities for students. Opportunities included access to online programs including Raz Kids, Reflex Math, Typing Agent, IXL Math, and, Khan Academy. Students were able to have the opportunity to participate in STEAM Makerspace where they experienced levels of inquiry and discovery while developing technology and tactile skills. Visual and performing arts productions occured and students had the option to learn to play a musical instrument and participate in an Art program. Extracurricular learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, student band performances, and enrichment clubs are normally offered, but suspended due to the pandemic. The El Dorado	Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000 IXL Math Licenses 4000-4999: Books And Supplies Site Formula Funds 2250 Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 1580 Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 729 Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 328 Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 228 Reading Counts License 4000-4999: Books And Supplies District Funded 1,100 Library Collection Purchases 0000: Unrestricted Donations 3,000 Art Program/Teacher None Specified Parent	Reflex Math 4000-4999: Books And Supplies Site Formula Funds 3000 IXL Math Licenses 4000-4999: Books And Supplies Site Formula Funds 2475 Enrichment Club 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Spelling Bee 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Oral Interpretation 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Nature Bowl 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Reading Counts License 4000-4999: Books And Supplies District Funded 1100 Library Collection Purchases 0000: Unrestricted Donations 685 Art Program/Teacher None Specified Parent

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
learning opportunities, such as Nature Bowl, the El Dorado County Spelling Bee, Oral Interpretation, the El Dorado County Map Contest, student band performances, and enrichment clubs are normally offered, but suspended due to the 2020 pandemic. All students have the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as “I Love Reading Week” to promote literacy for all.	County Map Contest was offered to students. All students had the opportunity to visit the school library weekly. There, they are able to check out books relating to their interests and appropriate reading level. Students participate in the Reading Counts program as well as “I Love Reading Week” to promote literacy for all.	Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 6000 Chromebook Purchase for 1st Grade 0000: Unrestricted Donations 7000	Teacher Association/Parent Faculty Club (PTA/PFC) 0 Chromebook Purchase for 1st Grade 0000: Unrestricted Donations 0
Staff Development & Professional Collaboration: Rescue Elementary School will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. “Early Release Wednesdays” will enable	Rescue Elementary School was able to ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, were afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). RUSD partnered with the El Dorado County Office of Education to provide increased opportunities for professional development and communities of practice. “Early Release Wednesdays” will enabled professional collaboration among grade levels and ensured that staff had the	GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 1,912 GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 2,835 Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 500 None Specified None Specified	GLAD Refresher Training 5000-5999: Services And Other Operating Expenditures Title I 0 GLAD Training Substitute Costs 1000-1999: Certificated Personnel Salaries Title I 0 Instructional Assistant Meetings/Trainings 2000-2999: Classified Personnel Salaries Site Formula Funds 0 None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
professional collaboration among grade levels and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.	time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs.		
Involvement of Staff, Parents & Community: Rescue Elementary School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school will support the Parent Teacher Club	Rescue Elementary School involved staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff have had the opportunity to participate on the School Site Council and be a part of the decision making process. Additionally, all teachers, classified employees, parents, and a diverse group of students had the opportunity represent our school and provide input on the school district's Local Control Accountability Plan. Parents of English learners were invited to participate in the District English Language Advisory Committee (DELAC). Stakeholders were informed about opportunities to participate through our school's website, newsletters, weekly email blasts, social media, and other forms of communication. The school supported the Parent Teacher Club (PTC) to bring about enhancements to school programs.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
(PTC) to bring about enhancements to school programs.			

Analysis

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

Academic and Intervention programs and strategies were implemented well at Rescue Elementary. In each grade level, standards were taught and supports were provided to offer differentiation strategies to students that needed to be challenged and those that needed support. Staff received professional development and collaboration planning time to continue developing instructional practices for their classes and meet student needs. Communication was provided frequently amongst staff and members of the community regarding student achievement, academic timelines, and school activities and events.

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

The reading group intervention program consisting of leveling students and providing differentiated instruction for our students in grades 3-5 was inconsistent. SBAC, Benchmark, and SRI levels showed percentages that were up for some groups of students and down for others. In the spring of 2021, Rescue students took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Rescue was also in a hybrid class schedule during the 2020-2021 school year. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. The results were not officially reported by the state of California. This contributed to inconsistent SBAC data. Once Rescue Elementary experiences consistent attendance and enrollment, we will be able to gain a more accurate data analysis concerning the effectiveness of our programs.

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

There were several extracurricular events that were planned, but were cancelled due to COVID-19 restrictions. Hence, no funds were spent on them.

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

Funds are continuing to be allocated for programs that were suspended during the previous year with the intention of funding them so long as COVID restrictions are lifted.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey	For the remainder 2020-21 School year, the goal is for the following: Students feeling safe will be increased to an overall score of 85%. Students feeling connected to Rescue Elementary will be increased to an overall score of 80%. Students feeling cared for by staff will be increased to an overall score of 82%. Students feeling they they receive social and emotional learning supports at school will be increased to an overall score of 75%.	The California Healthy Kids Survey was administered to 5th grade students during the fall of the 2021-22 school year. The survey indicated that 82% of students surveyed feel safe at school most or all of the time. This is a decrease of 3% from the previous year. 77% of all students surveyed feel well connected with Rescue Elementary. This is a 3% decrease from the previous year. 79% of students reported a high level of caring and support by staff members towards students. This is a 1% increase from the previous year. 71% of students reported that they receive social and emotional learning supports at school. This is a 4% decrease from the previous year.
LCAP Survey	The 2020-21 LCAP Parent Survey Results will indicate that families continue to feel their children are safe and informed of Rescue Elementary's emergency preparedness procedures.	The 2020-21 LCAP Parent Survey Results indicate that families feel that there is a strong positive culture and climate at Rescue Elementary. There is a common desire to provide information regarding the school's safety plan and assurance of emergency preparedness drills that are implemented for students so they know what to do in the event of an emergency. Rescue Elementary assured the community that emergency preparedness drills are conducted and emergency procedures are in place for staff and for students.
Aeries Discipline and Attendance Report	Rescue Elementary's average suspension rate will continue to be below 1% for the 2019-20 school year. Average attendance rate will increase to 97% for the 2019-20 school year and Chronic Absenteeism will be reduced from 6% to at least 4.5%.	According to Aeries reports, Rescue Elementary's average suspension rate for the 2020-2021 school year was reduced from .6% to .0%. Average attendance rate for 2020-2021 was 95.84% and Chronic Absenteeism increased from 6.2% to 16.5%.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety: Rescue Elementary School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grade 5 will receive sexual health education. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.	Rescue Elementary School followed procedures and drills to ensure students and staff are safe on campus. All employees and students participated in emergency preparedness drills every month. The staff was able to practice and utilize the Catapult Emergency Response system monthly. The primary focus on Red Ribbon week focused on making healthy choices. Student participated in healthy activities. Students in grade 5 received sexual health education. All staff were appropriately trained as Child Abuse Mandated Reporters. Volunteers were not used on campus due to Covid-19. Facility inspection reports were used to determine additional areas to improve safety. The School Site Safety Team worked with stakeholders to develop an annual Comprehensive Safety Plan.	Red Ribbon Week 0000: Unrestricted Site Formula Funds 200	Red Ribbon Week 0000: Unrestricted Site Formula Funds 0
School Climate & Community Building:	Rescue Elementary School worked to ensure that all students feel	A Touch of Understanding Assembly None	A Touch of Understanding Assembly None

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Rescue Elementary School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education will also occur. A school counselor will be available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. School assemblies will be provided to celebrate student achievement and offer social development and enrichment. The California Healthy Kids Survey will be administered to students in 5th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth.	connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework was used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team developed tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices were used to help de-escalate trauma induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. Explicit character education also occurred each month. The school counselor was available three days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction were provided. School assemblies were postponed so the administrator went to each classroom to celebrate student achievement. The California Healthy Kids Survey was administered to students in 5th grade, and the results were analyzed by the site leadership team to determine additional areas for growth.	Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1350 B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 1000 Playground Equipment 0000: Unrestricted Donations 1000 PE Equipment None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 5000 Dental Puppet Show None Specified None Specified 0	Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC) 0 B-Street Festival 34 Assembly None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC) 0 Playground Equipment 0000: Unrestricted Donations 1000 PE Equipment None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC) 0 Dental Puppet Show None Specified None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration & Professional Development: Rescue Elementary School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers to collaborate around school climate and develop and/or refine systems that improve school culture. Meetings and trainings will be offered to yard supervisors to ensure school safety. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.	Rescue Elementary School provided teachers and classified support staff with professional development to continually improve school climate. Topics included Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time was provided to teachers to collaborate around school climate and develop and refine systems that improve school culture. Meetings and trainings were offered to yard supervisors to ensure school safety. The staff participated in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.	Love and Logic I Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 1575 Love and Logic I Training Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 4,536 Love and Logic II Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 1,200 Love and Logic II Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 3,360 Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries Site Formula Funds 500	Love and Logic I Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 0 Love and Logic I Training Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Love and Logic II Training Registration 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 0 Love and Logic II Substitute Costs 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Yard Supervisor Meetings 2000-2999: Classified Personnel Salaries Site Formula Funds 378.03

Analysis

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

Rescue Elementary implemented many strategies/activities to support this goal. Social Emotional Learning was a site and district-wide focus. SEL materials were provided to each classroom and teachers received professional development training to support students. Equipment was purchased for PE and playground activities for students to enjoy safe and engaging activities.

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

While many resources were dedicated to supporting Social Emotional Learning, there is more work to do to support staff and students. We are working with our District to provide more professional learning opportunities for staff and are continuing to implement PBIS strategies within our school. This is an ongoing goal that we will continue to measure and provide resources in order to meet the needs of our school community.

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

Due to the Covid-19 restrictions many in person activities and assemblies were postponed. Activities were included in the plan in case restrictions changed and schools were allowed back to traditional in-person activities.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals. Changes have been made to try and maintain traditional activities for students. For example, Covid-19 restrictions prevented citizenship assemblies. As an alternative, the principal held small alternative citizenship acknowledgements for each classroom.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Staff Survey	During the 2020-21 school year, professional Development opportunities will be offered to classified staff in the areas of Social Emotional Learning and specific duty areas as outlined as a need from their respective departments and the California School Staff Survey	Staff received professional development opportunities within our school district. Meetings were held not only providing opportunities to collaborate with peers, but also to provide instruction in proper customer service.
Facility Inspection Tool	Facilities will be in “good repair” or higher as measured by the 2020-21 Facility Inspection Tool.	There were three areas that received a "poor" rating including Interior, Structural, and External categories. Electrical and Restrooms/Fountains received a "fair" rating.
Williams Act/Uniform Complaints	If received during the 2020-21 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	No Williams Act/Uniform Complaints were received during the 2020-21 school year.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration & Professional Development: Rescue Elementary School will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will	Rescue Elementary School provided non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Non-instructional personnel were also included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded Custodial Trainings 2000-2999: Classified Personnel Salaries District Funded

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.	Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff also participated in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support.		
Facilities & Technology Infrastructure: Rescue Elementary School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC.	Rescue Elementary School provided facilities, technology, furniture, and supplies to maximize the effectiveness of school operations. Working in conjunction with the RUSD Maintenance and Operations Department, the Facilities Inspection Tool (FIT) was used to determine areas for facility improvement. Improvements deemed necessary were communicated to RUSD Maintenance personnel. The school also engaged in school beautification projects with the support of our PTC.	None Specified None Specified Portable Sound System None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,000 Blacktop Resurfacing None Specified District Funded 60000 Classroom Ramp Replacement and Repair None Specified District Funded 0	 Portable Sound System None Specified Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 200 Blacktop Resurfacing None Specified District Funded 0 Classroom Ramp Replacement and Repair None Specified District Funded 0

Analysis

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

Training was provided to our secretarial and custodial staff throughout the school year. These trainings focused on professional development in job related duties and customer service. Classroom ramps were replaced and the upper blacktop was resurfaced and striped. The portable sound system was not purchased.

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

Training is very valuable and continues to be ongoing for our staff. School projects provide a fresh look to the school campus. The Rescue PTC continues to be committed to supporting the school in any way needed.

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

The portable sound system was not purchased by our PTC. Due to the COVID-19 shutdown, the read-a-thon fundraiser was cancelled.

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

Professional Development will continue to be a strategy to support Goal 3 during the 2021-22 school year. Facility projects including the replacement of roofs, siding, ramps, and the upper blacktop will be scheduled during the 2021-22 school year cycle.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	88,491.01
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	355,482.06

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	183,544.17
Donations	9,000.00
LCFF - Supplemental	86,585.67
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,550.00
Site Formula Funds	21,586.22
Title I	51,128.00
Title II Part A: Improving Teacher Quality	1,088.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	9,200.00
1000-1999: Certificated Personnel Salaries	17,640.39
2000-2999: Classified Personnel Salaries	133,966.67
4000-4999: Books And Supplies	6,350.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,775.00
None Specified	182,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	2,444.17
4000-4999: Books And Supplies	District Funded	1,100.00
None Specified	District Funded	180,000.00
0000: Unrestricted	Donations	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	86,585.67
None Specified	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,550.00
0000: Unrestricted	Site Formula Funds	200.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	12,361.22
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,000.00
4000-4999: Books And Supplies	Site Formula Funds	5,250.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	2,775.00
1000-1999: Certificated Personnel Salaries	Title I	2,835.00
2000-2999: Classified Personnel Salaries	Title I	46,381.00
5000-5999: Services And Other Operating Expenditures	Title I	1,912.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,088.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Renee Mallot	Classroom Teacher
Mary Nugent	Classroom Teacher
Todd McGinnis	Principal
Donna Martin	Parent or Community Member
Richard Wetmore	Classroom Teacher
Sheri Allen	Other School Staff
Brynn Reynlib	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 2/1/2021.

Attested:

Principal, Todd McGinnis on 2/1/2021

SSC Chairperson, Donna Martin on 1/31/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Marina Village Middle School
Address	1901 Francisco Dr El Dorado Hills, CA 95762
County-District-School (CDS) Code	09619786103527
Principal	Levi Cambridge
District Name	Rescue Union Elementary School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	November
Local Board Approval Date	

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

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School Vision and Mission

RUSD VISION:
Rescue Union School District is known and respected for quality educational programs that prepare students for the ever-changing challenges of society. Rescue Union School District students succeed with the active support of families, staff, and community members. Students are literate, self-reliant, respectful citizens who are prepared for the future.

MISSION STATEMENT:
Marina Village Middle School will provide a comprehensive and academically challenging education for all students. We will maintain a safe and positive environment that promotes respect and responsibility. Marina Village Middle School is committed to partnership, support, and involvement among school, families, and community.

School Profile

Marina Village Middle School is located in the foothills of the Sierra Nevada Mountains, approximately 20 miles east of Sacramento on Highway 50. Marina Village Middle School currently has 746 sixth, seventh, and eighth-grade students. Sixty-eight percent of the students are Caucasian, fourteen percent are Hispanic or Latino, and eight percent are Asian. Five percent identify as multi-ethnic while three percent are Filipino-American, and approximately two percent are African-American, Native American, Pacific Islander. Nine English Language Learner (ELL) students currently attend Marina Village Middle School, but that population fluctuates yearly. Marina Village Middle School students learn in a safe, positive environment. Marina Village Middle School recognizes that positive behavior and appropriate activities will stimulate a healthy, productive school climate. Intellectual growth and academic achievement are critical in early adolescent development. The school day is structured into 50 minute periods of math, science, physical education, English, history, and an elective for 300 minutes of in-person instruction and a 50-minute lunch daily. Elective options include Band, World Music, Computer Science Coding, Engineering and Design, Spanish, Art, Yearbook, Horticulture, Leadership, Art & Literature, Speech & Debate, Speech and Drama, Novel Ideas, Clash of Cultures, Energy and the Environment, and Psychology. For the sixth graders, English/history and math/science are each combined in a two-period core class. Passing time between classes is six minutes.

The facilities include a library/media center, a multi-purpose room, a gym, a band room, a computer lab, an administration building, a counseling office, a school psychologist's office, a speech and language office, and 31 classrooms. Each classroom has at least one computer. All computers in classrooms, and the library/media center, are connected to the Internet. 31 wireless Chromebook computer carts with 32 computers are available for use in each classroom along with a Dell computer cart. During distance learning, each student has a Chromebook checked out to them and students are responsible to charge the Chromebook and bring it to school daily.
.
Marina Village Middle School participates in the School-Based Coordinated Program (SBCP), which receives supplemental funding from the State Department of Education based on average daily attendance (ADA). The Marina Village Middle School Site Council (SSC) governs the use of these funds to enhance areas of education so that students will achieve adequate yearly progress in all subgroups in accordance with the single plan for student achievement. The SSC is composed of parents, school staff, and students. Council members are elected for a two-year term and meet monthly. All SSC meetings are open to the public.

Marina Village Middle School provides a positive learning environment where students are challenged in all academic areas. Positive behavior and achievement are normally recognized through our PBIS program along with honor roll, student recognition assemblies, compliment calls to parents/guardians, merit assemblies, Ohana Pride tickets, Student of the week awards, motivational speakers, and grade level assemblies. Staff members nominate students for recognition based on positive character traits and academic success and improvement. The honor roll, presidential awards, and the National Junior Honor Society recognize academic achievement. Students who consistently demonstrate a commitment to school success and involvement in school activities and programs can earn the Mustang Pride Award, which is a culminating honor that is presented during 8th-grade promotion activities.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The staff collaborated on the Single Plan during a staff meeting on October 19, 2020. The school site council reviewed and provided feedback on the plan on November 15, 2021. The site council team included teachers, parents, students, and administration. Notification of the site council meeting was made public through our school website and weekly bulletin.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.25%	0.24%	0.2%	2	2	1
African American	0.87%	1.33%	1.0%	7	11	6
Asian	9.39%	8.31%	6.8%	76	69	39
Filipino	1.61%	2.41%	2.1%	13	20	12
Hispanic/Latino	11.5%	12.17%	14.4%	93	101	83
Pacific Islander	0.25%	0.12%	0.2%	2	1	1
White	71.08%	70.24%	70.2%	575	583	405
Multiple/No Response	5.07%	5.18%	5.2%	41	43	30
			Total Enrollment	809	830	577

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	292	258	160
Grade 7	269	291	207
Grade 8	248	281	210
Total Enrollment	809	830	577

Conclusions based on this data:

1. It can be concluded from this data that Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the high 700's to low 800's. However, during the hybrid model, 200 students selected to participate in distance learning and 577 were attending in person. As of the start of the 21-22 school year, the distance learning students have returned and Marina is currently service 747 students.
2. It can also be concluded that we have students who fall in seven of the focus group populations with white students being the highest percentage.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	9	5	5	1.1%	0.6%	0.9%
Fluent English Proficient (FEP)	56	57	36	6.9%	6.9%	6.2%
Reclassified Fluent English Proficient (RFEP)	2	3	2	22.2%	33.3%	40.0%

Conclusions based on this data:

1. Marina Village has a small percentage of EL students who continue to progress in their language acquisition.
2. The Fluent English Proficient numbers have decreased as students moved out of Marina Village and into the distance learning model in the 20/21 school year.
3. There were a total of two English Learners in 20/21 with two students who were reclassified during the 19/20 school year. This number has already risen to nine at the start of the 21/22 school year due to the return of distance learning students, matriculation up from elementary schools, and an influx of students moving into the Marina Village boundaries.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	253	289	180	250	288	180	249	288	180	98.8	99.7	100.0
Grade 7	240	275	215	234	272	211	234	272	211	97.5	98.9	98.1
Grade 8	276	249	223	273	241	221	273	241	221	98.9	96.8	99.1
All Grades	769	813	618	757	801	612	756	801	612	98.4	98.5	99.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2577.	2584.	2575.	27.31	35.07	29.44	49.80	40.97	46.11	17.67	18.06	17.78	5.22	5.90	6.67
Grade 7	2617.	2618.	2593.	32.48	36.76	24.17	49.57	44.49	46.92	14.10	12.50	18.48	3.85	6.25	10.43
Grade 8	2614.	2627.	2598.	28.94	32.37	23.08	45.05	46.47	42.08	17.95	14.94	23.08	8.06	6.22	11.76
All Grades	N/A	N/A	N/A	29.50	34.83	25.33	48.02	43.82	44.93	16.67	15.23	19.93	5.82	6.12	9.80

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	41.37	39.58	33.33	49.00	49.31	57.78	9.64	11.11	8.89
Grade 7	50.43	45.96	27.49	44.02	44.12	61.14	5.56	9.93	11.37
Grade 8	42.86	51.04	27.60	46.52	38.59	60.63	10.62	10.37	11.76
All Grades	44.71	45.19	29.25	46.56	44.32	59.97	8.73	10.49	10.78

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	40.16	40.97	30.73	51.41	51.04	58.10	8.43	7.99	11.17
Grade 7	53.42	54.41	32.70	39.32	41.18	60.19	7.26	4.41	7.11
Grade 8	40.66	41.49	29.41	49.45	48.13	57.01	9.89	10.37	13.57
All Grades	44.44	45.69	30.93	46.96	46.82	58.43	8.60	7.49	10.64

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	26.51	29.17	20.00	67.87	65.97	75.56	5.62	4.86	4.44
Grade 7	25.64	24.26	14.69	68.80	71.69	78.20	5.56	4.04	7.11
Grade 8	28.94	26.14	20.81	64.47	68.88	71.49	6.59	4.98	7.69
All Grades	27.12	26.59	18.46	66.93	68.79	75.00	5.95	4.62	6.54

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	44.98	42.01	31.11	51.00	48.96	65.00	4.02	9.03	3.89
Grade 7	48.72	45.22	28.91	47.44	49.63	62.56	3.85	5.15	8.53
Grade 8	40.29	42.74	24.89	51.65	50.62	66.97	8.06	6.64	8.14
All Grades	44.44	43.32	28.10	50.13	49.69	64.87	5.42	6.99	7.03

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Marina Village students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 70.6% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is a decrease of 8.2% from the last reported result in the 2018-2019 school year***

The 6th-grade students were the highest-performing group when compared against all grades in the area of ELA with 76% (+1% from 18-19) of students meeting or exceeding standards.
The 7th-grade students had the next highest performing group when compared against all grades in the area of ELA with 71% (-11% from 18-19) of students meeting or exceeding standards.

The 8th-grade students had the lowest-performing group when compared against all grades in the area of ELA with 65% (-14% from 18-19) of students meeting or exceeding standards.

***In the spring of 2021, Marina Village took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Marina Village was also in a hybrid class schedule during the 2020-2021 school year which had students working at school for 2.5 hours and working at home for 2.5 hours each day. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

Due to COVID-19, no state-reported scores for the 2019-2021 school years are available. Below is the analysis of growth from the last state-reported testing period.

Overall year over year performance
Marina Village has established one of the highest scores in ELA for all middle schools in El Dorado County with an overall percentage of 78.4% (+.88% from 17-18) of students exceeding or meeting standards.
The 6th-grade students were the lowest-performing group when compared against all grades in the area of ELA with 75.34% (-1.77% from 17-18) of students meeting or exceeding standards.
The 7th-grade students had the highest performing group when compared against all grades in the area of ELA with 82.05% (-.8% from 17-18) of students meeting or exceeding standards.
The 8th-grade students showed a gain in ELA of 4.84%of students meeting or exceeding standards to reach 78.84% of students meeting or exceeding standards.

2. In the spring of 2021, Marina Village students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

Claims
Across all grade levels, students performed the strongest in the Reading claim. However, the Reading claim also had the highest number of students in the "Below Standard" level. Across all grade levels, students struggled in the listening claim with more students falling into the "At or Near Standard" performance level than the other two levels. All other claims had less than 8% of students performing in each of these claims (Writing, Listening, Research/Inquiry).
6th-grade students performed better in the Listening claim when compared against all grade levels.
7th-grade students performed better in the Writing and Research/Inquiry claims when compared against all grade levels.
8th-grade students performed better in the Reading claim when compared against all grade levels.

3. In the spring of 2021, Marina Village students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following cohort data as compared to 2018-19.

Cohort Performance
When compared to the prior testing year (2018-2019), the same group of students improved their overall performance from their 4th grade to their 6th-grade year in ELA by 4% to reach 76% of students meeting or exceeding standards. (From 72% to 76%)
When compared to the prior testing year (2018-2019), the same group of students decline their overall performance from their 5th grade to their 7th-grade year in ELA by 15% to reach 71% of students meeting or exceeding standards. (From 86% to 71%)
When compared to the prior testing year (2018-2019), the same group of students declined in their overall performance from their 6th grade to their 8th-grade year in ELA by 10% to reach 65% of students meeting or exceeding standards. (From 75% to 65%)

This type of regression in the 7th and 8th grades may be caused by a variety of factors related to the COVID year. It may be impossible to determine all of the reasons for the decline but a loss of face-to-face instructional time along with the social-emotional ramifications of the shut down may have played a significant role.

Due to COVID-19, no scores for the 2019-2021 school year are available. Below is the analysis of growth from the prior testing period.

Cohort Performance
When compared to the prior year (2017-2018), the same group of students saw no change with their overall performance from their 5th grade to their 6th-grade year in ELA and held steady at 75% of students meeting or exceeding standards.
When compared to the prior year (2017-2018), the same group of students improved their overall performance from their 6th grade to their 7th-grade year in ELA by 4.14% to reach 81.25% of students meeting or exceeding standards.
When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 7th grade to their 8th-grade year in ELA by 3.21% to reach 78.84% of students meeting or exceeding standards.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	253	289	180	251	288	179	250	288	179	99.2	99.7	99.4
Grade 7	240	275	215	234	271	212	234	271	212	97.5	98.5	98.6
Grade 8	276	249	223	273	242	220	273	242	220	98.9	97.2	98.7
All Grades	769	813	618	758	801	611	757	801	611	98.6	98.5	98.9

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2588.	2583.	2569.	42.00	37.15	31.84	28.80	29.17	30.17	23.20	25.35	26.82	6.00	8.33	11.17
Grade 7	2617.	2613.	2586.	44.02	42.44	27.36	31.20	30.63	33.02	16.24	19.93	26.42	8.55	7.01	13.21
Grade 8	2631.	2640.	2590.	45.05	47.93	27.27	23.81	23.97	25.45	20.88	18.60	20.91	10.26	9.50	26.36
All Grades	N/A	N/A	N/A	43.73	42.20	28.64	27.74	28.09	29.46	20.21	21.47	24.55	8.32	8.24	17.35

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	54.80	48.26	25.70	32.40	38.54	61.45	12.80	13.19	12.85
Grade 7	57.69	55.35	30.66	29.49	33.95	60.38	12.82	10.70	8.96
Grade 8	57.51	59.09	29.09	28.57	28.93	53.18	13.92	11.98	17.73
All Grades	56.67	53.93	28.64	30.12	34.08	58.10	13.21	11.99	13.26

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	40.80	32.29	24.58	48.80	53.82	61.45	10.40	13.89	13.97
Grade 7	46.15	43.91	26.89	43.16	44.65	59.91	10.68	11.44	13.21
Grade 8	42.49	52.07	25.00	44.69	36.36	54.55	12.82	11.57	20.45
All Grades	43.06	42.20	25.53	45.57	45.44	58.43	11.36	12.36	16.04

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	38.80	33.68	30.17	48.40	49.65	62.01	12.80	16.67	7.82
Grade 7	43.59	38.75	26.42	47.44	50.18	64.15	8.97	11.07	9.43
Grade 8	39.93	47.11	24.55	50.92	45.45	64.09	9.16	7.44	11.36
All Grades	40.69	39.45	26.84	49.01	48.56	63.50	10.30	11.99	9.66

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. In the spring of 2021, Marina Village students took a state-modified version of the CAASPP test and official results were not reported by the state. However, the unofficial results show that 58.3% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 12% from the last reported result in the 2018-2019 school year***

The 6th-grade students were the highest performing group when compared against all grades in the area of Math with 62% (-4% from 18-19) of students meeting or exceeding standards. (From 66% to 62%)
The 7th-grade students had the next highest performing group when compared against all grades in the area of Math with 60% (-13% from 18-19) of students meeting or exceeding standards. (From 73% to 60%)
The 8th-grade students showed the lowest-performing group when compared against all grades in the area of Math with 53% (-19% from 18-19) of students meeting or exceeding standards. (From 72% to 53%)

***In the spring of 2021, Marina Village took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Marina Village was also in a hybrid class schedule during the 2020-2021 school year which had students working at school for 2.5 hours and working at home for 2.5 hours each day. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

Overall year over year performance
Marina Village has established one of the highest scores in Math for all middle schools in El Dorado County with an overall percentage of 70.29% (-1.18% from 17-18) of students exceeding or meeting standards.
The 6th-grade students were the lowest-performing group when compared against all grades in the area of Math with 66.32% (-4.48% from 17-18)of students meeting or exceeding standards.

The 7th-grade students had the highest performing group when compared against all grades in the area of Math with 73.07% (-2.15% from 17-18) of students meeting or exceeding standards.
The 8th-grade students showed a gain in Math of 3.04% of students meeting or exceeding standards to reach 71.9% of students meeting or exceeding standards.

2.

In the spring of 2021, Marina Village students took a state-modified version of the CAASPP test and official results were not reported by the state. Due to these changes, no claims data is available.

Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

Claims
Across all grade levels, students performed the strongest in the Concepts and Procedures claim. In all claim areas, approximately 12% of students performed in the "Below Standard" range.
6th-grade students were the lowest in all claim areas when compared against all grade levels.
7th-grade students performed better in Problem Solving and Communicating Reasoning claims when compared against all grade levels.
8th-grade students performed better in the Concepts and Procedures claim when compared against all grade levels.

3.

In the spring of 2021, Marina Village students took a state-modified version of the CAASPP test and official results were not reported by the state. In the 2019-2020 school year, no testing was administered at all. However, using the unofficial results, we can see the following cohort data as compared to 2018-19.

Cohort Performance
When compared to the prior testing year (2018-2019), the same group of students declined in their overall performance from their 4th grade to their 6th-grade year in math by 9% to reach 62% of students meeting or exceeding standards. (From 71% to 62%)
When compared to the prior testing year (2018-2019), the same group of students decline their overall performance from their 5th grade to their 7th-grade year in math by 9% to reach 60% of students meeting or exceeding standards. (From 69% to 60%)
When compared to the prior testing year (2018-2019), the same group of students declined in their overall performance from their 6th grade to their 8th-grade year in math by 13% to reach 53% of students meeting or exceeding standards. (From 66% to 53%)

This type of regression in the 7th and 8th grades may be caused by a variety of factors related to the COVID year. It may be impossible to determine all of the reasons for the decline but a loss of face-to-face instructional time along with the social-emotional ramifications of the shut down may have played a significant role.

Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

Cohort Performance
When compared to the prior year (2017-2018), the same group of students improved in their overall performance from their 5th grade to their 6th-grade year in math by 2% to reach 66.32% of students meeting or exceeding standards.
When compared to the prior year (2017-2018), the same group of students improved their overall performance from their 6th grade to their 7th-grade year in math by 3% to reach 73.07% of students meeting or exceeding standards.
When compared to the prior year (2017-2018), the same group of students declined in their overall performance from their 7th grade to their 8th-grade year in math by 3% to reach 71.9% of students meeting or exceeding standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*	*		*	*		4
7	*	*	*	*	*	*	*	*	*	*	4	*
8	*	*		*	*		*	*		*	*	
All Grades										*	7	6

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*		*	*		*			*			*	*		*
7	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	*	*		*	*		*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6			*	*		*	*		*			*	*		*
7	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*		*	*		*	*	*	*	*
All Grades	*	*	*		*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
7	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	*	*	*	*	*		*	*	*	*	*

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Marina Village has less that 10 English Learners so change data for this groups was not provided by the State. Marina Village is aware of the 9 students in the 21/22 school year that are English Learners and these students are being supported in their language acquisition through the utilization of the adopted integrated curriculum.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
830	**6.5**	**0.6**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	5	0.6
Socioeconomically Disadvantaged	54	6.5
Students with Disabilities	73	8.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	1.3
American Indian	2	0.2
Asian	69	8.3
Filipino	20	2.4
Hispanic	101	12.2
Two or More Races	43	5.2
Pacific Islander	1	0.1
White	583	70.2

Conclusions based on this data:

1. Marina Village has a relatively small population of English Learners, Socioeconomically Disadvantaged students, and students with disabilities.
2. It can also be concluded that we have students who fall in eight of the focus group populations. With so few students in a couple of the demographic groups, making sure they feel connected and supported at school is important.

3. Marina Village is a fairly homogeneous group of students that has a population that is holding steady in the low 800's over the last two years. The population of students has declined in the 21/22 school year to 741 with the ratios for ethnic and socially economic disadvantage students staying relatively similar to prior years.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior year's reporting period.

   ****
   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior year's reporting period.
   Marina Village continues to rate at the highest levels of academic performance as reported on the dashboard.

2. While California is not reporting the numbers, it appears from local data that there was a sharp increase chronic absenteeism at Marina Village. 10.3% of students would be characterized as chronically absent which is up from a typical steady rate of 3.9%.This is an estimate of local data.

3. Based on the state's calculations of reported data in 2018-2019, Marina village is performing in the desired ranges of blue and green in all areas.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	1	4

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
60.6 points above standard	9.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.2 points	Increased Significantly ++20.9 points	1
787	20	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Yellow
0 Students	11.9 points above standard	30 points below standard
	Declined -12.6 points	Increased Significantly ++27.1 points
	58	58

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	97.7 points above standard	88.9 points above standard
7	1	Increased Significantly ++16.8 points	13
		75	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
48.4 points above standard	66 points above standard	Less than 11 Students - Data Not Displayed for Privacy	56.8 points above standard
Increased Significantly ++16.1 points	Increased ++7.8 points	2	Increased ++5.2 points
91	39		559

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	27.4 points above standard	59.5 points above standard
5	15	Increased ++7.1 points
		723

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   Overall Performance
   Based on the state's calculations of reported data, all students in each reported category with more than 11 students are performing in the desired ranges in English Language Arts with the exception of students with disabilities. Overall, there was an increase in performance by all students in all areas except for those students who are economically disadvantaged. Overall, the students grew by 6.7 points which brought our overall percentage score up by 1 percent. Marina Village continues to perform at a very high level in English Language Arts.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

Student Group Performance
While still below standard, students with disabilities showed a 26.3 point increase in English Language Arts performance.
Students of Asian, Hispanic, White, and Two or More Races all showed increases in English Language Arts performance.
While students in the economically disadvantaged range remain 10.6 points above standard, they showed a 13.9 point decline over the previous year.

3. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	2	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
44.1 points above standard	5.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.5 points	Declined Significantly -24.8 points	1
785	20	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Yellow
	8.9 points below standard	48.5 points below standard
	Declined -12.9 points	Increased Significantly ++44.4 points
	58	58

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	94.4 points above standard	71.2 points above standard	
7	Maintained -0.3 points	13	
	75		
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	No Performance Color	Blue
31 points above standard	51.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy	38.5 points above standard
Increased ++4.4 points	Declined -6.3 points	2	Maintained -2.4 points
89	40		558

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	14.9 points above standard	41.3 points above standard
5	15	Maintained -2.3 points
		722

Conclusions based on this data:

1. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

   Overall Performance
   Based on the state's calculations of reported data, all students in each reported category with more than 11 students are performing in the desired ranges in Mathematics with the exception of students with disabilities and socio-economically disadvantaged students. Overall, performance increases, declines, or maintaining of performance was mixed for all reporting categories. Overall, the students declined by .5 points but remain 44.1 points above average in mathematics. Marina Village continues to perform at a very high level in mathematics.

2. Due to a lack of participation rates and state reporting, information for subgroups about how they increased or decreased their percentage above or below standard based on the previous testing year of 2018-19 is not available.

   Due to COVID-19, no scores for the 2019-2021 school years are available. Below is the analysis of growth from the prior testing period.

Student Group Performance
Socio-economically disadvantaged students declined by 12.9 points in mathematics as did students of two or more races who declined by 6.3 points.
Though a performance color is not assigned, English learners declined significantly dropping by 24.8 points.
While still 48.5 points below standard, students with disabilities increased significantly growing by 44.4 points.
While still below standard, students with disabilities showed a 26.3 point increase in English Language Arts performance.
All other categories and student groups maintained their performance from the previous year.

3. In many reportable categories, Marina Village does not have enough students in those populations to trigger report data.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Marina Village has less than 10 students classified as English Language Learners so data for this group was not provided by the State. Marina Village is aware of the five students that are English Learners and these students are being supported in their language acquisition and their academic progress continues to be monitored and supported though data is not being reported.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. This page is not applicable for middle schools.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	1	2

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
3.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1	10	1
825		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Orange
Less than 11 Students - Data Not Displayed for Privacy	8.1	11.9
0	Declined -1.3	Maintained -0.1
	62	67

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
7	2	Maintained 0	Maintained 0
		78	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Yellow	No Performance Color	Yellow
2.1	4.9	Less than 11 Students - Data Not Displayed for Privacy	4.6
Declined -4.4	Increased +4.9	2	Increased +0.5
94	41		588

Conclusions based on this data:

1. Due to a lack of state reporting, information for subgroups about absenteeism during the previous testing year of 2018-19 is not available.

Due to COVID-19, no data for the 2019-2021 school years are available. Below is the analysis of growth from the prior attendance year.

Overall Performance
The data shows that Marina Village students maintained their attendance rate and had a slight increase of .1%. Marina Village middle school continues to have an excellent attendance rate.

2. Due to COVID-19, no data for the 2019-2021 school years are available. Below is the analysis of growth from the prior attendance year.

Student Group Performance
Attendance of the Hispanic population improved by 4.4% along with an improvement of socio-economically disadvantaged students by 1.3%. This is an improvement of two students who attended more in the 19/20 school year.
Students of two or more races had 4.9% more incidents of chronic absenteeism than the previous year. This is an increase of two students being chronically absent in the 18/19 school year.
White students had an increase in chronic absenteeism by 0.5% over the previous year. This is an increase of three students being chronically absent in the 18/19 school year.
All other student group categories maintained their prior performance.

3. As shown by the data, the percentages are changes in just a small number of students demonstrates the overall consistency in student attendance. It also illustrates the importance of our attention to the individual student and their families.
All other categories do not contain enough students to be reportable.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. This page is not applicable for middle schools.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	5	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
1.9	Less than 11 Students - Data Not [illegible] 10	Less than 11 Students - Data Not [illegible] 1
Declined -1.1		
829		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Green
	1.6	6
	Declined -1.5	Declined -7.8
	63	67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	2.5	0
7	2	Declined -2.1	Maintained 0
		79	13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
1.1	2.4	Less than 11 Students - Data	1.9
Increased +1.1	Declined -9	2	Declined -0.6
94	42		590

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	3	1.9

Conclusions based on this data:

1. While the state has not reported in this area, we can present overall suspension data generated at the district level. Marina Village had 9 suspensions in 2020-2021 which is 1.5 percent of the population. This would be a .4% improvement from the previous reporting year. We continue to have a very low suspension rate.

   Due to COVID-19, no data for the 2019-2021 school years are available. Below is the analysis of growth from the prior year.

   Overall Performance
   Marina Village has improved its suspension rate and is reported to have been in the green range as the rate declined 1.1% (9 students) to an overall percentage rate of 1.9%.
   Six student groups had enough students in that group to be deemed as significant.

2. Due to COVID-19, no data for the 2019-2021 school years are available. Below is the analysis of growth from the prior year.

   Student Group Performance
   All student groups showed a decline in suspensions and are in the desired performance range with the exception of Hispanic students.
   Hispanic students showed an increase of 1.1% (1 student) to a total suspension rate in this student group of 1.1% (1 student).

3. Marina Village continues to have a very low suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
SBA Results	In the spring of 2021, 70.6% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is a decrease of 8.2% from the last reported result in the 2018-2019 school year*** In the spring of 2021, 58.3% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 12% from the last reported result in the 2018-2019 school year*** ***In the spring of 2021, Marina Village took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Marina Village was also in a hybrid class schedule during the 2020-2021 school year which had students working at school for 2.5 hours and working at home for 2.5 hours each	Since this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would expect that there would be an increase in student performance. We have a goal to increase our school-wide performance by 4% in language arts and 6% in math for the 2021-2022 school year.

Metric/Indicator	Baseline	Expected Outcome
	day. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.	
SRI (Student Reading Inventory)	76% of Marina Village students are reading at a proficient or advanced level. 20% are at a basic level, and 5% are reading below basic. We were up 4% in the proficient and advanced level from the previous year. (Goal met which was to maintain reading proficiency)	Though this baseline was established in the middle of a variety of challenges brought on by the COVID-19 pandemic, we would hope to maintain student performance. The pandemic may have provided students additional time to read which would have increased student performance. With that time now eliminated, we have a goal to maintain our school-wide performance in reading Lexile for the 2021-2022 school year.

Planned Strategies/Activities

Strategy/Activity 1

1.) Alignment of Instruction and Content Standards

Marina Village Middle School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Sadlier workbooks will be purchased and used to strengthen vocabulary and enhance the adopted curriculum. Students will participate in Step Up to Writing Common Core Edition and CER (Claim Evidence and Reasoning) activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using our newly adopted instructional science materials: STEM Scopes (7th & 8th) and Amplify (6th). In addition, virtual reality goggles will be purchased for our technology classes and will be suitable for other classes to use.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Assistant Principal, Departmental & Grade Level Teacher Teams, and District office

Proposed Expenditures for this Strategy/Activity

Amount	5,330
Source	District Funded

Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL - This is a math program that provides student online practice of previously taught math concepts. It also provides assessment data for conceptual understanding. Teachers will have this program available at all grade levels and in the special education classes.
Amount	10,750
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier Vocabulary program, which includes reading comprehension material's and an increase in reading Lexile scores exists by grade level and as grade level cohorts as evidenced by the following data: 6th grade set their baseline at 65% advanced or proficient. 7th grade improved their Lexile from their 6th-grade baseline of 70% to 78% advanced and proficient. 8th grade improved from their 6th-grade baseline of 61% to 82% advanced or proficient.
Amount	2,500
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	PTLW: This fund provides teachers with materials and training for Project Lead the Way Classes
Amount	16,168.72
Source	District Funded
Budget Reference	6000-6999: Capital Outlay
Description	32 VR Goggle for our technology classes that may also be used for other subjects on occasion to enrich instruction.

Strategy/Activity 2

2.) Improvement of Instructional Strategies and Materials

Marina Village Middle School will utilize proven instructional methods, including but not limited to, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB and FIAB), Student Reading Inventory (SRI) for Lexile measurement, and Benchmark Assessments. When a need is realized, supports will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curriculums to monitor student progress.

Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. In addition to the enrichment opportunities materials will be provided to improve and enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks and iPads, and various computer programs that will be used to further engage students and extend students' ability to access content and demonstrate understanding. Paper and copier costs are also captured in this strategy.

Marina Village Middle School will supplement that curriculum with tools and content that is in addition to the adopted materials. These include grade level articulation meetings, differentiation planning meetings during collaboration time, and vertical teaming meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Assistant Principal, Library Technician,Department & Grade Level Teams.

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Supplies: Purchase of materials office and classroom supplies. Amazon, Staples, Quill
Amount	5,500
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Copier maintenance and copy costs
Amount	1,200
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Science Lab Supplies
Amount	750
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Library: Provide purchase of additional books for the library.
Amount	2,398
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Planners: Purchase student planners for all students.

Strategy/Activity 3

3.) Extended Learning Time, Opportunities, and Support Services

Marina Village will extend learning time, educational opportunities, and support services for students. Some of the support services include a co-teaching model between our 7th and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners along with collaboration opportunities to support teachers in modifying the curriculum for EL students. In addition, teachers integrate language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning such as, DBQ (Document Based Question), and DOK (Depth of Knowledge) questioning strategies.

Marina Village also provides a Homework Club and a 7th period Intervention Class which allows students to receive help with homework from teachers and staff after school twice a week.

Marina Village continues to provide educational opportunities through our elective programs such as Project Lead the Way, Music, Art, World Language, Technology, and Yearbook classes. Students have access to a wide variety of entry-level and advanced level options in each of these areas and will be able to participate in performances and productions. Supporting these programs by providing professional development and substitutes allow greater depth and richness to the instruction. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Club. Guest speakers and field trips for our Spanish and music classes are also among the tools Marina Village uses to expand our educational opportunities.

Marina Village students also have access to various athletics and clubs. Students may participate in after-school athletics which are comprised of our cross country team, volleyball, basketball, and track and field teams. Students also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Assistant Principal, Department & grade Level Teams, Athletic Department, and PTC.

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Computer program subscriptions to enhance the curriculum in the classroom and through distance learning: WeVideo, Pear Deck, EdPuzzle, Kami, Etc.
Amount	58,156
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator Full-time Intervention Teacher for the year (district covered)

Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Art supplies for our art classes

Amount	2,800
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Homework Club and Academic Intervention: After school intervention classes will be made available for students to get academic support.

Amount	7,000
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Ancient Artifacts presenters will continue to provide 4 historical presentations per school year to our sixth grade history classes.

Strategy/Activity 4

4.) Staff Development and Professional Collaboration (Specific to Instruction)

Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up-to-date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide opportunities for professional development and communities of practice. Site and Title II funds typically provide staff opportunities to attend professional development training including in Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Support). However, due to budgetary cutbacks, Title II funds are not available from the state at this time.

Early Release Wednesdays will enable professional collaboration among grade levels and academic departments to ensure that staff has the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students' needs. Additional collaboration meetings will be held to specifically look at addressing instruction in the area of listening which is a weakness in SBAC performance both at Marina and across California. As part of our collaboration time this year, teachers will work through a number of instructional strategies and will be provided materials for that instruction.

Marina Village will continue to provide staff opportunities to collaborate with other educational professionals outside of our site during our collaboration time. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunities to collaborate with other area middle schools.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Amount	1,120
Source	Title II Part A: Improving Teacher Quality
Budget Reference	4000-4999: Books And Supplies
Description	Teach Like a Champion Instructional Book

Amount	5,000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Conference and professional development

Strategy/Activity 5

5.) Involvement of Staff, Parent, and Community

Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. On-site climate and leadership councils comprised of teachers and administration will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the school district's Local Control Accountability Plan. Progress reporting and report cards along with Jupiter grades will provide additional communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) [or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2019-6/1/2020

Person(s) Responsible

Principal, Assistant Principal, District Office Personnel

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Description	Marina Village has worked to improve its weekly communication by utilizing a platform that is easily accessible and read on a phone. The messaging system has been upgraded to provide for text message notifications about upcoming events. Marina Village averages 96% delivered weekly phone and text messages to our 1,376 parents and guardians contacts. The Marina Village Instagram account has approximately 601 followers and 678 posts as of October 14, 2021. Positive messages are continually

updated for students and serve as positive examples of social media use. Electronic marque is used to provide community and parent messages.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
20/21 California Healthy Kid Survey	77% of students perceive Marina Village as Very Safe or Safe. (improved 6% points from 19-20) (Goal nearly met) 22% of students report experiencing bullying in the past 12 months. (improved 9% points from 19-20). (Goal nearly met)	Marina Village has the goal to improve the percentage of students feeling safe or very safe to over 80%. Marina Village has the goal to decrease the percentage of students who report experiencing bullying in the past 12 months to 20%.
Social Emotional Inventory	6.9% of students showed a social-emotional need that needed to be addressed directly by the school counselor in the 2020-2021 school year. This is up 3.6% higher than what was shown in 2019-2020 and up 4.8% from the last year unaffected by COVID-19 which was 2018-2019. The increase in need was anticipated in the prior year's school plan.	Marina Village will continue to provide counseling services and supports in person. It is expected that having students back on campus full time where activities and socialization are returning to normal and the continued support will show a reduction in the number of students needing direct services. However, it is expected that it will be some time before levels of need drop to the pre-COVID-19 levels.

Planned Strategies/Activities

Strategy/Activity 1

1.) School Safety

Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students and parents will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan.

Marina Village will update safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018.

Students to be Served by this Strategy/Activity

All Students and Staff

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Assistant Principal, Counselor, Teachers, Yard Supervisors, Site Council

Proposed Expenditures for this Strategy/Activity

Amount	7,090
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Two Additional Hours of Secretarial Support
Amount	8,500
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Crossing Guards

Strategy/Activity 2

2.) School Climate and Community Building

Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end of the trimester awards ceremony, mustang of the week drawings, student break activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-Informed Practices will be studied and used to help de-escalate trauma-induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate their emotions. The California Healthy Kids Survey will be administered to students in 7th grade, and the

results will be analyzed by the site leadership team to determine additional areas for growth. Staff will also be provided with tools to identify students who are at risk and in need of intervention. Incoming sixth-graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation activities to assist with the transition to middle school.

Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students to providing information around bullying legislation and how students can respond when they see bullying or if they are bullied themselves. In addition, 7th and 8th-grade students will also participate in anti-bullying workshops that will be presented by outside agencies that are designed to promote empathy and understanding between students. Various awareness programs and weeks such as “Say Hello Week," "No Name-Calling Week," and "Red Ribbon Week" will also be supported. Students will also be provided “Can We Talk” slips that allow them to access administration and counseling staff. In addition, we will implement our PBIS program to provide students explicit directions about behavior expectations and rewards for those behaviors.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Assistant Principal, Counselor, Staff

Proposed Expenditures for this Strategy/Activity

Amount	10,100
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and climate activities: ASB Bookkeeper Athletic Director Climate Committee Honor Society Advisor Student Council Advisor WEB Advisor Garden Facilitator PC Pals Coordinator
Amount	500
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Funding for PBIS Rewards and 100 Merit Awards. Rewards and drawings to occur daily. Additional week-long drawings to correspond with Red Ribbon Week and CAASPP testing. This also includes funding the cost of posters and video production for our PBIS behavior instruction.
Amount	150
Source	Donations

Budget Reference	4000-4999: Books And Supplies
Description	Reading Counts - Million Word Prizes
Amount	700
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Parent nights to support Anxiety Reduction and Cyber Safety. The nights cost $2,500. The additional cost was funded by schools around the district who made these nights available to their parents.
Amount	1700
Source	Donations
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Staff shirts to help build school spirit among the staff

Strategy/Activity 3

3.) Staff Collaboration & Professional Development

Marina Village will provide teachers and classified support staff with professional development to continually improve school climate. Topics will continue to include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, and Growth Mindset. Visible Learning will be added to this list. Time would normally have been provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. This collaboration and instruction will need to be conducted digitally and during the short staff meeting times that are available. The staff will participate in the California School Staff Survey (CSSS) to aid in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Staff

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Assistant Principal, District Office, Counselor

Proposed Expenditures for this Strategy/Activity

Amount	150
Source	LCFF
Budget Reference	4000-4999: Books And Supplies
Description	Most materials for collaboration and professional development will be provided digitally. These funds will provide for text and other materials to support the trainings.
Amount	800
Source	LCFF

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Providing substitutes for team collaboration. For example, co-teaching classes, discipline articulation etc.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The goal is to keep the garden maintained throughout the school year when students are not available to work on it.	The garden and landscaping is in good shape and continuing to grow.	The garden will be maintained and ready to receive student workers as soon a it becomes feasible again.
The goal is to provide a clean and healthy school environment that will help us to mitigate the spread of the COVID-19 virus through additional cleaning supplies, yard supervision time, custodial time.	Marina Village has had 23 COVID-19 cases in the 2021-22 school year as of October 14, 2021. To this point, there is only one case of in-school transmission that is suspected through contact tracing efforts.	The expected outcome is that the number of COVID cases caused by in-school transmission will remain a low enough percentage to allow the school to remain open for the year.

Planned Strategies/Activities

Strategy/Activity 1

1.) Staff Collaboration & Professional Development

Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness and Growth Mindset. The non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Staff and Students

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Asst. Principal, District Facilities, Counselor

Proposed Expenditures for this Strategy/Activity

Description	Funding for this activity is duplicated in the activities for goal 2.

Strategy/Activity 2

2.) Facilities & Technology Infrastructure

Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas.

Reopening Marina Village after the COVID-19 shutdown has required continual review of cleaning and safety procedures to remain in compliance with the current requirements for school attendance. Additional cleaning materials and equipment continue to be upgraded and provided to the custodial team and classrooms.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/1/2021-6/1/2022

Person(s) Responsible

Principal, Asst. Principal, District Facilities

Proposed Expenditures for this Strategy/Activity

Amount	2,500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Garden club supplies and materials.
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Upgraded cleaning materials and supplies including spray bottles for hypochlorous solution, towels, solution dispensers, hand sanitizer dispensers, plexiglass shielding, air purifiers, HVAC filters, etc.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBA Results	Due to COVID-19 and the requirement to be in a socially distant model, we would consider maintaining our percentages from the 2019 test administration in the math and the language portions of the SBA to be a success. The spring administration will provide a test results baseline for the current 2020-2021 instructional model.	In the spring of 2021, 70.6% of Marina Village students met or exceeded standards on the language portion of the CAASPP test. This is a decrease of 8.2% from the last reported result in the 2018-2019 school year*** In the spring of 2021, 58.3% of Marina Village students met or exceeded standards on the math portion of the CAASPP test. This is a decrease of 12% from the last reported result in the 2018-2019 school year*** ***In the spring of 2021, Marina Village took the CAASPP test provided by the state of California. Due to COVID-19, many of our students did not take the test and many others participating in our online program had their scores reported at the school where their digital records were housed. Marina Village was also in a hybrid class schedule during the 2020-2021 school year which had students working at school for 2.5 hours and working at home for 2.5 hours each day. Even though students were provided with asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction. The results were not officially reported by the state of California.
SRI (Student Reading Inventory)	Due to COVID-19 and the requirement to be in a social distant model, we would consider maintaining our percentages from the 2019 SRI test administration to be a success.	76% of Marina Village students are reading at a proficient or advanced level. 20% are at a basic level, and 5% are reading below basic. We were up 4% in the proficient and advanced level from the previous year. (Goal Met)***

Metric/Indicator	Expected Outcomes	Actual Outcomes
		*** The 2020-2021 school year had Marina Village in a hybrid school schedule. Even though students were provided asynchronous work to complete, the hybrid schedule resulted in students missing one full trimester of in-class instruction.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.) Alignment of Instruction and Content Standards Marina Village Middle School will utilize district adopted, standards-aligned language arts and math curriculum, and California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will participate in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process. Students will improve their writing skills through this program. Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using our newly adopted instructional science materials: STEM Scopes (7th & 8th) and Amplify (6th).	1.) Alignment of Instruction and Content Standards • Marina Village Middle School utilized the district-adopted curriculum and supplemented those with Step Up to Writing in the 6th grade. • IXL was purchased for a few teachers who implemented it into their program. • Sadlier vocabulary workbooks were purchased and provided to all students. All language arts teachers utilized this tool. • Project Lead the Way funds were provided to support classes but a restriction of group work due to COVID reduced the number of	IXL - This is a math program that provides student online practice of previously taught math concepts. It also provides assessment data for conceptual understanding. Teachers will have this program available at all grade levels and in the special education classes. 5000-5999: Services And Other Operating Expenditures District Funded 1,079	IXL - This is a math program that provides student online practice of previously taught math concepts. It also provides assessment data for conceptual understanding. Teachers will have this program available at all grade levels and in the special education classes. Our site paid this amount rather than the district. 5000-5999: Services And Other Operating Expenditures LCFF 1,079
		Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier program Vocabulary, which includes reading comprehension material's and an increase in reading Lexile scores exists as evidenced by the following data: 6th grade improved from 58% to 70% advanced or proficient and 8th grade improved from 51% to 62% advanced or proficient. Most 7th grade students did not	Purchase grade 6-8 Sadlier Vocabulary workbooks. A direct correlation between universal teacher usage of the Oxford-Sadlier program Vocabulary, which includes reading comprehension material's and an increase in reading Lexile scores exists as evidenced by the following data: 6th grade improved from 58% to 70% advanced or proficient and 8th grade improved from 51% to 62% advanced or proficient. Most 7th grade students did not

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	materials used. However, the pandemic provided online training opportunities at a significantly reduced cost. Two staff members took the opportunity to get the training and the remainder of the funds were channeled back to the district accounts.	take an the end of the year assessment due to the COVID -19 shutdown and a miscommunication about student accessibility to the test. 4000-4999: Books And Supplies District Funded 7,836	take an the end of the year assessment due to the COVID -19 shutdown and a miscommunication about student accessibility to the test. 4000-4999: Books And Supplies District Funded 7,836
		PTLW: This fund provides teachers with materials and training for Project Lead the Way Classes 5000-5999: Services And Other Operating Expenditures District Funded 2,500	PTLW: This fund provides teachers with materials and training for Project Lead the Way Classes. Fewer materials were purchased due to group work restrictions caused by COVID. Online training was provided. 5000-5999: Services And Other Operating Expenditures District Funded 1,500
2.) Improvement of Instructional Strategies and Materials Marina Village Middle School will utilize proven instructional methods, including but not limited to, Universal Design for Learning (UDL), Response to Intervention (RtI), and Designated and Integrated English Language Development Strategies. Frequent formative assessment will be used to identify students in need of academic intervention such as the Interim Assessment Blocks (IAB), Student Reading Inventory (SRI) for Lexile measurement, and Benchmark Assessments. Due to the hybrid schedule necessitated by COVID-19, the IAB benchmark assessments	2.) Improvement of Instructional Strategies and Materials • Marina Village has staff trained in UDL (Universal Design Learning), RTI (Response to Intervention) strategies, EL (English Language) strategies, and formative assessments to monitor student progress. In 2020-2021, only some students took Lexile tests and only a few took the IAB (Interim Assessment Blocks) benchmarks	Supplies: Purchase of materials office and classroom supplies. Amazon, Staples, Quill 4000-4999: Books And Supplies LCFF 10,000	Supplies: Purchase of materials office and classroom supplies. Amazon, Staples, Quill. Supply costs and usage was greater than anticipated. 4000-4999: Books And Supplies LCFF 13,007
		Copier maintenance and copy costs 5000-5999: Services And Other Operating Expenditures LCFF 5,500	Copier maintenance and copy costs. Less copies were used due to an effort to minimize handouts and the increase in online instruction. 5000-5999: Services And Other Operating Expenditures LCFF 3,100
		Novels for 7th Grade English - The Life of Bees 4000-4999: Books And Supplies LCFF 352	Novels for 7th Grade English - The Life of Bees 4000-4999: Books And Supplies LCFF 352
		Library: Provide purchase of additional books for the library.	Library: Provide purchase of additional books for the library.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
will be optional for teachers. When a need is realized, supports will be provided using materials shown to be effective in addressing academic deficits. In addition, teachers will utilize in-class formative assessments provided by the adopted curriculums to monitor student progress. Enrichment opportunities, embedded within the school day and after school, will be provided to increase student engagement and assist students in advancing their learning. Part of these enrichment opportunities included access to materials that will enhance student production such as science lab materials, PE equipment, Library books, and additional supplemental materials to enhance differentiation strategies. In addition, students will have access to technology, including Chromebooks and iPads, and various computer programs that will be used to further engage students and extend students' ability to access content and demonstrate understanding. Marina Village Middle School will supplement that curriculum with tools and content that is in addition to the adopted materials. These include grade level articulation meetings, differentiation planning meetings during our collaboration time,	due to the impact adding another assessment would have had on the limited class time. • Enrichment opportunities were limited during the hybrid schedule but additional PE, library, and novels were provided in addition to art supplies. • Copier, paper, and classroom supplies were all purchased to support teachers. • Replacement novels were purchased at all grade levels and new novels were purchased for our 7th and 8th-grade language arts classes. • Art supplies were purchased to support our elective art classes • Expenditures for staff to provide after-school homework club occurred once we were fully open in March. Many teachers volunteered to help close the	4000-4999: Books And Supplies LCFF 750 Art supplies for our art classes 4000-4999: Books And Supplies LCFF 723 Homework Club: After school intervention classes will be made available for students to get academic support. They will be available both virtually and in person. 1000-1999: Certificated Personnel Salaries LCFF 2,800 Planners: Purchase student planners for all students. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,500 Guitars for band classes that cannot play wind instruments during COVID-19. 4000-4999: Books And Supplies District Funded 7,175.34 Replace novels that have been damaged or lost: Boy in the Striped Pajamas and Killing Mr. Griffin 4000-4999: Books And Supplies LCFF 385.27 Novels for 8th grade English - Fever 4000-4999: Books And Supplies LCFF 1755.15	4000-4999: Books And Supplies LCFF 698.84 Art supplies for our art classes 4000-4999: Books And Supplies LCFF 723 Homework Club: After school intervention classes will be made available for students to get academic support. They will be available both virtually and in person. Once this was an option for students, a number of teachers volunteered to support students. 1000-1999: Certificated Personnel Salaries LCFF 3,256 Planners: Purchase student planners for all students. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 2,400 Planners: Purchase student planners for all students. 4000-4999: Books And Supplies District Funded 7,175.34 Replace novels that have been damaged or lost: Boy in the Striped Pajamas and Killing Mr. Griffin 4000-4999: Books And Supplies LCFF 385.27 Novels for 8th grade English - Fever 4000-4999: Books And Supplies LCFF 1,755.15

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and vertical teaming meetings with the high school to enhance teachers' instructional strategies. Observations and evaluation procedures to provide feedback for teachers will also improve instructional performance.	instructional gaps that were occurring due to the hybrid schedule. • Our PTC continued to be active during this pandemic year and purchased the student planners for all students. • Because music was affected in a way to limit their ability to play wind instruments, guitars were purchased to help support music class instruction.		
3.) Extended Learning Time, Opportunities, and Support Services Marina Village will extend learning time, educational opportunities, and support services for students. Some of the support services include a co-teaching model between our 7th and 8th-grade language arts classes and our special education department. Marina Village also provides differentiated instructional opportunities for English Language Learners along with collaboration opportunities to support teachers in modifying the curriculum for EL students. In addition, teachers integrate	3.) Extended Learning Time, Opportunities, and Support Services • Marina Village continued to differentiate learning strategies and to provide a co-teaching model to students who had an increased need. Special education classes were provided and strategies such as PBL, DBQ, and DOK strategies were used along with many others.	Computer program subscriptions to enhance the curriculum in the classroom and through distance learning: WeVideo, Pear Deck, EdPuzzle, Kami, Etc. 5000-5999: Services And Other Operating Expenditures LCFF 1,800 These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator Full-time Intervention Teacher for 1/2 of the	Computer program subscriptions to enhance the curriculum in the classroom and through distance learning: WeVideo, Pear Deck, EdPuzzle, Kami, Etc. A few programs were added which raised the amount of the expenditure. 5000-5999: Services And Other Operating Expenditures LCFF 2,177 These funds are allocated for our stipend positions that provide co-curricular and extracurricular groups: Music Director Yearbook Coordinator SST Coordinator Full-time Intervention Teacher for 1/2 of the

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
language arts and math skills across social studies, history, and science classes. Marina Village will also continue engaging students in a variety of strategies to support student learning such as PBL (Project Based Learning), DBQ (Document Based Question), and DOK (Depth of Knowledge) questioning strategies. Marina Village continues to expand our educational opportunities through elective programs such as Project Lead the Way, Music, Art, World Language, Technology, and Yearbook classes. Students have access to a wide variety of entry-level and advanced level options in each of these areas and will be able to participate in performances and productions. Due to travel restrictions, Marina Village students will not be able to participate in the Chinese sister-school exchange program at this time. Supporting these programs by providing professional development and substitutes allow greater depth and richness to the instruction. In addition, Marina Village provides space and support for after-school enrichment programs in a variety of areas that are sponsored by our Parent Teacher Club. Guest speakers and field trips for our Spanish and music classes are also among the tools Marina Village	• Even though the hybrid schedule was a challenge for students, a variety of elective options continued to be available for students. After-school enrichment and field trips were unable to occur due to COVID restrictions. • Athletic teams were also postponed due to restrictions relating to COVID-19. • Computer programs were purchased to enhance teachers abilities to engage students inside the classroom and during distance learning. • While many of our stipend positions were unable to be filled due to COVID restrictions, a number of positions continued during the year. One additional position of a full time intervention teacher was added half way through the year	year 1000-1999: Certificated Personnel Salaries LCFF 33,775 Ancient Artifacts presenter Lonnie Johnson will continue to provide 4 historical presentations per school year to our sixth grade history classes. 5000-5999: Services And Other Operating Expenditures Donations 7,000	year 1000-1999: Certificated Personnel Salaries LCFF 33,775 Ancient Artifacts presenter Lonnie Johnson will continue to provide 4 historical presentations per school year to our sixth grade history classes. Due to COVID, fewer presentations were provided in 2019-2020 than were purchased. The company made up the missing presentations in 2020-2021 which caused a reduction in expenditure. 5000-5999: Services And Other Operating Expenditures Donations 2,815

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
uses to expand our educational opportunities. Normally, students at Marina Village also have access to various athletics and clubs. Students may participate in after-school athletics which are comprised of our cross country team, volleyball, basketball, and track, and field teams. Students would be able to participate in our lunchtime intramural sports activities. Students would also have the option of joining a number of on-campus and off-campus clubs as a way to help students connect and contribute to the school. However, due to the current restrictions of COVID-19, no sports or after-school clubs are available at this time.	to support students who struggled in the classroom or who were required to quarantine due to close contact with a student that came down with COVID. • While our Ancient Artifacts presenter was unable to provide all of his services due to COVID restrictions at the beginning of the year, he was able to do some presentations at the end of the year once the restrictions eased. This is why the funding looks different from the proposed expenditure.		
4.) Staff Development and Professional Collaboration (Specific to Instruction) Marina Village will ensure that staff members responsible for providing and overseeing instruction, including certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up-to-date training on best instructional practices (see Goal 1, Strategy 2). Partnerships	4.) Staff Development and Professional Collaboration (Specific to Instruction) • Professional development and collaboration time and availability were limited during the COVID year. However, staff continued to collaborate amongst themselves.	Materials and guest speakers for professional development and instruction will be provided digitally and through observation/evaluation. Substitutes will be provided for off site collaboration for teachers. 1000-1999: Certificated Personnel Salaries LCFF 500	Plans to have guest teachers provide digital professional development did not occur due to a lack of presenter options. No funds expended. 1000-1999: Certificated Personnel Salaries LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with the El Dorado County Office of Education will provide opportunities for professional development and communities of practice. Normally, site and Title II funds will provide staff opportunities to attend professional development training including in Positive Prevention Plus, UDL (Universal Design for Learning), PBIS (Positive Behavior Interventions and Supports), Stanford Design Workshop (computer science), SASP (Sacramento Area Science Project), CUE conference, and others. However, due to budgetary cutbacks, Title II funds are not available from the state at this time. In a normal school year, early Release Wednesdays" would have enabled professional collaboration among grade levels and academic departments to ensure that staff has the time needed to engage in professional growth, conduct an analysis of student performance and discipline data, and develop instructional strategies to best meet students' needs. Additional collaboration meetings would also have been be held to specifically look at addressing instruction in the area of listening which is a weakness in SBAC performance both at Marina and across California. However, due to the hybrid schedule required by COVID-19,	• Teachers were provided time to prepare their distance learning lessons during allocated collaboration time. Also, guest speakers were unable to be secured for the proposed collaboration so the funds were not expended.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
the early release Wednesdays have been removed from the schedule for this year. Marina Village will continue to provide staff opportunities to collaborate with other educational professionals outside of our site. Math teachers will be provided the opportunity to work with the high school teachers to analyze the sequence of content instruction and to discuss the preparation of incoming freshmen students. Physical education, science, and music teachers will have the opportunities to collaborate with other area middle schools..			
5.) Involvement of Staff, Parent, and Community Marina Village will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision-making process. On-site climate and leadership councils comprised of teachers and administration will work to promote activities and shape school policy. Additionally, all teachers, classified employees, parents, and a diverse group of students will have the opportunity to represent our school and provide input on the	5.) Involvement of Staff, Parent, and Community • Marina Village continued to staff and meet with their school site council to make site decisions and provide progress updates. • Parent-teacher conferences were held virtually and the PTC continued to operate during the 2020-2021 school year. • There were not enough English language	Marina Village averages 90% delivered weekly phone and text messages to our 1,161 parents and guardians contacts. The Marina Village Instagram account has approximately 551 followers and 667 posts as of September 14, 2020. Positive messages are continually updated for students and serve as positive examples of social media use. Electronic marquee is used to provide community and parent messages.	Marina Village averages 90% delivered weekly phone and text messages to our 1,161 parents and guardians contacts. The Marina Village Instagram account has approximately 551 followers and 667 posts as of September 14, 2020. Positive messages are continually updated for students and serve as positive examples of social media use. Electronic marque is used to provide community and parent messages.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
school district's Local Control Accountability Plan. Progress reporting and report cards along with Jupiter grades will provide additional communication for parents about student progress. Parent-teacher conferences and student study teams will also communicate progress to parents of struggling students. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) [or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support the Parent Teacher Club (PTC) to bring about enhancements to school programs.	learners to hold a DELAC or ELAC meeting. • Marina Village continued to communicate with families weekly. The platform for the weekly bulletin communication was modified to become more user-friendly for all types of devices. In addition, the marquee and Instagram feed were utilized to keep families up to date on activities occurring at school.		

Analysis

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

The implementation of the strategies partially met the articulated goals. The CAASPP test results showed a decline in performance for the 7th and 8th grade students which did not meet the goal of remaining stable. However, 6th grade maintained their performance and students schoolwide improved their reading Lexile levels which met and exceeded the goal respectively.

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

The strategies used to meet the proposed goals have been successful in previous years. However, the constraints put upon the school by the state in response to COVID-19 resulted in a loss of 12 weeks of in-person learning. This occurred because students were placed on a partial-day schedule to facilitate social distancing. This along with the social-emotional challenges caused but the restrictions reduced the effectiveness of the strategies. It may be surmised that had these strategies not been implemented, a far greater level of learning loss would have occurred.

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

No material differences between proposed expenditures and the estimated actual expenditures exist. Any differences are described in the Estimated Actual Expenditure section of each individual item.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
19/20 California Healthy Kid Survey	Marina Village has the goal to improve the percentage of students feeling safe or very safe to over 80%. Marina Village has the goal to decrease the percentage of students who report experiencing bullying in the past 12 months to 20%.	77% of students perceive Marina Village as Very Safe or Safe. (improved 6% points from 19-20) (Goal nearly met) 22% of students report experiencing bullying in the past 12 months. (improved 9% points from 19-20). (Goal nearly met)
Social Emotional Inventory	Even though Marina Village will provide counseling services and supports both virtually and in person, it is expected that the impacts of COVID-19 will cause a rise in students rating as "in need" on the Social Emotional Inventory.	6.9% of students showed a social-emotional need that needed to be addressed directly by the school counselor in the 2020-2021 school year. This is up 3.6% higher than what was shown in 2019-2020 and up 4.8% from the last year unaffected by COVID-19 which was 2018-2019. The increase in need was anticipated in the prior year's school plan.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.) School Safety Marina Village will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Leadership and site safety teams will work with district officers to review and refine procedures after each drill. Students	1.) School Safety • Safety drills were practiced along with a review of emergency procedures using the CATAPULT Emergency Response System. • Digital citizenship lessons were taught and Red	Two Additional Hours of Secretarial Support 2000-2999: Classified Personnel Salaries LCFF 7,090	Two Additional Hours of Secretarial Support. The difference includes vacation and extra duty pay. 2000-2999: Classified Personnel Salaries LCFF 7,523
		Crossing Guards 2000-2999: Classified Personnel Salaries District Funded 8,500	Crossing Guards 2000-2999: Classified Personnel Salaries District Funded 8,500

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and parents will be provided with lessons on digital citizenship and online safety. All students will participate in Red Ribbon activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education as prescribed by law. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements, and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan. Marina Village will update safety manuals and procedures that will meet the demands created by the new facilities and building that opened in 2018.	Ribbon activities and lessons were provided. • All staff received mandated reporter, sexual harassment prevention, COVID, and pest management. • Due to COVID, volunteers and visitors were not allowed on campus during the school year. • Administration and staff worked to develop and implement safety protocols that allowed students to remain on campus for in-person learning while much of the state remained in distance learning.		
2.) School Climate and Community Building Marina Village will work to ensure that all students feel connected to the school and that their social, emotional, and behavioral needs are met. The Positive Behavioral	2.) School Climate and Community Building • Due to COVID, many PBIS prize activities were limited as students were only on campus for a limited	These funds are allocated for our stipend positions that provide clubs, sports, leadership groups, and culture and climate activities: ASB Bookkeeper Student Council Advisor Athletic Director Climate Committee	Stipends for various clubs and athletics were provided. Due to COVID, not all activities were held. In addition, some funding was pulled back by the district mid-year. 1000-1999: Certificated Personnel Salaries LCFF 9,700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Those rewards include an end of the trimester awards ceremony, Mustang of the Week drawings, student break activities, 100 merit recognition activities, and new student pizza lunches along with other reward systems that will be developed throughout the year. Trauma-Informed Practices will be studied and used to help de-escalate trauma-induced or trauma influenced behaviors as well as engage detached or hypo-aroused students. A school counselor will be available five days per week to assist students with mental health needs. Individual counseling, small group sessions, and whole class instruction will be provided. The counseling room is also set up to receive students who need a quiet and safe place to regulate their emotions. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the site leadership team to determine additional areas for growth. Staff will also be provided with tools to identify students	time each day. But, prizes for reading were still provided. PBIS strategies continued to be used to communicate expectations. • Trauma-informed practices were taught and utilized by the teachers and staff to support students with emotional challenges • CHKS was administered to 7th-grade students and the results are shown in the Actual Outcomes of our metrics indicator. • Anti-bullying presentations were provided to students along with the awareness weeks: "Say Hello Week," "No Name-Calling Week," and "Red Ribbon Week" • Can We Talk slips were also provided for students to have access to administrative support.	WEB Advisor Honor Society Advisor Garden Facilitator PC Pals Coordinator 1000-1999: Certificated Personnel Salaries LCFF 14,740	
		Funding for PBIS Rewards and 100 Merit Awards. Rewards and drawing to occur monthly and at the end of each trimester. Additional week-long drawings to correspond with Red Ribbon Week and CAASPP testing. This includes funding rewards for the student body in conjunction with CAASPP testing. This also includes funding the cost of posters and video production for our PBIS behavior instruction. 4000-4999: Books And Supplies LCFF 1,500	PBIS rewards and materials, Red Ribbon week, merit awards, and end-of-trimester awards were provided. CAASPP rewards were paid for by the PTC as reward costs for other activities grew. The spent amount reflects the costs but does not include CAASPP rewards. 4000-4999: Books And Supplies LCFF 1400
		Reading Counts - Million Word Prizes 4000-4999: Books And Supplies Donations 400	Reading Counts - Million Word Prizes 4000-4999: Books And Supplies Donations 400
		Parent nights to support Anxiety Reduction and Cyber Safety. The nights cost $2,500. The additional cost was funded by schools around the district who made these nights available to their parents. 5000-5999: Services And Other Operating Expenditures LCFF 700	Online parent nights were provided by the parent club. Consequently, no district funds were used to provide these parent nights. 5000-5999: Services And Other Operating Expenditures PTO 700

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
who are at risk and in need of intervention. Incoming sixth-graders will be provided with a middle school Where Everybody Belongs (W.E.B.) orientation activities to assist with the transition to middle school. Marina Village will also provide anti-bullying presentations to 6th, 7th, and 8th-grade students to provide information around bullying legislation and how students can respond when they see bullying or if they are bullied themselves. In addition, 7th and 8th-grade students will also participate in anti-bullying workshops that will be presented by outside agencies that are designed to promote empathy and understanding between students. Various awareness programs and weeks such as “Say Hello Week," "No Name-Calling Week," and "Red Ribbon Week" will also be supported. Students will also be provided “Can We Talk” slips that allow them to access administration and counseling staff. In addition, we will implement our PBIS program to provide students explicit directions about behavior expectations and rewards for those behaviors.	• While unanticipated due to COVID, two-parent nights were held virtually to provide parents information on cyber safety and stress reduction.		
3.) Staff Collaboration & Professional Development	3.) Staff Collaboration & Professional Development	Most materials for collaboration and professional development will be	While allocated, no materials were purchased as all staff collaboration days were

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Marina Village will provide teachers and classified support staff with professional development to continually improve school climate. Topics will continue to include Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, and Growth Mindset. Visible Learning will be added to this list. Time would normally have been provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. This collaboration and instruction will need to be conducted digitally and during the short staff meeting times that are available. The staff will participate in the California School Staff Survey (CSSS) to aid in determining topics for future collaboration.	• With the requirements placed upon staff due to distance learning, the allocated collaboration time was provided to teachers for planning purposes. Staff work as individuals and as teams to develop digital lessons and to post them on platforms that students were able to access remotely.	provided digitally. These funds will provide for text and other materials to support the trainings. 4000-4999: Books And Supplies LCFF 150 Providing substitutes for team collaboration. For example, co-teaching classes, discipline articulation etc. 1000-1999: Certificated Personnel Salaries LCFF 800	given to staff for distance learning preparation. 4000-4999: Books And Supplies LCFF 0 Substitutes for team.collaboration were provided for staff. 1000-1999: Certificated Personnel Salaries LCFF 0

Analysis

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

As described, each proposed expenditure and service was provided as described in the "Actual Service Provided" section of the document.

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

The strategies employed in this goal showed an improvement in students feeling safe on campus and reduction in bullying reported in the California Healthy Kids Survey. This met and nearly met the two pieces of this goal respectively.

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

District collaboration days were provided to teachers for distance learning preparations so formal collaboration materials were not purchased. Any differences are noted in the estimated actual expenditures by item.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The goal is to keep the garden maintained throughout the school year when students are not available to work on it.	The garden will be maintained and ready to receive student workers as soon a it becomes feasible again.	The garden was maintained throughout the year. While food was grown, the garden was weeded and infrastructure upgraded to protect future gardens from animal intrusion with some fencing.
The goal is to provide a clean and healthy school environment that will help us to mitigate the spread of the COVID-19 virus through additional cleaning supplies, yard supervision time, custodial time.	The expected outcome is that the number of COVID cases will remain a low enough percentage to allow the school to remain open for the year.	COVID numbers remained relatively low during the year. While some students contracted COVID and other students needed to be quarantined, and in-school transmission was never able to be confirmed.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1.) Staff Collaboration & Professional Development Marina Village will provide non-instructional staff including secretaries and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma-Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness and Growth	1.) During the COVID year, professional development time was given to teachers to prepare and manage the distance learning elements of the hybrid model. Outside professional development was limited to online opportunities.	Funding for this activity is duplicated in the activities for goal 2.	See goal 2 for the activities.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Mindset. The non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aid in determining areas where we can offer additional support.			
2.) Facilities & Technology Infrastructure Marina Village will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO/PTC. Marina Village will also continue to improve its facilities and grounds in conjunction with the recent construction including the parking lot and traffic flow, basketball courts, tennis courts, benches, garden areas, etc. Marina Village will continue to support our garden club that works on campus beautification in our landscape areas and students will participate as available during the COVID-19 hybrid instructional model.	2.) Facilities & Technology Infrastructure • Garden club supplies and materials funds were provided. A new greenhouse was purchased along with some additional plants and gardening tools. • Two hours of yard supervision for cleaning and lunch distribution were provided. Yard supervisors supported the school by delivering lunches to classrooms while in the hybrid model. Once a traditional model was resumed during the third trimester, yard supervision returned to normal lunch time duties. • Additional custodial time for cleaning was also provided.	Garden club supplies and materials. 4000-4999: Books And Supplies Donations 2,500 Two additional hours of yard supervision for cleaning and lunch distribution. Additional custodial time for cleaning. The campus will undergo a mid-day cleaning in-between cohorts each day. Yard supervisors and additional custodial support will be used for this cleaning. 2000-2999: Classified Personnel Salaries District Funded Upgraded cleaning materials and supplies including spray bottles for a hypochlorous solution, towels, solution dispensers, hand sanitizer dispensers, plexiglass shielding, air purifiers, HVAC filters, etc. 5000-5999: Services And Other Operating	Garden club supplies and materials were purchased but were for maintenance purposes only. Students were not permitted to participate in any clubs for the majority of the school year. The 2,500 was the available amount in donations and was not intended to be fully spent. 4000-4999: Books And Supplies Donations 967.71 Two additional hours of yard supervision for cleaning and lunch distribution. Additional custodial time for cleaning. The campus will undergo a mid-day cleaning in-between cohorts each day. Yard supervisors and additional custodial support will be used for this cleaning. 2000-2999: Classified Personnel Salaries District Funded Upgraded cleaning materials and supplies including spray bottles for a hypochlorous solution, towels, solution dispensers, hand sanitizer dispensers, plexiglass shielding, air purifiers, HVAC filters, etc. 5000-5999: Services And Other Operating

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Reopening Marina Village after the COVID-19 shutdown has required an upgrade in cleaning and safety procedures. A reopening plan was written which includes details on mid-day cleaning, arrows that direct students, additional yard supervision at drop-off, pick-up, cleaning, and lunch distribution. Cleaning materials and equipment has been upgraded and provided to the custodial team and additional custodial time has been provided for daily sanitization.	While in a hybrid model, the campus was cleaned in-between cohorts. When the school moved back to a traditional model, the mid-da cleaning was moved back to the end of the day. • During the hybrid model, yard supervisors helped to clean the campus during the mid—day cleaning. • As part of the cleaning plan, upgraded cleaning materials were provided by the district including hypochlorous solution, additional towels, hand sanitizer dispensers, plexiglass shielding, air purifiers for each room, HVAC filters, hand washing stations, and lunch distribution carts.	Expenditures District Funded	Expenditures District Funded

Analysis

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

As described, each proposed expenditure and service was provided as described in the "Actual Service Provided" section of the document.

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

The cleaning strategies were effective as facilities remained fully operational and students were able to stay on-campus for in-person learning. We also note that while there were students who contracted COVID and others who needed to be quarantined, there was not a traceable in-school transmission of the virus. The garden club goal did not provide the student connection last year as we were unable to have students participate in any school clubs, however, the infrastructure was improved and the area was maintained during the hybrid model and COVID protocols that we were required to follow.

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

No material differences between proposed expenditures and the estimated actual expenditures exist. Any differences are described in the Estimated Actual Expenditure section of each individual item.

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

The goal, outcomes, and metrics will remain the same so that we will remain in alignment with the district LCAPP. Strategies, while remaining similar, will be organized to in a way that reflects their connections to the goals.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	1,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	161,862.72

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	117,004.72
Donations	12,050.00
LCFF	24,290.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,398.00
Title II Part A: Improving Teacher Quality	6,120.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	71,856.00
2000-2999: Classified Personnel Salaries	15,590.00
4000-4999: Books And Supplies	30,018.00
5000-5999: Services And Other Operating Expenditures	28,230.00
6000-6999: Capital Outlay	16,168.72

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	68,256.00
2000-2999: Classified Personnel Salaries	District Funded	8,500.00
4000-4999: Books And Supplies	District Funded	10,750.00
5000-5999: Services And Other Operating Expenditures	District Funded	13,330.00
6000-6999: Capital Outlay	District Funded	16,168.72
4000-4999: Books And Supplies	Donations	2,650.00
5000-5999: Services And Other Operating Expenditures	Donations	9,400.00
1000-1999: Certificated Personnel Salaries	LCFF	3,600.00
2000-2999: Classified Personnel Salaries	LCFF	7,090.00
4000-4999: Books And Supplies	LCFF	13,100.00
5000-5999: Services And Other Operating Expenditures	LCFF	500.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	2,398.00
4000-4999: Books And Supplies	Title II Part A: Improving Teacher Quality	1,120.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00

School Site Council Membership

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

2 School Principal

0 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Levi Cambridge	Principal
Samantha Schlesinger	Principal
Jessica Swartz	Classroom Teacher
Tammie Dagenais	Parent or Community Member
Amber Williams	Parent or Community Member
Anna Miller	Parent or Community Member
Armaan Dhaliwal	Parent or Community Member Secondary Student
Maya Scipio	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: School Safety Committee as part of the School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 11/15/22.

Attested:

Principal, Levi Cambridge on 11/15/22

SSC Chairperson, Tammi Dagenais on 11/15/22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	Pleasant Grove Middle School
Address	2540 Green Valley Road Rescue, CA 95672
County-District-School (CDS) Code	09619780101519
Principal	Vera Rue Morris
District Name	Rescue Union Elementary School District
SPSA Revision Date	September 27th, 2021
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

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

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School Vision and Mission

Pleasant Grove Middle School, a California Distinguished School, will provide every student with a high standard of academic learning combined with personal and social development in a collaborative, healthy, inclusive, and positive environment. As an AVID (Advancement via Individual Determination) school, Pleasant Grove supports AVID's mission "to close the achievement gap by preparing all students for college and career readiness and success in a global society."

School Profile

Since opening on August 18, 2003, Pleasant Grove has established a reputation for academic excellence and is a source of community pride. Pleasant Grove is located thirty miles east of Sacramento, California in the beautiful foothills of El Dorado County and is currently enrolled with 487 sixth, seventh, and eighth grade students.

At Pleasant Grove, our primary goal is to help all of our students be successful. All programs and policies are established to accomplish this goal. In order to support this, Pleasant Grove couples our certified school-wide AVID program and practices with Positive Behavior Incentives and Supports (PBIS). To support students on a path of career and college readiness, AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. As a result, policymakers and educators now consider AVID's mission to be an essential strategy for closing the achievement gap and for making college access and success available to all students. By implementing school-wide AVID strategies, we provide all students with methodologies that develop their critical thinking, literacy, and math skills across all content areas. Our AVID program focuses on skills and behaviors that promote academic success and provides intensive support with tutorials and strong student/teacher relationships, while also supporting peer collaboration, and a rigorous education. Our PBIS program helps to foster and develop student's social emotional skills and successes. For example, students are recognized and rewarded for their positive choices, taught or re-taught social skills as needed, and provided with various types of behavior supports. The school-wide AVID and PBIS programs work together to develop as a whole child both academically and socially.

In order to support the transition into sixth grade from elementary, we core our students together. Core scheduling allows sixth graders to have the same teacher for history and language arts, the same teacher for math and science, and an additional teacher for PE. This reduces the amount of transitions and teachers from six different teachers down to three or four depending on each sixth graders' schedule.

The school day is broken up into seven 50 minute periods of Math, Science, English, History, Physical Education, an elective and a lunch period. Elective options include: Band, Guitar Spanish, Leadership, Speech/Drama, Movie Analysis, Game Design, Art Exploration, Intervention, World Drums, Study Hall, English Language Development, and Advancement via Individual Determination (AVID). The staff has high expectations for the quality of work from students. Each student can expect to be treated fairly, to work and socialize in a safe environment, to be challenged, and to be properly instructed and evaluated by highly qualified, caring teachers. Middle school students rely heavily upon social affiliation during a period of rapid physical and socio-emotional development as they establish a sense of self, while still needing adult guidance and connection. We believe that middle school students are highly malleable, so they need adults with whom they can connect and who lead them in a positive direction by tapping into their interests to motivate positive relationships and strong educational habits.

Students with special needs are provided specialized academic instruction through several support programs. The Resource Specialist Program provides help for students in the areas of mathematics, reading and language arts, history, science, and electives. This support is provided through multiple pedagogical practices: direct instruction, collaboration with the classroom teacher, team teaching, and paraprofessional support integrated throughout the school day and disciplines. Special Day Classes (SDC) also serve our students who meet certain special education criteria. The class size in our SDC program is small to allow for individual attention; however, students can be fully integrated into mainstream PE and some elective classes with their general education peers.

Additional support is provided by a full-time counselor, a nurse, a health office clerk, a full-time psychologist, a district EL Coordinator, and a county speech/language specialist (2 days/week). A Learning Support Team is in place to support students who may be struggling academically or socially. Tutorial instruction is available during lunch periods and intervention aide supports are integrated into the classroom setting to provide support for students within the general education classroom setting. Additionally, the school receives extra funds and support thanks to the Proposition 64

Grant. This Grant helps fund a School Resource Officer, lunch time club and activities director for anti-marijuana and substance abuse, and whole school anti-drug and marijuana events.

In addition to the English Language Development class, we meet with each English Language Learner one-on-one, each trimester, to establish and reflect on goals and discuss needs, areas of improvement and growth. In addition, aide support is available within the general classroom setting, as our English Learner students are fully integrated into general education classes.

Communication with parents is a key component to student academic success. It is critical to provide a format where students, teachers, and parents can communicate to support the development of student-centered learning and student self-advocacy. Pleasant Grove uses an online grading program, Jupiter Grades, and a classroom informational system, Google Classroom, to provide a format for more effective communication between all stakeholders. Through these interactive and engaged practices, parents have access to up-to-date information on student grades and upcoming assignments to support their student's academic success. Additionally, progress reports are available three times a year through the Aeries Portal mid-trimester and report card grades are available through the Aeries Portal at the end of each trimester. Lastly, regular communication is sent home to parents via a digital newsletter, emails, and text messages.

Pleasant Grove promotes a positive learning environment where all students are held to high academic standards and are recognized for positive behavior and hard work. Positive behavior and achievement are recognized through honor roll, student recognition assemblies (Student of the Trimester), compliment calls and letters home to parents/guardians, PUMA Pride Awards, and presidential awards. There are also opportunities for all students to participate in the California Junior Scholastic Federation and to be a member of the school's W.E.B. team (Where Everyone Belongs) to facilitate student leadership and to help to maintain a positive school climate.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Pleasant Grove consulted with all stakeholders in the development of this site plan. Surveys are sent out at the end of each school year to gather data on school climate, inclusion practices, academic rigor, areas of strength, and areas needing improvement. The data of the surveys is reviewed by staff via professional discussions at staff and collaboration meetings to elicit feedback about any conclusions and possible responses to the data. The school Site Council meets six times a year to review data collected in their survey and compares it to both the results of the Healthy Kids Survey data and the comments and ideas offered by staff. Additional data is collected through our participation on our District English Learner Advisory Committee (DELAC), Site English Learner Advisory Committee (ELAC), and monthly meetings with our Parent Teacher Organization (PTO), all of which are reviewed by school staff at collaboration meetings.

SBAC assessment data, Lexile measurements, bi-trimester grade analysis data, and SRI metrics are also reviewed by school staff throughout the year, considered in conjunction with the indirect data gathered in the above data and used in the development of this plan. However, due to COVID-19 and the creation of the virtual academy during the 2020-2021 school year, the CAASPP data does not solely include Pleasant Grove Student Data as all middle school virtual student's data is combined with Pleasant Grove's data.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.2%	0.41%	%	1	2	
African American	0.39%	0.21%	1.0%	2	1	6
Asian	1.56%	1.03%	5.1%	8	5	32
Filipino	0.98%	1.45%	2.5%	5	7	16
Hispanic/Latino	22.07%	22.73%	20.1%	113	110	127
Pacific Islander	0.2%	0.62%	0.5%	1	3	3
White	73.05%	71.9%	67.2%	374	348	424
Multiple/No Response	1.56%	1.65%	3.7%	8	8	23
			Total Enrollment	512	484	631

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	166	143	219
Grade 7	185	162	193
Grade 8	161	179	219
Total Enrollment	512	484	631

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove CAASPP data is not accurate for the 2021 testing year as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.
2. In fall of 2021, our enrollment increased by 58 new to the district families.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	38	28	36	7.4%	5.8%	5.7%
Fluent English Proficient (FEP)	14	21	42	2.7%	4.3%	6.7%
Reclassified Fluent English Proficient (RFEP)	4	10	8	19.0%	26.3%	28.6%

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove 2021 CAASPP data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	185	167	211	183	158	175	183	158	175	98.9	94.6	82.9
Grade 7	154	183	194	153	182	164	153	182	163	99.4	99.5	84.5
Grade 8	200	162	210	196	160	152	196	160	152	98	98.8	72.4
All Grades	539	512	615	532	500	491	532	500	490	98.7	97.7	79.8

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2562.	2549.	2564.	22.95	23.42	26.86	47.54	40.51	39.43	18.03	21.52	22.29	11.48	14.56	11.43
Grade 7	2608.	2593.	2587.	33.99	23.63	27.61	44.44	53.85	36.81	13.07	11.54	22.09	8.50	10.99	13.50
Grade 8	2602.	2595.	2597.	23.47	22.50	25.66	43.88	48.75	36.18	25.51	15.63	29.61	7.14	13.13	8.55
All Grades	N/A	N/A	N/A	26.32	23.20	26.73	45.30	48.00	37.55	19.36	16.00	24.49	9.02	12.80	11.22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	33.33	30.38	25.71	49.73	47.47	62.29	16.94	22.15	12.00
Grade 7	47.71	32.42	31.29	40.52	52.20	55.21	11.76	15.38	13.50
Grade 8	35.20	36.25	29.61	50.00	48.75	55.92	14.80	15.00	14.47
All Grades	38.16	33.00	28.78	47.18	49.60	57.96	14.66	17.40	13.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	28.96	32.28	34.29	55.74	52.53	53.71	15.30	15.19	12.00
Grade 7	56.21	48.35	33.95	33.99	44.51	50.62	9.80	7.14	15.43
Grade 8	33.16	34.38	28.95	55.10	51.88	54.61	11.73	13.75	16.45
All Grades	38.35	38.80	32.52	49.25	49.40	52.97	12.41	11.80	14.52

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	24.59	22.15	20.00	68.31	65.19	68.57	7.10	12.66	11.43
Grade 7	18.30	17.03	19.63	72.55	73.63	69.94	9.15	9.34	10.43
Grade 8	26.02	17.50	14.47	64.80	70.63	77.63	9.18	11.88	7.89
All Grades	23.31	18.80	18.16	68.23	70.00	71.84	8.46	11.20	10.00

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	40.98	27.85	29.14	48.63	51.90	62.86	10.38	20.25	8.00
Grade 7	56.21	40.66	30.67	35.95	48.35	62.58	7.84	10.99	6.75
Grade 8	43.88	30.00	27.63	45.41	55.63	61.18	10.71	14.38	11.18
All Grades	46.43	33.20	29.18	43.80	51.80	62.24	9.77	15.00	8.57

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove 2021 CAASPP data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.
2. In 20/21, on CAASPP ELA, a combined 66% of Frontier and Pleasant Grove 6th grade middle school students scored at or above standard. 22% Nearly met standard and 12% did not meet standard.
3. In 20/21, on CAASPP ELA, a combined 65% of Frontier and Pleasant Grove 7th grade middle school students scored at or above standard. 22% Nearly met standard and 13% did not meet standard. In 20/21, on CAASPP ELA, a combined 62% of Frontier and Pleasant Grove 8th grade middle school students scored at or above standard. 30% Nearly met standard and 8% did not meet standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	186	166	211	185	156	173	185	156	173	99.5	94	82.0
Grade 7	154	183	194	153	182	162	153	182	162	99.4	99.5	83.5
Grade 8	200	162	210	196	160	152	196	159	152	98	98.8	72.4
All Grades	540	511	615	534	498	487	534	497	487	98.9	97.5	79.2

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	2554.	2540.	2550.	24.86	25.64	25.43	32.43	24.36	27.75	28.65	29.49	27.17	14.05	20.51	19.65
Grade 7	2562.	2567.	2546.	26.14	28.57	20.37	22.22	24.18	25.31	31.37	29.67	25.93	20.26	17.58	28.40
Grade 8	2583.	2579.	2575.	33.16	24.53	29.61	18.37	25.16	19.08	25.51	25.16	24.34	22.96	25.16	26.97
All Grades	N/A	N/A	N/A	28.28	26.36	25.05	24.34	24.55	24.23	28.28	28.17	25.87	19.10	20.93	24.85

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	34.59	33.33	23.70	39.46	37.18	58.96	25.95	29.49	17.34
Grade 7	35.95	35.16	22.36	34.64	39.56	50.93	29.41	25.27	26.71
Grade 8	38.27	35.85	22.52	31.63	37.11	54.30	30.10	27.04	23.18
All Grades	36.33	34.81	22.89	35.21	38.03	54.85	28.46	27.16	22.27

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	32.97	23.72	23.12	48.65	47.44	57.80	18.38	28.85	19.08
Grade 7	28.10	30.22	20.37	48.37	48.90	60.49	23.53	20.88	19.14
Grade 8	32.65	25.79	26.97	47.96	47.80	50.66	19.39	26.42	22.37
All Grades	31.46	26.76	23.41	48.31	48.09	56.47	20.22	25.15	20.12

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 6	28.11	23.08	23.12	50.27	48.72	64.16	21.62	28.21	12.72
Grade 7	24.84	24.73	19.14	56.21	62.09	64.20	18.95	13.19	16.67
Grade 8	30.61	23.90	29.61	48.47	57.23	51.32	20.92	18.87	19.08
All Grades	28.09	23.94	23.82	51.31	56.34	60.16	20.60	19.72	16.02

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove 2021 CAASPP data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.
2. In 20/21, on CAASPP, a combined 52% of Frontier Middle School 6th grade students and Pleasant Grove Middle School 6th grade students met or exceeded standard while 28% nearly met standard and 20% did not meet standards in math.
3. In 20/21, on CAASPP, a combined 44% of Frontier Middle School 7th grade students and Pleasant Grove Middle School 7th grade students met or exceeded standard while 26% nearly met standard and 30% did not meet standards in math. In 20/21, on CAASPP, a combined 49% of Frontier Middle School 8th grade students and Pleasant Grove Middle School 8th grade students met or exceeded standard while 24% nearly met standard and 27% did not meet standards in math.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1541.0	1551.7	1534.7	1540.1	1566.8	1544.8	1541.4	1536.1	1524.4	11	15	13
7	*	*	*	*	*	*	*	*	*	*	9	8
8	*	*	1570.9	*	*	1571.6	*	*	1569.8	*	6	11
All Grades										18	30	32

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	33.33	15.38	*	40.00	38.46	*	20.00	38.46	*	6.67	7.69	11	15	13
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8		*	36.36		*	36.36	*	*	27.27	*	*	0.00	*	*	11
All Grades	*	36.67	25.00	*	26.67	34.38	*	20.00	31.25	*	16.67	9.38	18	30	32

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	60.00	30.77	*	33.33	53.85		0.00	15.38	*	6.67	0.00	11	15	13
7	*	*	*	*	*	*		*	*		*	*	*	*	*
8		*	45.45		*	36.36	*	*	18.18		*	0.00	*	*	11
All Grades	*	50.00	37.50	*	26.67	40.63	*	10.00	18.75	*	13.33	3.13	18	30	32

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	13.33	7.69	*	13.33	7.69	*	53.33	61.54	*	20.00	23.08	11	15	13
7	*	*	*	*	*	*	*	*	*		*	*	*	*	*
8		*	18.18		*	36.36	*	*	45.45	*	*	0.00	*	*	11
All Grades	*	16.67	12.50	*	20.00	21.88	*	40.00	53.13	*	23.33	12.50	18	30	32

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	33.33	25.00	*	66.67	75.00	*	0.00	0.00	11	15	12
7	*	*	*	*	*	*		*	*	*	*	*
8		*	27.27	*	*	72.73		*	0.00	*	*	11
All Grades	*	30.00	25.81	*	53.33	67.74	*	16.67	6.45	18	30	31

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	73.33	61.54	*	20.00	38.46	*	6.67	0.00	11	15	13
7	*	*	*	*	*	*		*	*	*	*	*
8		*	54.55	*	*	45.45	*	*	0.00	*	*	11
All Grades	61.11	63.33	56.25	*	23.33	40.63	*	13.33	3.13	18	30	32

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	13.33	18.18	*	40.00	18.18	*	46.67	63.64	11	15	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8		*	36.36		*	27.27	*	*	36.36	*	*	11
All Grades	*	16.67	24.14	*	40.00	27.59	*	43.33	48.28	18	30	29

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	13.33	23.08	*	80.00	69.23	*	6.67	7.69	11	15	13
7	*	*	*	*	*	*		*	*	*	*	*
8		*	0.00	*	*	100.00	*	*	0.00	*	*	11
All Grades	*	16.67	12.50	66.67	76.67	81.25	*	6.67	6.25	18	30	32

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove 2021 CAASPP data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
484	**31.4**	**5.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	28	5.8
Homeless	8	1.7
Socioeconomically Disadvantaged	152	31.4
Students with Disabilities	72	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
American Indian	2	0.4
Asian	5	1.0
Filipino	7	1.4
Hispanic	110	22.7
Two or More Races	8	1.7
Pacific Islander	3	0.6
White	348	71.9

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, the 2020-2021 demographics for Pleasant Grove data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Green	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, the 2020-2021 demographics for Pleasant Grove data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
30.9 points above standard	60.7 points below standard	0 Students
Declined -8.8 points	Declined Significantly -15.3 points	
482	37	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	8.1 points below standard	91.9 points below standard
7	Declined -8.8 points	Declined Significantly -19.8 points
	137	72

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	7	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
9.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	42.1 points above standard
Declined Significantly -15.3 points	8	1	Declined -4.4 points
103			355

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
94.9 points below standard	20.8 points below standard	38.2 points above standard
Declined Significantly -17.8 points	17	Declined -5.1 points
20		440

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove CAASPP data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	No Performance Color	
5.5 points below standard	106.6 points below standard	
Declined -4.5 points	Declined Significantly -16.1 points	
480	37	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	60.5 points below standard	138.7 points below standard
7	Declined -10.4 points	Declined -9 points
	136	72

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	1	7	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
56.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.9 points above standard
Maintained -1.5 points	8	1	Maintained -1.9 points
103			353

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
145.5 points below standard	60.6 points below standard	2.4 points above standard
Declined Significantly -40.9 points	17	Maintained -0.4 points
20		438

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove 2021 CAASPP data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
64 making progress towards English language proficiency
Number of EL Students: 25
Performance Level: High

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

2019 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. Due to COVID-19, and the creation of the virtual academy Frontier, Pleasant Grove CAASPP data is not accurate as it includes all Frontier Student Data- meaning Marina Village online learner data is included into Pleasant Grove Data.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	3	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
6	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.8	Declined -9.1	2
534	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	8.9	7.1
10	Declined -1.8	Declined -1.8
	168	85

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
4	2	8	5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
7.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.2
Increased +0.8	8	2	Declined -1.1
117			388

Conclusions based on this data:

1. Continued focus on communicating with parents the importance of student attendance and the effect it has on student overall achievement.
2. Due to COVID in 2020-2021, Students had access to hybrid schedules from August-March. Students experienced quarantines lasting 10-14 days causing significant impact on attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
2.8	2.4	Less than 11 Students - Data Not Displayed for Privacy
Declined -2.1	Increased +2.4	2
538	41	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	5.9	8.1
10	Declined -2.7	Declined -3
	170	86

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 5	Less than 11 Students - Data 3	Less than 11 Students - Data 8	Less than 11 Students - Data 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Green
1.7	Less than 11 Students - Data 8	Less than 11 Students - Data 2	2.8
Declined -4.2 117			Declined -1.5 390

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.8	2.8

Conclusions based on this data:

1. Although the suspension data has been suspended at the state level for data collecting, 12 students received suspensions throughout the 2021-2022 school year which was an average of 3% of the student population.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Educational Services

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Rescue Union School District provided surveys for all stakeholders, and teacher input was also solicited via professional discussions at staff meetings and collaboration. Parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, were meaningfully engaged in the formation of this goal. Due to COVID 19, parents surveys, staff surveys, and student listening circles were used to help create the instructional model. Reading counts data and grade checks were used to form the baseline for goals since the 2020 CAASPP was not administered nor was the 2020 LPAC completed.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP ELA	Please note, this baseline cannot be updated due to COVID-19. 6th Grade - 71% Above or Met Standard in 17/18 to 60.76% in 18/19 7th Grade - 78% Above or Met Standard in 17/18 to 77.48% in 18/19 8th Grade - 67% Above or Met Standard in 17/18 to 71.25 in 18/19 Please note our 20/21 School year CAASPP Data is not accurate as it includes all middle school Frontier Students (Marina Village Students). 6th Grade- 66% Above or Met Standard in 20/21 7th Grade- 65% Above or Met Standard in 20/21 8th Grade- 49% Above or Met Standard in 20/21	Increase the number of students in the "Above or Met Standard" in Language Arts by 3% by focusing on students in the "Standard Nearly Met" subgroup. *Please note, this is not an accurate baseline as it is based off skewed data due to the Frontier Academy and enrollment fluctuating throughout the year due to COVID-19.

Metric/Indicator	Baseline	Expected Outcome
CAASPP Math	Please note, this baseline cannot be updated due to COVID-19. 6th Grade - 57% Above or Met Standard in 17/18 to 49% in 18/19 7th Grade - 48% Above or Met Standard in 17/18 to 52.75% in 18/19 8th Grade - 51% Above or Met Standard in 17/18 to 49.69% in 18/19 Please note our 20/21 School year CAASPP Data is not accurate as it includes all middle school Frontier Students (Marina Village Students). 6th Grade- 52% Above or Met Standard in 20/21 7th Grade- 44% Above or Met Standard in 20/21 8th Grade- 49% Above or Met Standard in 20/21	Increase the number of students in the "Above or Met Standard" in Math by 3% by focusing on students in the "Standard Nearly Met" subgroup.
SRI (Student Reading Inventory) Lexile	Baseline: Due to COVID 19, the Baseline below compares current 8th grade students to last year's 7th grade students, and current 7th grade students to last year's 6th grade students. *This data does exclude Marina Village Frontier Students. In Fall 2020 as 7th graders compared to Fall 2021 as 8th graders: • 43 7th graders or 47% scored advanced on their lexile test compared to 43 students in 8th grade or 32% • 18 7th graders or 20% scored proficient on their lexile test compared to 34 students in 8th grade or 25% • 14 7th graders or 15% scored basic on their lexile test compared to 33 students in 8th grade or 29%	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI (Student Reading Inventory) Lexile Level by 7% at each grade level.

Metric/Indicator	Baseline	Expected Outcome
	• 17 7th graders or 18% scored basic on their lexile test compared to 18 students in 8th grade or 14% In Fall 2020 as 6th graders compared to Fall 2021 as 7th graders: • 62 6th graders or 38% scored advanced on their lexile test compared to 49 students in 7th grade or 31% • 42 6th graders or 26% scored proficient on their lexile test compared to 50 students in 7th grade or 32% • 38 6th graders or 23% scored basic on their lexile test compared to 37 students in 7th grade or 23% • 22 6th graders or 13% scored below basic on their lexile test compared to 22 students in 7th grade or 14%	
Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)	"D/F" Grades Trimester 1 E/LA: Please note- Due to COVID 19, grades were not recorded or collected for Trimester 3 in the 2019/2020 school year. Baseline will compare Trimester 1 & 2 Progress Report and Trimester Grades from 2019-2021. 2019-2020 1st Progress Report = 50 students with at least 1 F 2020-2021 1st Trimester Grades = 78 (17 are Frontier so 61 = Hybrid Students) 1st Trimester Grades= 146 with at least 1 F & 1 D (43 are Frontier Students so 103= Hybrid Students) Roughly 27% with 1 D or F by 1st Trimester 2020-2021 3rd Trimester Grades= 43 students with at least 1 F(12 are Frontier Students so 31= Hybrid Students) 3rd Trimester Grades= 122 Students with at least 1 F and 1 D (33 students are Frontier Students so 89= Hybrid	Increase the number and percentage of students achieving a grade of "C" or higher in Math and English classes at all grade levels by at least 5% by providing targeted interventions, student check ins, and increase office to home grade reporting communication.

Metric/Indicator	Baseline	Expected Outcome
	Students) Roughly 23% with 1 D or F by 3rd Trimester	
FLEX Literacy Data	Baseline after 1 year of implementation in SPED ELA classes & intervention class: Please note, due to COVID-19 and school cancelation, the end of year data was not collected or able to be collected on this. Reading Intervention Data 3 out of 8 students or 43% increased Lexile level by @ least 55 points 2 out of 8 or 25% did not make any growth 3 out of 8 or 43% decreased their Lexile level (decreased st. effort too) English SAI 2 Data: 8 out of 14 or 57% increased Lexile by at least 55 points 4 out of 14 or 29% did not make growth 2 out of 14 or 14% decreased Lexile level (decreased st. effort too) Overall Data Consolidated: 11 out of 22 or 50% of students increased Lexile by over 30 points 6 out of 22 or 27% did not make any growth 5 out of 22 or 23% of students decreased their Lexile • ---------- 20/21 Data is listed below. This data reflects the program being used 2.5 days per week from October-March and full time school/use from March-May due to COVID and a hybrid schedule for the majority of the school year. Reading Intervention Data: 13 out of 36 students (36%) increased their Lexile score by 0-100 points. 14 out of 36 students (38%) increased their Lexile score by 100 points or more. 15 out of 36 students (41%) did not increase their Lexile scores. SAI English 6: 2 out of 8 students (25%) increased their Lexile score by 0-100 points.	Increase student lexile levels by at least 50 points for all students using the program FLEX.

Metric/Indicator	Baseline	Expected Outcome
	2 out of 8 students (25%) increased their Lexile score by 100 points or more. 4 out of 8 students (50%) did not increase their Lexile scores. SAI English 7: 4 out of 10 students (40%) increased their Lexile score by 100 points or more. 6 out of 10 students (60%) did not increase their Lexile scores. SAI English 8: 5 out of 18 students (27%) have increased their Lexile score by 0-100 points. 8 out of 18 students (44%) have increased their Lexile score by 100 points or more. 5 out of 18 students (27%) have seen no increase in their Lexile score.	
District Benchmark Assessments	Please note due to COVID and needed adjustments in pacing, all IABs will be done on a voluntary basis based on whether or not teachers can provide in class time for the assessments within the shortened school days. November - IAB Edit January IAB - Reading Info Text February - IAB PT E/LA February - Math Focused IAB March - Listening IAB May - Math End of Course Final (Used as a multiple measure to place students in math classes for the next year). All IAB's are used in the non-standardized way as an instructional tool to increase student access to the SBAC. • ---------- No IABs were given during the 20/21 school year due to limited time in class and the hybrid schedule.	Provide all students access to at least two benchmark assessments with formative data provided to students as a means of reinforcement of lessons and reteaching of lessons.
IXL Math	Due to COVID-19, the data for the 2019-2020 school year is not accurate or complete. However, since August 2020-November 2020, we are	Increase students meeting or exceeding standard by 3% as measured on CAASPP

Metric/Indicator	Baseline	Expected Outcome
	currently at 14,008 skills practiced, 10,822 skills proficient, and 3,225 skills mastered. 2,011 hours have been completed at school and 900 hours have been completed at home for a total of 2,911 hours thus far. • ---------- In October 2021, our students have mastered 4,034 skills and are proficient in 13,691 skills. In May 2021, 8,668 skills had been mastered.	Overall goal for the year: Total skills proficient and mastered of 18,00 skills based on the current level in November 2020 of 14,047. Please note, this data does include the Frontier Academy students. So this baseline can only be used for the 2020-2021 school year comparing November to May.

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with Content Standards

Pleasant Grove Middle School will utilize district adopted, standards-aligned language arts, math, and history curriculum. California Standards instruction will be supplemented with a variety of resources as needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will improve their writing skills by participating in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process (6th and 7th grades). Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes in 7th and 8th grade and Ampliphy Curriculum in 6th grade along with Mystery Science in all grades.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/26/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	4700
Source	District Funded
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent)

Amount	0
Source	District Funded
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Proposed expenditure represents teacher professional development/training for district adopted curriculum & pilot curriculums. Proposed expenditure represents funds that come from multiple sources.

Strategy/Activity 2

Improvement of Instructional Strategies and Materials

Pleasant Grove Middle School will utilize proven instructional methods, including but not limited to, Response to Intervention (RtI), Advancement Via Individual Determination (AVID), and Designated and Integrated English Language Development Strategies. Additionally, proven strategic instructional strategies and supplemental materials will be used to support accelerated growth for various sub groups: English Language Development Learners, low socio-economically disadvantaged students, and any other groups of students needing additional supports. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials and structures shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day, before, or after school will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and VR Headsets, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Library Media coordinator to complete annual CDE Online School Library Survey. The ELPAC assessment will be given to English Learners, annually, to determine mastery of English Language skills and what instructional support is needed.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/26/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Provide support materials, supplies and intervention support to enhance instruction for our EL population, low income populations, and any other student groups in need. This may include technology, programs, resources, software, supplemental materials or curriculum, and library resources. These support materials may come at a cost or may be free supplemental materials. Proposed expenditure represents funds that come from multiple sources.
Amount	1150
Source	Donations
Budget Reference	4000-4999: Books And Supplies

Description	Purchase awards and tickets for students to receive once they have taken and passed a reading counts test. Purchase high interest books for the library.
Amount	3500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials to support various aspects of the school operating systems: enrichment program supplies, school supplies, library supplies, ink for teacher's printers in their pods, etc.
Amount	30000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Analyze data and identify students who are struggling to meet grade level standards and are not on track to be high school ready to ensure appropriate supports are implemented and placement is appropriate in the master schedule. Some students may be strategically placed in a co-taught Math or E/LA class, a Resource Class (SAI) for Math or E/LA, or in a class supported by a paraprofessional or intervention aide. Proposed expenditure represents 1 full time intervention aide.
Amount	7000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Proposed expenditure represents teacher professional development/training for supplemental programs. Proposed expenditure represents professional development for various programs. *$5,000 from Title 2 and $2,000 from AVID Donation Rollover.
Amount	4000
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	AVID Schoolwide: Donations are used for supplies, College Fair, and other related activities & incentives.
Amount	4679
Source	LCFF - Supplemental
Budget Reference	None Specified
Description	AVID Schoolwide: Funds are used for Summer Institute, Transportation for field trips, Schoolwide AVID Binders, substitute costs for teacher trainings throughout year, AVID Membership and AVID Weekly subscription, AVID supplies. Non specified budget reference due to memberships, supplies, PD, personnel costs all under this umbrella. (Funds from multiple budget references: 4000 Books & Supplies, 1000 Certificated personnel, 5000 Services and other operating expenditures)
Amount	500
Source	Site Formula Funds

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Professional development and field trips promoting school wide AVID strategies and college field trips.
Amount	17,000
Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	IXL Math, FLEX, Reading Counts, Rosetta Stone, Newsela- all online supported programs are used as supplemental tools and curriculums to support subgroup growth and achievement in ELA & Math. Please note, due to budget cuts, Rosetta Stone & Newsela have been eliminated from this year's expenditures.
Amount	1000
Source	Donations
Budget Reference	None Specified
Description	Funds reserved for technology to enhance learning: speakers, licenses for VR items, etc. Due to equipment and licenses, this is a none specified item.

Strategy/Activity 3

Increased educational opportunities & Enrichment

Pleasant Grove Middle School will provide differentiation and increased educational opportunities for students. Students will have the opportunity to participate in CJSF, Career Days, College Fairs, STEAM, and Agriculture in the Classroom activities. All students will have access to visual and performing arts production and will have the option to learn to play a musical instrument. If the County and State Health Departments permit, Extracurricular learning opportunities will be offered to students such as field trips, lunch clubs, and enrichment before and after school programs. Students will participate in “I Love Reading Week” and have the opportunity to participate in the Battle of the Books to promote literacy for all. Students will be placed in math, reading or writing intervention classes to support proficiency in grade-level standards.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/26/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	Other
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Fund a .4 FTE to support math and English Language Arts intervention classes for targeted qualifying students.

Amount	800
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Prioritize Library collection and program needs. Provide reading motivational events and activities, author visits, assemblies, celebrations and support program/actives. Proposed expenditure represents funds that come from multiple budget references. Please note, this is usually a Site Funded budget line; however, due to budget cuts during the 2020-2021 school year, this will be funded through donations.
Amount	7699
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Jazz Band before and after school enrichment class for qualifying students 6th-8th grade after tryouts.
Amount	7000
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Funds associated with Band/Choir Program. Amount represents funds associated with Disneyland field trip as well as other field trips and performances. Please note, these donations are placed into the Jazz Band Donation Account. Due to COVID 19, this trip may not occur.
Amount	1,444
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Funds associated with enrichment elective classes, lunch clubs, and enrichment after school classes.
Amount	600
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Physical Education Department needed equipment and supplies. Please note, this use to be funded from site funds general budget. However, due to budget cuts in the 2020-2021 school year, these items will be funded through donations.
Amount	4,800
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	PE Clothes. Please note, this money will be utilized to purchase next year's items if needed.
Amount	8,315

Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Funds allocated for general school supplies, postage, copy machine expenses, and copy machine contracts.
Amount	10,000
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Funds associated with providing supplies and materials for physical education, lunch time activities, supplies for extra curricular activities such as reading competitions, theater productions, spiritwear, teacher supplies, awards for various connectedness activities, etc.

Strategy/Activity 4

Staff Development & Professional Collaboration

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

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/26/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	1200
Source	Donations
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Registration fees associated with professional development registrations/conferences. Please note, this is usually paid for out of site general funds; however, due to budget cuts in the 2020-2021 school year, donation funds will be used.
Amount	300
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Work with district curriculum specialists, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy) and the supports needed, as well as differentiation, engagement, communication, critical thinking, and technology infusion. Additionally, professional collaboration time between staff members. Proposed expenditures represent substitutes, per diem, and associated salary benefits.

Strategy/Activity 5

Involvement of Staff, Parents & Community

Pleasant Grove Middle School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) and or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support our Parent Teacher Organization (PTO) to bring about enhancements to school programs and community activities. The school will support the Intel PC Pal Program.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/26/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	Donations
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Conferencing with parents, including interpreters when needed, to increase communication home to families about student achievement and engage parents in the learning process with their child. Meetings and other outreach opportunities for parents to become engaged in the educational process with the school including, DELAC, ELAC, Site Council, Library Advisory Committee, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk.
Amount	250
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of materials to support communication with parents and community- Marquee maintenance.
Amount	10000
Source	Special Education

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute coverage needed for general education and special education teacher attendance at IEP and transition meetings.
Amount	0
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Safe, clean, student-centered learning environments.

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey (5th and 7th Grade)	These percentages are based on students who participated in the survey. • 61% of students reported feeling safe when reported for the 2019 Fall Survey. Goal Not met by 19%. This increased to 63% in the Fall of 2020 survey • 61% of students reported feeling connected when asked in 2019 Fall Survey. Goal Not met by 19%. This remained the same in the Fall of 2020 survey • 59% of students reported feeling there was a caring adult in school. Goal Not met by 16%. In the Fall of 2020, this data was mixed with students in our virtual school. However, 58% of hybrid only students reported feeling close to people at this school and 28% neither agreed or disagreed.	For the 2021-2022 School Year, the goal is for the following: Students feeling safe will increase to an overall score of 80% Students feeling connected to Pleasant Grove will increase to an overall score of 80% Students feeling cared for by staff will increase to an overall score of 75%

Metric/Indicator	Baseline	Expected Outcome
LCAP Student & Parent Survey	18/19 School Year Results • 84% Feel their students is physically safe in class • 57% feel the school provides adequate academic enrichment opportunities & 27% are neutral, 16% in disagree combined categories • 47% feel the school teaches students how to behave appropriately in social situations and 34% neutral, 15% in combined disagreement category. • 34% feel school teaches students how to resolve conflict with peers & 30% neutral, 21% in combined disagreement category. Please note, this survey was not conducted during the 19/20 school year due to COVID-19	For the 2021-2022 School Year, the goal is for the following: Increase all areas by 5%.

Planned Strategies/Activities

Strategy/Activity 1

School Safety

Pleasant Grove Middle School will work to ensure that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship, online safety, and responsible technology use (cyberbullying, internet safety, and other digital dilemmas), and how to access the school counselor. All students will participate in Red Ribbon Week activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education meeting either district standards or state standards. All staff will be appropriately trained in Child Abuse Mandated Reporter requirements and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan. The technology team will collaborate with school site personnel to distribute Hot Spots where necessary.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/21-5/26/22

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	450
Source	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Expenditures associated with the development of emergency preparedness as directed by the School Site Safety Team, Digital Citizenship and Online Safety, Red Ribbon Week, Sexual Health Education, Child Abuse Mandated Reporter Training, and Volunteer Training. Please note, most of these trainings can be held during work hours and outside of hours requiring extra pay. Please note, this is a combination of Proposition 64 Grant Funds and Site Donation Funds.

Strategy/Activity 2

School Climate & Community Building

Pleasant Grove Middle School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs and academic counseling. Individual counseling, small group sessions, and whole class instruction will also be provided by the school counselor and school psychologist. Provide support services to students and families through our school counselor reaching out to meet with families as well as provide training for our staff regarding social emotional needs of students to better support them in the classroom. The whole school will participate in community Operation School Bell Program. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the Site Council, staff and administration team to determine additional areas for growth. Additionally, the further development of the Champions Club will take place during school lunch hours as well as before and after school. This Club and all associated costs will be funded through the Proposition 64 Grant including the work and collaboration with our local Sheriff's department.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2018-6/30/2019

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	92,493
Source	Other
Budget Reference	None Specified
Description	This is a combination of items associated with the Champions Club and our SRO, and the funds are directly associated to the Proposition 64 Grant.

Amount	500
Source	Donations
Budget Reference	4000-4999: Books And Supplies
Description	Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB), Leadership Lunchtime activities, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. Please note, this budget has been cut in 1/2 to account for the lack of ability to have many of the items listed. However, these items will remain in the description in case they can be added in once/if COVID regulations change.
Amount	200
Source	Donations
Budget Reference	0000: Unrestricted
Description	Expenditures related to items needed for counseling sessions, de-escalation room, and de-escalation tools/items.
Amount	26022
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends for Athletic Director, Music Director, PC Pals Coordinator, SST Coordinator, Yearbook Coordinator, 8th Grade Football Coach, 7th and 8th Girls Volleyball, 7th and 8th Boys Volleyball, 7th and 8th grade Girls Basketball, Track and field coach. Please note, the following stipends have been approved to be eliminated for the 2020-2021 school year due to budget cuts: SIP @ $715, teacher in Charge @ 357 for a total elimination of $2,978.
Amount	10570
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Stipends for Student Council Book Keeper, WEB Advisor, Cross Country, coaches 7th and 8th Boys Basketball and Wrestling coaches.
Amount	1440
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Stipends and hourly rate associated with teachers overseeing and/or facilitating lunch time clubs and/or afterschool enrichment targeting socioeconomically disadvantaged students and other subgroups needing additional supports and opportunities to be connected to school. 2 clubs per grade level.

Strategy/Activity 3

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and

Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration.

Students to be Served by this Strategy/Activity

All Students

Timeline

7/1/2020-6/1/2021

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Certificated and Classified staff to attend professional learning opportunities during the school day and after school related to (but not limited to) such topics as Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Supports, Restorative Justice, Alternative Discipline Strategies, De-escalation Strategies, Growth Mindset, CPR and First Aide Training, and Differentiation. Increase number of staff that are trained in various strategies that they can share with colleagues to improve our capacity to support students.
Amount	200
Source	None Specified
Budget Reference	None Specified
Description	Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. No expenditures are anticipated to achieve this goal.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Technical Infrastructure and Support Systems

Goal Statement

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

LCAP Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Staff Survey	Professional Development was provided to classified staff. Support will be offered based on need and data presented from the California School Staff Survey.	During the 2021-2022 school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning, campus safety, campus disinfecting and specific duty area as outlined as a need from their respective departments and the California School Staff Survey
Facility Inspection Tool	The facilities were reported to be in fair repair as measured by the Facility Inspection Tool.	Facilities will be in "Good Repair" or higher as measured by the 2019-2020 Facility Inspection Tool.
Williams Act/Uniform Complaints	No Williams Act/Uniform Complaints were received during the 2020-2021 school year.	If received during the 2021-2022 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.

Planned Strategies/Activities

Strategy/Activity 1

Staff Collaboration & Professional Development

Pleasant Grove Middle School will provide non-instructional staff including secretaires and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the

important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/2021-5/26/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Secretary Trainings
Amount	1500
Source	District Funded
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Custodial Trainings and overtime as needed to keep campus disinfected and clean especially during the COVID 19 Pandemic.

Strategy/Activity 2

Facilities & Technology Infrastructure

Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations and support students and staff in being as safe as possible during the 2020 COVID Pandemic. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator. Additionally, the school will engage in parent and staff committees to gather input into areas to address, alter, and possibly update during the COVID 19 Pandemic.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/11/2021-5/26/2022

Person(s) Responsible

Staff

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Garden Coordinator Stipend will be split between two teachers.
Amount	500
Source	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)
Budget Reference	4000-4999: Books And Supplies
Description	Funds for Garden Project (Donations and PTO), Theater production

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	Increase the number of students in the "Above or Met Standard" in Language Arts by 3% by focusing on students in the "Standard Nearly Met" subgroup.	In 20/21, on CAASPP ELA, a combined 66% of Frontier and Pleasant Grove 6th grade middle school students scored at or above standard. 22% Nearly met standard and 12% did not meet standard. In 20/21, on CAASPP ELA, a combined 65% of Frontier and Pleasant Grove 7th grade middle school students scored at or above standard. 22% Nearly met standard and 13% did not meet standard. In 20/21, on CAASPP ELA, a combined 62% of Frontier and Pleasant Grove 8th grade middle school students scored at or above standard. 30% Nearly met standard and 8% did not meet standard.
CAASPP Math	Increase the number of students in the "Above or Met Standard" in Math by 3% by focusing on students in the "Standard Nearly Met" subgroup.	In 20/21, on CAASPP, a combined 52% of Frontier Middle School 6th grade students and Pleasant Grove Middle School 6th grade students met or exceeded standard while 28% nearly met standard and 20% did not meet standards in math. In 20/21, on CAASPP, a combined 44% of Frontier Middle School 7th grade students and Pleasant Grove Middle School 7th grade students met or exceeded standard while 26% nearly met standard and 30% did not meet standards in math. In 20/21, on CAASPP, a combined 49% of Frontier Middle School 8th grade students and Pleasant Grove Middle School 8th grade students met or exceeded standard while 24% nearly met standard and 27% did not meet standards in math.
SRI (Student Reading Inventory) Lexile	Increase percentage of students performing "Advanced or Proficient" in reading as measured by SRI	• 62 6th graders or 38% scored advanced on their lexile test compared to 49

Metric/Indicator	Expected Outcomes	Actual Outcomes
	(Student Reading Inventory) Lexile Level by 7% at each grade level.	students in 7th grade or 31% • 42 6th graders or 26% scored proficient on their lexile test compared to 50 students in 7th grade or 32% • 38 6th graders or 23% scored basic on their lexile test compared to 37 students in 7th grade or 23% • 22 6th graders or 13% scored below basic on their lexile test compared to 22 students in 7th grade or 14%
Student Grade Analysis (Student work and classroom formative/summative assessments/teacher recommendations for interventions)	Increase the number and percentage of students achieving a grade of "C" or higher in Math and English classes at all grade levels by providing targeted interventions, student check ins, and increase office to home grade reporting communication.	2020-2021 1st Trimester Grades = 78 (17 are Frontier so 61 = Hybrid Students) 1st Trimester Grades= 146 with at least 1 F & 1 D (43 are Frontier Students so 103= Hybrid Students) Roughly 27% with 1 D or F by 1st Trimester 2020-2021 3rd Trimester Grades= 43 students with at least 1 F(12 are Frontier Students so 31= Hybrid Students) 3rd Trimester Grades= 122 Students with at least 1 F and 1 D (33 students are Frontier Students so 89= Hybrid Students) Roughly 23% with 1 D or F by 3rd Trimester
FLEX Literacy Data	Increase student lexile levels by at least 50 points for all students using the program FLEX.	20/21 Data is listed below. This data reflects the program being used 2.5 days per week from October-March and full time school/use from March-May due to COVID and a hybrid schedule for the majority of the school year. Reading Intervention Data: 13 out of 36 students (36%) increased their Lexile score by 0-100 points. 14 out of 36 students (38%) increased their Lexile score by 100 points or more. 15 out of 36 students (41%) did not increase their Lexile scores. SAI English 6:

Metric/Indicator	Expected Outcomes	Actual Outcomes
		2 out of 8 students (25%) increased their Lexile score by 0-100 points. 2 out of 8 students (25%) increased their Lexile score by 100 points or more. 4 out of 8 students (50%) did not increase their Lexile scores. SAI English 7: 4 out of 10 students (40%) increased their Lexile score by 100 points or more. 6 out of 10 students (60%) did not increase their Lexile scores. SAI English 8: 5 out of 18 students (27%) have increased their Lexile score by 0-100 points. 8 out of 18 students (44%) have increased their Lexile score by 100 points or more. 5 out of 18 students (27%) have seen no increase in their Lexile score.
District Benchmark Assessments	Provide all students access to at least two benchmark assessments with formative data provided to students as a means of reinforcement of lessons and reteaching of lessons.	Students did not take the district benchmark assessments due to hybrid schedule.
IXL Math	Increase students meeting or exceeding standard by 3% as measured on CAASPP	In October 2021, our students have mastered 4,034 skills and are proficient in 13,691 skills. In May 2021, 8,668 skills had been mastered.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alignment of Instruction with Content Standards Pleasant Grove Middle School will utilize district adopted, standards-aligned language arts, math, and history curriculum. California Standards instruction will be supplemented with a variety of resources as	Due to COVID 19, our students were directly taught in a hybrid system from August 2020-March 2021. Students attended the average CORE class 2.5 days per week in person and 2.5 days per week in asynchronous work. Teachers were not able to cover all their content standards. Our	Proposed expenditure represents curriculum and supplemental materials needed to support alignment of instruction with content standards that includes, but is not limited to: (Froguts, Flocabulary/vocabulary workshop, Typing Agent) 5000-5999: Services	5000-5999: Services And Other Operating Expenditures District Funded 4400

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
needed. Students will continue to participate in literature-based and informational text instructional activities emphasizing literal and inferential comprehension through guided reading techniques. Students will improve their writing skills by participating in Step Up to Writing Common Core Edition activities designed to address all stages of the writing process (6th and 7th grades). Teachers will continue to implement the Next Generation Science Standards (NGSS) into their instruction using STEM Scopes in 7th and 8th grade and Ampliphy Curriculum in 6th grade along with Mystery Science in all grades.	test scores decreased in all areas; however, we did not meet the required 95% for CAASPP participation and our school's scores were combined with the Frontier Online program students' scores.	And Other Operating Expenditures District Funded 4700 Proposed expenditure represents teacher professional development/training for district adopted curriculum & pilot curriculums. Proposed expenditure represents funds that come from multiple sources. 5800: Professional/Consulting Services And Operating Expenditures District Funded 4000	 5800: Professional/Consulting Services And Operating Expenditures District Funded 0
Improvement of Instructional Strategies and Materials Pleasant Grove Middle School will utilize proven instructional methods, including but not limited to, Guided Language Acquisition Design (GLAD), Response to Intervention (RtI), Advancement Via Individual Determination (AVID), and Designated and Integrated English Language Development Strategies. Additionally, proven strategic instructional strategies and supplemental materials will be used to support accelerated growth for various sub groups: English Language Development	Due to COVID 19, our students were directly taught in a hybrid system from August 2020-March 2021. Students attended the average CORE class 2.5 days per week in person and 2.5 days per week in asynchronous work. Teachers were not able to cover all their content standards. Due to the significant increase in Ds and Fs, administration and the LST team organized transportation to pick up 17 students early each day to attend school for a tutorial session 1 hour and 25 minutes each day. This services was delivered to selected students from October 2020-May 2021. As a result, all but 4 students grades	Provide support materials, supplies and intervention support to enhance instruction for our EL population, low income populations, and any other student groups in need. This may include technology, programs, resources, software, supplemental materials or curriculum, and library resources. These support materials may come at a cost or may be free supplemental materials. Proposed expenditure represents funds that come from multiple sources. 4000-4999: Books And Supplies LCFF - Supplemental 500	4000-4999: Books And Supplies LCFF - Supplemental 600

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Learners, low socio-economically disadvantaged students, and any other groups of students needing additional supports. Frequent formative assessments will be used to identify students in need of academic intervention, and such supports will be provided using materials and structures shown to be effective in addressing academic deficits. Enrichment opportunities, embedded within the school day, before, or after school will be provided to increase student engagement and assist students in advancing their learning. Technology, including Chromebooks and VR Headsets, will be used to further engage students and extend students' ability to access content and demonstrate understanding. Library Media coordinator to complete annual CDE Online School Library Survey. The ELPAC assessment will be given to English Learners, annually, to determine mastery of English Language skills and what instructional support is needed. Please note, the ELPAC was not completed in 2020 due to COVID-19.	increased 1-2 letter grades in CORE subject areas. Four of the students scores fluctuated depending on quarantines and the ability to access work while quarantined.	Purchase supplies and books for various book competitions such as Battle of the Books. Due to COVID 19, Battle of the Books is cancelled for the school year. 4000-4999: Books And Supplies Donations 0	0
		Jazz Band before and after school enrichment classes. Due to COVID 19, this will likely decrease to approximately $3849.50 from 7699 since the band will not be able to meet until cleared by the state to perform band in-doors. 1000-1999: Certificated Personnel Salaries District Funded 3850	1000-1999: Certificated Personnel Salaries District Funded 1925
		Analyze data and identify students who are struggling to meet grade level standards and are not on track to be high school ready to ensure appropriate supports are implemented and placement is appropriate in the master schedule. Some students may be strategically placed in a co-taught Math or E/LA class, a Resource Class (SAI) for Math or E/LA, or in a class supported by a paraprofessional or intervention aide. Proposed expenditure represents 2 intervention aides (2.5 hours/each) used in general education classes to assist students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 30000	2000-2999: Classified Personnel Salaries LCFF - Supplemental 30000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Proposed expenditure represents teacher professional development/training for supplemental programs. Due to budget cuts, it has not yet been decided if PG will receive Title II funds during the 2021-2022 school year. 5000-5999: Services And Other Operating Expenditures Title II Part A: Improving Teacher Quality 0	0
		AVID Schoolwide: Donations are used for supplies, College Fair, and other related activities & incentives. 4000-4999: Books And Supplies Donations 4000	4000-4999: Books And Supplies Donations 4200
		AVID Schoolwide: Funds are used for Summer Institute (Including EL Coordinator), Transportation for field trips, Schoolwide AVID Binders, substitute costs for teacher trainings throughout year, AVID Membership and AVID Weekly subscription, AVID supplies. Non specified budget reference due to memberships, supplies, PD, personnel costs all under this umbrella. (Funds from multiple budget references: 4000 Books & Supplies, 1000 Certificated personnel, 5000 Services and other operating expenditures) Please note, due to COVID 19, teachers will not be attending AVID Summer institutes in person but still may need to attend virtual	None Specified LCFF - Supplemental 750

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		sessions. None Specified LCFF - Supplemental 4679	
		Professional development and field trips promoting school wide AVID strategies and college field trips. Please note, field trips have been postponed for this school year due to COVID-19. 5800: Professional/Consulting Services And Operating Expenditures Site Formula Funds 500	0
		IXL Math, FLEX, Reading Counts, Rosetta Stone, Newsela- all online supported programs are used as supplemental tools and curriculums to support subgroup growth and achievement in ELA & Math. Please note, due to budget cuts, Rosetta Stone & Newsela have been eliminated from this year's expenditures. 5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 17,000	5000-5999: Services And Other Operating Expenditures LCFF - Supplemental 17000
		Supplies and materials to support various aspects of the school operating systems: enrichment program supplies, school supplies, library supplies, ink for teacher's printers in their pods, etc. 4000-4999: Books And Supplies Donations 3500	4000-4999: Books And Supplies Donations 350
Increased educational opportunities & Enrichment		Fund a .4 FTE to support math and English Language Arts intervention classes for	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Pleasant Grove Middle School will provide differentiation and increased educational opportunities for students. Students will have the opportunity to participate in CJSF, Career Days, College Fairs, STEAM, and Agriculture in the Classroom activities. All students will have access to visual and performing arts production and will have the option to learn to play a musical instrument. If the County and State Health Departments permit, Extracurricular learning opportunities will be offered to students such as field trips, lunch clubs, and enrichment before and after school programs. Students will participate in “I Love Reading Week” and have the opportunity to participate in the Battle of the Books to promote literacy for all. Students will be placed in math, reading or writing intervention classes to support proficiency in grade-level standards.		targeted qualifying students. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 30000	
		Prioritize Library collection and program needs. Provide reading motivational events and activities, author visits, assemblies, celebrations and support Battle of the Books program/actives. Proposed expenditure represents funds that come from multiple budget references. Please note, this is usually a Site Funded budget line; however, due to budget cuts during the 2020-2021 school year, this will be funded through donations. 4000-4999: Books And Supplies Donations 1400	4000-4999: Books And Supplies Donations 100
		None Specified None Specified 0	
		Funds associated with Band/Choir Program. Amount represents funds associated with Disneyland field trip as well as other field trips and performances. Please note, these donations are placed into the Jazz Band Donation Account. Due to COVID 19, these funds will not be collected this year. Funds will be used to purchase band stands and new chairs to allow for better spacing in the classroom. This budget will be matched by a local grant agency. 5800:	None Specified Donations 11037

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Professional/Consulting Services And Operating Expenditures Donations 7000	
		Funds associated with enrichment elective classes, lunch clubs, and enrichment after school classes. However, these will only occur if safety regulations can be followed due to COVID 19. 4000-4999: Books And Supplies Site Formula Funds 1,444	0
		Physical Education Department needed equipment and supplies. Please note, this use to come from site funds general budget. However, due to budget cuts in the 2020-2021 school year, these items will be funded through donations. 4000-4999: Books And Supplies Donations 600	4000-4999: Books And Supplies Donations 850
		PE Clothes. Please note, this money will be utilized to purchase next year's items if needed. 4000-4999: Books And Supplies Donations 4,800	4000-4999: Books And Supplies Donations 4600
		Funds allocated for general school supplies, postage, copy machine expenses, and copy machine contracts. 4000-4999: Books And Supplies Site Formula Funds 11,383	4000-4999: Books And Supplies Site Formula Funds 5550
		Funds associated with providing supplies and materials for physical education, lunch time activities, supplies for extra curricular activities	4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 10000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		such as reading competitions, theater productions, shirts for all sixth graders, teacher supplies, awards for various connectedness activities, etc. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 10,000	
Staff Development & Professional Collaboration Pleasant Grove Middle School will ensure that staff members responsible for providing and overseeing instruction, including: certificated teachers, classified support specialists, and site administrators, are afforded opportunities to receive up to date training on best instructional practices (see Goal 1, Strategy 2). Partnerships with the El Dorado County Office of Education will provide increased opportunities for professional development and communities of practice. "Early Release Wednesdays" will enable professional collaboration among grade levels and academic departments and ensure that staff has the time needed to engage in professional growth, conduct analysis of student performance, and develop instructional strategies to best meet students' needs. Please note, due to the schedule and calendar changes resulting from COVID 19,		Registration fees associated with professional development registrations/conferences. Please note, this is usually paid for out of site general funds; however, due to budget cuts in the 2020-2021 school year, donation funds will be used. 5800: Professional/Consulting Services And Operating Expenditures Donations 500	5800: Professional/Consulting Services And Operating Expenditures Donations 2200
		Work with district curriculum specialists, SEL specialists, and seek outside resources offering professional learning opportunities to focus on instructional strategies to build knowledge and implementation of state standards, build on social emotional awareness (Goal 2, Strategy) and the supports needed, as well as differentiation, engagement, communication, critical thinking, and technology infusion. Additionally, professional collaboration time	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
teacher collaboration time will be varied between Early Release days and Distance Learning days.		between staff members. Proposed expenditures represent substitutes, per diem, and associated salary benefits. Due to COVID 19 and budget cuts, this will not be funded this school year. 1000-1999: Certificated Personnel Salaries Site Formula Funds 0	
Involvement of Staff, Parents & Community Pleasant Grove Middle School will involve staff, parents, students, and community members in school activities and planning sessions. Parents, students, and staff will have the opportunity to participate on the School Site Council and be a part of the decision making process. Parents of English learners will be invited to participate in the District English Language Advisory Committee (DELAC) and or our school site's English Language Advisory Committee (ELAC). Stakeholders will be informed about opportunities to participate through our school's website, newsletters, social media, and other forms of communication. The school will support our Parent Teacher Organization (PTO) to bring about enhancements to school programs and community activities. The school will support the Intel PC Pal Program.		Conferencing with parents, including interpreters when needed, to increase communication home to families about student achievement and engage parents in the learning process with their child. Meetings and other outreach opportunities for parents to become engaged in the educational process with the school including, DELAC, ELAC, Site Council, Library Advisory Committee, PTO, Calendar Committee, SST meetings, 504 meetings, IEP meetings, Open House, Back-to-School-Night, and Technology Committee, Music Boosters, PUMA Walk. 2000-2999: Classified Personnel Salaries Donations 100	0
		Purchase of materials to support communication with parents and community- Marquee maintenance. 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club	4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 250

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		(PTA/PFC/PTSO, PTO, etc.) 250	
		Substitute coverage needed for general education and special education teacher attendance at IEP and transition meetings. 1000-1999: Certificated Personnel Salaries Special Education 10000	1000-1999: Certificated Personnel Salaries Special Education 10000
		None Specified None Specified 0	

Analysis

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

Due to COVID-19, our school year looked very different than usual. We are proud to say, that unlike most schools in the state, we were open from the beginning of the year for in person instruction. Students attended school from August-March in the Hybrid schedule with 1/2 of their day in person and 1/2 of their day spent at home on asynchronous work. Additionally, in March 2021, our school opened back up for full school days. Due to this commitment of staying open, students had access to in person school 4-5 days per week the entire school year. Additionally, an online school system was created to support those that did not feel safe or ready to return in person. Although our test scores decreased, we are confident that our students had better access to quality education than their counterparts statewide.

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

Please reference previous section for decreases in test scores. Due to COVID-19, our Pleasant Grove Data was combined with the online Frontier Middle School Student Parent data. Therefore, the data is not accurate as student data from other schools is included in our reporting system.

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

Expenditure of hiring an intervention teacher who supported students who had been quarantined. Estimated expenditure $30,000. This is estimated as this position was combined with a teacher's position who retired mid year.

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

Promote the CAASPP assessment process so more accurate data can be collected. Complete benchmark assessments.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Healthy Kids Survey (5th and 7th Grade)	For the 2020-2021 School Year, the goal is for the following: Students feeling safe will increase to an overall score of 80% Students feeling connected to Pleasant Grove will increase to an overall score of 80% Students feeling cared for by staff will increase to an overall score of 75%	• 61% of students reported feeling safe when reported for the 2019 Fall Survey. Goal Not met by 19%. This increased to 63% in the Fall of 2020 survey • 61% of students reported feeling connected when asked in 2019 Fall Survey. Goal Not met by 19%. This remained the same in the Fall of 2020 survey • 59% of students reported feeling there was a caring adult in school. Goal Not met by 16%. In the Fall of 2020, this data was mixed with students in our virtual school. However, 58% of hybrid only students reported feeling close to people at this school and 28% neither agreed or disagreed.
LCAP Student & Parent Survey	For the 2020-2021 School Year, the goal is for the following: Increase all areas by 5%.	No LCAP survey data was collected.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
School Safety Pleasant Grove Middle School will work to ensure	• All students participated in Red Ribbon	Expenditures associated with the development of emergency	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
that all students and staff are safe on campus. All employees and students will regularly participate in emergency preparedness drills and the staff will be proficient with the use of the Catapult Emergency Response system. Students will be provided with lessons on digital citizenship, online safety, and responsible technology use (cyberbullying, internet safety, and other digital dilemmas), and how to access the school counselor. All students will participate in Red Ribbon Week activities designed to educate children about the dangers of drug and alcohol abuse, and students in grades 6 and 7 will receive sexual health education meeting either district standards or state standards (for 2023 it will only be for 7th graders). All staff will be appropriately trained in Child Abuse Mandated Reporter requirements and processes will be in place to ensure that visitors to the campus are appropriately supervised and volunteers are fingerprinted and background checks are conducted. Facility inspection reports will be used to determine additional areas to improve safety and the School Site Safety Team will work with stakeholders to develop an annual Comprehensive Safety Plan. The technology team will collaborate with school	Week. We did not have a rally or school wide event due to COVID; however, we had school wide lessons on anti-drug and marijuana and we had school wide spirit days. • All students 6th-8th grade received sexual education due to 8th graders missing the lessons while they were in 7th grade (COVID shut down). • SIA Inspection was conducted on school facilities. School addressed and fixed all areas of concern. Inspection was passed. • School District Personnel and school site personnel worked collaboratively to distribute chromebooks to all students and distribute hotspots to any student needing one. • PBIS lessons were delivered to the entire student body 4 times per month. • At least one staff meetings per month had an agenda item	preparedness as directed by the School Site Safety Team, Digital Citizenship and Online Safety, Red Ribbon Week, Sexual Health Education, Child Abuse Mandated Reporter Training, and Volunteer Training. Please note, most of these trainings can be held during work hours and outside of hours requiring extra pay. 5000-5999: Services And Other Operating Expenditures Donations 100	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
site personnel to distribute Hot Spots where necessary. The PBIS team will meet monthly combined with the Positive School Culture and Climate Team to discuss areas of safety concern and areas of strength. Monthly staff meetings will have a safety related agenda item.	focused on safety procedures or areas of concern at the site.		
School Climate & Community Building Pleasant Grove Middle School will work to ensure that all students feel connected to school and that their social, emotional, and behavioral needs are met. The Positive Behavioral Interventions and Supports (PBIS) framework will be used to create systems that teach students appropriate behaviors for locations throughout the school. The school's PBIS team will develop tiered interventions to reward positive behaviors and respond to challenging conduct. Trauma Informed Practices will be studied and used to help de-escalate trauma induced or trauma influenced behaviors. Explicit character education will also occur. A school counselor will be available five days per week to assist students with mental health needs and academic counseling. Individual counseling, small group sessions, and whole class instruction will	• PBIS lessons were delivered to the entire student body 4 times per month. • Positive School Culture and Climate Committee met 1 time per month throughout the school year designing the Student of the Month Award and procedures, spirit days, student announcements , PBIS student led lessons, etc... • All 7th grade students (minus opt outs) participated in the Healthy Kids Survey. • An altered Orientation was created to welcome new students to the school. Students were welcomed in	Additional resources needed to support sports programs and needs. Due to budget cuts this will be eliminated for the 2020-2021 school year. 4000-4999: Books And Supplies Donations 0	0
		Expenditures related to materials and supplies for school connectedness opportunities: Where Everyone Belongs (WEB), Leadership Lunchtime activities, PUMA Pride Awards, 5th grade end-of-the-year "Welcome to 6th Grade" field trip to PG. Please note, this budget has been cut in 1/2 to account for the lack of ability to have many of the items listed. However, these items will remain in the description in case they can be added in once/if COVID regulations change. 4000-4999: Books And Supplies Donations 500	4000-4999: Books And Supplies Donations 700
		Expenditures related to items needed for counseling sessions, de-escalation room, and de-	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
also be provided by the school counselor and school psychologist. Provide support services to students and families through our school counselor reaching out to meet with families as well as provide training for our staff regarding social emotional needs of students to better support them in the classroom. The whole school will participate in community Operation School Bell Program. The California Healthy Kids Survey will be administered to students in 7th grade, and the results will be analyzed by the Site Council, staff and administration team to determine additional areas for growth. WEB students will organize and help facilitate the student orientation day and Puma Walk.	smaller rotating groups. Additionally, all 5th grade students were invited to the school in late May to tour the campus. • Puma Walk was cancelled.	escalation tools/items. 0000: Unrestricted Donations 200	
		Stipends for Athletic Director, Music Director, PC Pals Coordinator, SST Coordinator, Yearbook Coordinator, 8th Grade Football Coach, 7th and 8th Girls Volleyball, 7th and 8th Boys Volleyball, 7th and 8th grade Girls Basketball, Track and field coach. Please note, the following stipends have been approved to be eliminated for the 2020-2021 school year due to budget cuts: SIP @ $715, Student Council Advisory @ $1906, Teacher in Charge @ 357 for a total elimination of $2,978. 1000-1999: Certificated Personnel Salaries Site Formula Funds 26022	
		Stipends for Student Council Book Keeper, WEB Advisor, Cross Country, coaches 7th and 8th Boys Basketball and Wrestling coaches. Please note, the following stipends have been approved to be eliminated for the 2020-2021 school year due to budget cuts: 6-7th grade Flag Football coach @ $1,430. 1000-1999: Certificated Personnel Salaries Site Formula Funds 10570	1000-1999: Certificated Personnel Salaries Site Formula Funds 7623
		Stipends and hourly rate associated with teachers overseeing and/or facilitating lunch time clubs and/or afterschool	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		enrichment targeting socioeconomically disadvantaged students and other subgroups needing additional supports and opportunities to be connected to school. 2 clubs per grade level. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1440	
Staff Collaboration & Professional Development Pleasant Grove Middle School will provide teachers and classified support staff with professional development to continually improve school climate. Topics will include Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Time will be provided to teachers on Early Release Wednesdays, as well as at other times, to collaborate around school climate and develop and/or refine systems that improve school culture. The staff will participate in the California School Staff Survey (CSSS) to aide in determining topics for future collaboration. Staff will develop and participate in group designed projects geared towards their area of desired professional growth.	No professional development was delivered throughout the school year. Due to COVID-19, all early release Wednesdays were focused around COVID procedures and guidelines, quarantines, and student access to work.	Certificated and Classified staff to attend professional learning opportunities during the school day and after school related to (but not limited to) such topics as Social Emotional Learning, Trauma Informed Practices, Positive Behavioral Supports, Restorative Justice, Alternative Discipline Strategies, Deescalation Strategies, Growth Mindset, CPR and First Aide Training, and Differentiation. Increase number of staff that are trained in various strategies that they can share with colleagues to improve our capacity to support students. Please note, due to budget cuts and COVIS 19, these items have been postponed for the 2020-2021 school year. None Specified None Specified 0	
		Provide monthly trainings for lunch supervisors on being more effective with students and positive behavior modification strategies. No expenditures are	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		anticipated to achieve this goal. None Specified None Specified 0	

Analysis

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

Our school had extensive work in this area- especially considering the unknowns of COVID-19. While on hybrid, yard duties supported in disinfecting the entire school on a consistent schedule. Teachers sprayed down classroom work areas between classes. Administration and teachers re-organized all classrooms to create adequate spacing between desks to decrease the amount of required quarantines. Our school district purchased a toxic free disinfectant producing machine to better meet the needs of our students and staff while killing the SARS virus. Additionally, PBIS lessons were created and delivered to students on a regular basis focusing on topics such as safety during COVID, mask wearing, procedures, etc...

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

Even with the struggles of COVID and the unpredictable outcomes, we increased the amount of students feeling safe at school by 2% as measured by the Healthy Kids Survey.

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

We had to give out roughly 100-200 masks each day. This was an unexpected cost. Additionally, our health office hours were increased from 3.5 to full time. The sanitization machine was purchased. All these items were purchased with district COVID relief funds.

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

Health office Nurse hours will continue with full time due to COVID. The COVID relief funds will continue to cover this cost.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Staff Survey	During the 2020-2021 school year, professional development opportunities will continue to be offered to classified staff in the areas of Social Emotional Learning, campus safety, campus disinfecting and specific duty area as outlined as a need from their respective departments and the California School Staff Survey	Yard duties attended two trainings throughout the school year. One training on de-escalation and one training on proper cleaning and disinfecting procedures.
Facility Inspection Tool	Facilities will be in "Good Repair" or higher as measured by the 2019-2020 Facility Inspection Tool.	Passed the SIA Inspection
Williams Act/Uniform Complaints	If received during the 2020-2021 school year, 100% of Williams Act/Uniform Complaints will be promptly addressed and necessary deficits will be corrected.	Passed Williams Audit

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Staff Collaboration & Professional Development Pleasant Grove Middle School will provide non-instructional staff including secretaires and custodians with support and opportunities for job-related professional growth to improve overall school operations and efficacy. Recognizing the important role that everyone has when it comes to school culture and safety, non-instructional personnel will also be included in	All staff under went specialized training in procedures for propre disinfecting. Yard duties and Instructional aides were offered two trainings on de-escalation.	Secretary Trainings 2000-2999: Classified Personnel Salaries District Funded 0	0
		Custodial Trainings and overtime as needed to keep campus disinfected and clean especially during the COVID 19 Pandemic. 2000-2999: Classified Personnel Salaries District Funded 200	None Specified 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
trainings pertaining to Social Emotional Learning (SEL), Trauma Informed Practices, Positive Behavioral Interventions and Supports (PBIS), Mindfulness, Restorative Justice, Alternative Discipline, and Growth Mindset. Non-instructional support staff will also participate in the California School Staff Survey (CSSS) to aide in determining areas where we can offer additional support.			
Facilities & Technology Infrastructure Pleasant Grove Middle School will provide facilities, technology, furniture, and supplies that maximize the effectiveness of school operations and support students and staff in being as safe as possible during the 2020 COVID Pandemic. The school, working in conjunction with the RUSD Maintenance and Operations Department, will use the Facilities Inspection Tool (FIT) to determine areas for facility improvement. Improvements deemed necessary will be communicated to RUSD Maintenance personnel. We will engage in school beautification projects with the support of our PTO and Garden Coordinator. Additionally, the school will engage in parent and staff committees to gather	There was no garden committee or use of the garden throughout the entire school year. The site passed all facilities audits.	Garden Coordinator Stipend will be eliminated for the 2020-2021 school year due to budget cuts. However, the garden will still be maintained on a voluntary basis through the SDC class. 1000-1999: Certificated Personnel Salaries Site Formula Funds 0 Funds for Garden Project (Donations and PTO), Theater production 4000-4999: Books And Supplies Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 500	0 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
input into areas to address, alter, and possibly update during the COVID 19 Pandemic.			

Analysis

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

This area was not implemented due to COVID-19. They hybrid schedule and need to keep groups apart didn't allow for a productive garden program nor was overtime needed due to the lack of events.

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

NA

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

NA

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

NA

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

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

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

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

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	292,412.00

Allocations by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	13,899.00
Donations	24,850.00
LCFF - Supplemental	51,679.00
None Specified	200.00
Other	122,943.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,750.00
Site Formula Funds	51,091.00
Special Education	10,000.00
Title II Part A: Improving Teacher Quality	7,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	200.00
1000-1999: Certificated Personnel Salaries	107,461.00
2000-2999: Classified Personnel Salaries	12,170.00
4000-4999: Books And Supplies	36,359.00
5000-5999: Services And Other Operating Expenditures	29,150.00
5800: Professional/Consulting Services And Operating Expenditures	8,700.00
None Specified	98,372.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	7,699.00
2000-2999: Classified Personnel Salaries	District Funded	1,500.00
5000-5999: Services And Other Operating Expenditures	District Funded	4,700.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
0000: Unrestricted	Donations	200.00
2000-2999: Classified Personnel Salaries	Donations	100.00
4000-4999: Books And Supplies	Donations	15,350.00
5800: Professional/Consulting Services And Operating Expenditures	Donations	8,200.00
None Specified	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	30,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	17,000.00
None Specified	LCFF - Supplemental	4,679.00
None Specified	None Specified	200.00
1000-1999: Certificated Personnel Salaries	Other	30,000.00
5000-5999: Services And Other Operating Expenditures	Other	450.00
None Specified	Other	92,493.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	10,750.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	29,762.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	10,570.00
4000-4999: Books And Supplies	Site Formula Funds	10,259.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	500.00
1000-1999: Certificated Personnel Salaries	Special Education	10,000.00

5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	7,000.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

3 Parent or Community Members

2 Secondary Students

Name of Members	Role
Vera Rue Morris	Principal
Nita Franks	Classroom Teacher
Natalie Hadden	Other School Staff
Charise Harris	Classroom Teacher
Dustin Bailey	Other School Staff
Jolie Hauck	Parent or Community Member
Dan Anzini	Parent or Community Member
Gavin Scowcroft	Secondary Student
Tami Scowcroft	Parent or Community Member
Matthew Laundis	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 1.27.22.

Attested:

Principal, Vera Rue Morris on 1.27.22

SSC Chairperson, Matthew Laundis on 1.27.22

Addendum

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

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

Stakeholder Involvement

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

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

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

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

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review and Update

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

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

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

Analysis

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

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

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

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

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

ITEM #: 21
DATE: March 8, 2022

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Lake Forest**
4th Grade Outdoor Education
Overnight Field Trip and Contract

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees approve the 4th grade outdoor education overnight field trip request and service contract for Sierra Outdoor School pending any unforeseen restrictions due to COVID-19.

BACKGROUND:

It is board policy to approve overnight field trips. The following field trip to Sierra Outdoor School has been approved by administration and is submitted with the service contract for Board approval.

Sierra Outdoor School

Lake Forest School	May 11-13, 2022

STATUS:

Study trips should coincide with the core curriculum. This field trip to Sierra Outdoor School has a direct link to the 4th grade social studies and life science content standards.

FISCAL IMPACT:

N/A

BOARD GOAL:

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.

RESCUE UNION SCHOOL DISTRICT

FIELD TRIP REQUEST

*All field trip requests shall be submitted **at least 30 calendar days in advance** unless special circumstances exist. (AR 6153)*
All overnight and/or out of state field trips require Board approval. (BP 6153)

Contact Person: BRUCE PETERS

Date of Request: 2/28/2022

School: LAKE FOREST

Check here if field trip is overnight ☒

Date(s) of Trip: MAY 11-13, 2022

PARTICIPANTS

Teacher	Grade	# of Students	# of Staff	# Chaperones	Total
Kelly Brancali	5	26		3	30
Loren Hines	5	28		3	32
CAROL Tinney	5	27		3	31
Ashley Oxford	5	5		1	6
				Total Participants	99

DESTINATION

Check here if field trip is out of state ☐

Destination: SIERRA OUTDOOR SCHOOL

Contact Person:

Address: 15700 OLD OAK RANCH RD., SONORA CA 95370

Phone:

MODE OF TRANSPORTATION

☐ Walking ☐ Private Vehicle ☐ Commercial Transportation ☒ District Bus

If District bus, names of staff riding the bus: See Above

ITINERARY

Arrival Time	Departure Time	Location
	7 AM	Departure from School
10:00		Destination: Sierra Outdoor School
	12:30	Other: " on (5/13)
		Other:
4 PM		Arrival Back at School

COST PER PERSON

Entrance Fee	212
Transportation	0
Parking	0
Food	0
Other	0
Total	#212

Source of funds: DONATION & PTC

PURPOSE & PREPARATION

(Describe field trip and how it relates to and supports concurrent unit of study. Describe activities involved in preparation for field trip.)

Students will learn about 6TH grade Science standards in an outdoor learning environment.

Teacher Signature — Date: 2/28/22

Principal Signature — Date: 2/28/22 — ☒ Approved ☐ Denied

Superintendent Signature — Date: ____ — ☐ Approved ☐ Denied

Reason for Denial: ____

* * * FOR TRANSPORTATION USE * * *

Date Received:

Buses required: 1 2 3 4 5

Estimated Mileage Cost ____ miles @ $ ____ = $ ____

Route Coverage Required? YES NO

Estimated Driver Cost ____ hrs x $30 = ____ + $____ (meal) =$____

TMS #

EM #

Total Estimated Cost $ ____

Name of Commercial Carrier:

Estimated Charges: $

Teacher Confirmation ☐

Commercial Carrier Confirmation ☐

Director of Transportation Signature — Date — ☐ Approved ☐ Denied

Comments:

9/13

CLOVIS UNIFIED SCHOOL DISTRICT
SIERRA OUTDOOR SCHOOL
Eimear O'Farrell, Ed.D., Superintendent
15700 Old Oak Ranch Road, Sonora, California 95370

AGREEMENT

THIS AGREEMENT ("Agreement"), is made and entered into between CLOVIS UNIFIED SCHOOL DISTRICT ("CUSD") and Lake Forest ("Group/School/District").

WHEREAS, CUSD operates an outdoor education facility known as the Sierra Outdoor School ("SOS"), which is located at 15700 Old Oak Ranch Road, Sonora, California 95370. The SOS has available lodging and teaching facilities for students to learn about nature and the environment.

WHEREAS, CUSD desires to make available and Group/School/District desires to have its students or members ("participants") use the SOS' lodging and teaching facilities for the purpose of teaching them about nature and the environment and other educational purposes.

WHEREAS, it is mutually beneficial for CUSD and Group/School/District to have the arrangement as set forth in this Agreement.

NOW, THEREFORE, BE IT AGREED AS FOLLOWS:

I. **GROUP/SCHOOL/DISTRICT'S OBLIGATIONS.**

A. Provide transportation for its participants and personnel to and from the SOS, and to and from classes and activities while at the SOS in accordance with a schedule to be formulated by the Director of the SOS or his or her designee, and the Group/School/District. Provide one vehicle (i.e., automobile or van) that could be used if someone has to leave unexpectedly or be transported for medical care.

B. Provide one teacher/supervisor per class during the period that its participants attend the SOS.

C. Provide adult chaperones during the period that its students are in attendance at the SOS at a minimum ratio of one adult to ten students (1:10) in addition to the classroom teacher, group leader or supervisor.

D. Pay a $1.00 lab fee per participant for owl pellets and a $1.00 lab fee per participant for arrow heads class if these classes are selected by Group/School/District.

E. Cooperate with the SOS's staff in availing the teachers, supervisors and adult chaperones of the necessary pre-attendance planning or post-attendance follow-up to ensure that the objectives of the program are carried out.

F. Ensure that participants are equipped with suitable clothing and bedding while attending said program.

G. Ensure that each person attending the SOS has received all immunizations required by the California Health and Safety Code, including but not limited to those set forth in Section 120325 et seq., and that each person has no disease or health condition which is contagious or communicable to other persons.

H. Provide SOS with the projected number of participants as indicated on the signature page of this Agreement ~~and agree that the Group/School/District will be responsible for payment for no less than 95 percent of the projected number of participants, in the event that the actual numbers of participants are less than 100% of the projected numbers.~~

I. Request, in writing, at least 30 days prior to arrival, space for additional participants. These requests will be granted as space is available.

J. Make payment for the actual number of participants ~~or 95% of projections~~ for the Group/School/District who will attend the SOS within (30) days of receipt of billing by CUSD.

K. NOTIFY CUSD (30) DAYS BEFORE THE SCHEDULED ATTENDANCE DATE OF THE ACTUAL NUMBER OF PARTICIPANTS, INCLUDING A COMPUTER-GENERATED LIST FROM THE GROUP/SCHOOL/DISTRICT. ~~IF PARTICIPANT NUMBERS FALL TO OR BELOW 95% OF PROJECTIONS LISTED ON THIS AGREEMENT, THE BILLING WILL REFLECT A RATE ASSESSED BASED ON NO MORE THAN 95% OF ORIGINAL PROJECTED NUMBERS.~~

L. Group/School/District agrees that it shall, at its own expense and for the duration of this Agreement, procure and maintain insurance or self-insurance that complies with the following:

i. Commercial General Liability ("CGL"): Coverage shall be at least as broad as Insurance Services Form CG 00 01 covering CGL on an "occurrence" basis, including property damage, bodily injury and personal and advertising injury with limits no less than $1,000,000 per occurrence. If a general aggregate limit applies, either the general aggregate limit shall apply separately to this project/location (ISO CG 25 03 or 25 04) or the general aggregate limit shall be twice the required occurrence limit. If the Group/School/District maintains broader coverage and/or higher limits than the minimums shown above, CUSD requires and shall be entitled to the broader coverage and/or higher limits maintained by the Group/School/District. Any available insurance proceeds in excess of the specified minimum limits of insurance and coverage shall be available to CUSD. CUSD, its officials, trustees, officers, agents, employees, volunteers, students, and representatives ("CUSD Entities") are to be covered as additional insureds on the CGL policy with respect to liability arising out of this Agreement and Group/School/District's use of the SOS. General liability coverage can be provided in the form of an endorsement to the Group/School/District's insurance (at least as broad as ISO Form CG 20 10 11 85 or if not available, through the addition of both CG 20 10, CG 20 26, CG 20 33, or CG 20 38; and CG 20 37 if a later edition is used).

ii. Sexual Abuse and Molestation Insurance: Group/School/District must provide coverage for sexual abuse and molestation which covers bodily injury, emotional distress or mental anguish related to any claim, cause of action or liability associated with child molestation or sexual abuse, with limits no less than $1,000,000 per wrongful act and $2,000,000 aggregate. This coverage may be provided as an endorsement to the Commercial General Liability policy or under a separate policy and must be written on an "occurrence" and not on a claims-made or claims-made and reported basis. Coverage for such claims must not be subject to any exclusion, restriction, or sub-limit. The CUSD Entities must be named as additional insureds with respect to sexual abuse and molestation claims. The coverage must contain a severability of interests/cross liability clause or language stating that Group/School/District's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

iii. Commercial Automobile Liability Insurance: Coverage must be equivalent in scope or at least as broad as ISO Form Number CA 00 01 covering any auto (Code 1) that includes all vehicles that are owned, non-owned, and hired and personal injury protection, with limit no less than $1,000,000 per accident for bodily injury and property damage.

iv. Workers' Compensation statutory limit and Employer's Liability: Workers' Compensation coverage as required by the State of California, with statutory limits, and employer's liability insurance with limit of no less than $1,000,000 per accident for bodily injury or disease.

v. Primary Coverage: For any claims relating to this Agreement, the Group/School/District's insurance coverage shall be primary insurance as respects the CUSD Entities. Any insurance or self-insurance maintained by the CUSD Entities shall be excess of Group/School/District's insurance and shall not contribute with it.

vi. Deductible/Self-Insured Retention: Group/School/District shall disclose any deductible or self-insured retention for any of the required insurance. CUSD reserves the right to require that such deductible or self-insured retention be eliminated or reduced, that Group/School/District obtain a bond or other security guaranteeing payment of losses and costs within the limits of the deductible or self-insured retention, or that Group/School/District provide other assurances satisfactory to CUSD.

vii. Acceptability of Insurers: If insurance is procured, Group/School/District's insurance is to be placed with insurers with a current A.M. Best's rating of no less than A:VII.

viii. Waiver of Subrogation: All required policies, except the workers' compensation and employer's liability insurance, shall contain a waiver of transfer rights of recovery ("waiver of subrogation") against all CUSD ENTITIES for any claims arising out of this Agreement and Group/School/District's activities at the SOS.

ix. Verification of Coverage/Notice: Group/School/District shall provide to CUSD: (A) before Group/School/District's first date of attendance at SOS and from time to time as CUSD may request, written proof satisfactory to CUSD of the existence of the insurance required of Group/School/District, including a certificate of insurance and any required endorsement; (B) upon CUSD's request, a copy of the insurance policy and/or other evidence of insurance satisfactory to CUSD; (C) no later than 15 days before the date on which a required insurance expires, written proof of renewal of the insurance, including any required endorsement; and (D) written notice within two business days of the occurrence of any of the following: (1) any required insurance is cancelled or non-renewed, (2) notice from the insurer that the insurer intends to or will cancel or non-renew the insurance, and/or limit, restrict, or reduce Group/School/District's insurance coverage such that the insurance does not comply with the requirements stated above, or (3) any required insurance's policy limits have been reduced below those required above.

x. Special Risks or Circumstances: Depending upon the nature of the risk, prior events, insurance coverage, or other special circumstances, CUSD, upon written notice to Group/School/District reserves the right to modify these insurance requirements, and may, in its sole discretion, agree to accept coverages different than those which are required herein. .

M. Ensure that all Group/School/District employees, agents and volunteers who will be at SOS have complied with finger printing and background checks as required by applicable laws, including but not limited to Education Code sections 45125 et seq.

N. Provide the special education, related services, supplementary aids and services, accommodations, and/or modifications required by the Individuals with Disabilities Education Act ("IDEA"), its implementing regulations, and related California law and regulations, and/or Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as specified in the individualized education program ("IEP") or Section 504 Plan or Medical Care Plans of its participants. Also, any transportation as required by a participant's IEP or Section 504 Plan or Medical Care Plan shall be provided to and from the SOS, and to and from scheduled SOS classes and activities by the Group/School/District.

O. Due to CUSD's waiting list, return a signed copy of this Agreement before **[2/18/22]** to maintain an existing time slot. Failure to do so before this date may result in a forfeiture of the time slot. In the event that the Group/School/District is waiting for school board approval and is unable to return the Agreement by the specified date, a **$1,000.00 non-refundable deposit must be received by CUSD by [2/18/22] to reserve the time slot for 30 days.** This deposit will be applied to the invoice at the completion of your stay.

II. CUSD'S OBLIGATIONS.

A. Where requested, provide a program in outdoor science, conservation, and environmental education in accordance with standards as set forth by the California State Department of Education.

B. Provide basic first aid supplies for participants and other personnel of the Group/School/District during the period they are attending the SOS.

C. Have the sole discretion to prohibit or exclude any person from the SOS for health or safety reasons, including but not limited to communicable or contagious diseases, disciplinary problems, or other acts or conditions which in CUSD's determination threatens the health or safety of other persons attending the SOS.

D. Where requested, provide food and food services for participants during their stay at the SOS (Monday through Sunday).

E. Provide an instructional packet for the Group/School/District prior to arrival at the SOS. This packet will include instructions, a map, clothing and equipment lists. This information is available online at https://sos.cusd.com/.

III. MUTUAL INDEMNITY.

A. Group/School/District Indemnification of CUSD Entities. Except for the sole negligence or willful misconduct of the CUSD Entities, Group/School/District agrees to defend, indemnify, and hold the CUSD Entities free and harmless from any and all claims, demands, causes of action, costs, expenses, liabilities, losses, damages or injuries, fines, penalties in law or equity, regardless of whether the allegations are false, fraudulent, or groundless, to property or persons, including wrongful death (collectively "Loss"), to the extent arising out of: 1) Group/School/District's failure to fully comply with or material breach of any of the terms and conditions of this Agreement, or 2) the use and/or occupancy of the SOS, including, but not limited to, transportation, lodging, meal facilities, teaching facilities, education and outdoor activities, by the Group/School/District and its officials, trustees, officers, agents, employees, volunteers, students, and representatives ("Group/School/District Entities"). Acceptance of insurance certificates and endorsements required under this Agreement does not relieve Group/School/District from liability under this indemnification and hold harmless clause. The requirements of this section shall apply whether or not such insurance policies shall have been determined to be applicable to any of such damages or claims for damages.

B. CUSD Indemnification of Group/School/District Entities. CUSD agrees to defend, indemnify, and hold the Group/School/District Entities free and harmless from any and all Loss to the extent arising out of 1) CUSD's failure to fully comply with or material breach of any of the terms and conditions of this Agreement, or 2) the sole negligence or willful misconduct of the CUSD Entities as a result of conditions created by this Agreement.

C. Scope of Defense Obligation. The indemnifications granted hereunder include, but are not limited to, the payment of all damages and attorney's fees, fines, penalties and other related costs and expenses. The indemnitor's defense obligations (with counsel approved by the indemnitee), shall arise immediately upon tender of any of the indemnitees, and the defense shall be paid at the indemnitor's own cost, expense and risk, for any and all such aforesaid suits, actions or other legal proceedings of every kind that may be brought or instituted against

any of the indemnitees, notwithstanding whether liability is, can be or has yet been established. Indemnitor shall pay and satisfy any judgment, award or decree that may be rendered against any of the indemnitee, in any such suit, action or other legal proceeding.

D. Refusal to Defend/Indemnify. Either party, upon receipt of tender from any indemnitee hereunder (the "Tendering Indemnitee"), may refuse to provide indemnity or defense hereunder (the "Refusing Party"), if the Refusing Party, in reliance upon an opinion of qualified counsel, has determined that a valid basis exists for determining that the Loss, for which indemnity or defense is sought, is not required to be indemnified or defended pursuant to the terms of this Agreement. A refusal to indemnify or defend under such circumstances shall not be a material breach of this Agreement. However, if the Tendering Indemnitee shall be required by a final judgment to pay any amount in respect of any obligation or liability against which it has been determined by final judgment that the Refusing Party is required to indemnify or defend under this Agreement, the Refusing Party shall promptly reimburse the Tendering Indemnitee in an amount equal to the amount of such payment. Further, if such refusal, or any failure, to provide a defense against a Loss is determined by a final judgment not to have been reasonably justified under the circumstances, then the Refusing Party: (i) shall be obligated to pay all of the damages and out-of-pocket expenses incurred by the Tendering Indemnitee in defending said Loss, including, but not limited to, the value of the time, including travel time, that all of the employees, agents and representatives of the Tendering Indemnitee dedicated to, or expended in furtherance of, the defense of said Loss; and (ii) without any further action from any party, the Refusing Party hereby intentionally relinquishes and waives any and all rights of every nature to dispute, defend against or contest, in any manner, (including but not limited to the waiver of every defense of every nature) the claim of the Tendering Indemnitee regarding the amount of, reasonableness of, necessity for or the Refusing Party's obligation to pay, the costs, fees and expenses, and other Damages incurred by the Tendering Indemnitee in defending the Loss.

E. Survival. The parties' respective obligations under this section shall survive the termination or expiration of this Agreement.

IV. PAYMENT AND ADMINISTRATIVE FEE.

A. In consideration for the services performed, the Group/School/District agrees to pay CUSD a per participant fee of **$202.00** for the actual cost of providing an instructional program, use of facilities, and for continuing capital outlay expenditures, maintenance, and other costs of the program.

B. ~~RESERVATIONS ARE MADE A YEAR IN ADVANCE TO LOCK IN SPECIFIC DATES. IF THE GROUP/SCHOOL/DISTRICT'S PROJECTED PARTICIPANT NUMBERS FALL TO OR BELOW 95%, IT WILL BE BILLED BASED ON 95% OF THE NUMBERS LISTED ON THIS AGREEMENT AT SIGNING.~~

C. ~~AN ADMINISTRATIVE FEE, AS SET FORTH BELOW, SHALL BE CHARGED TO AND PAID BY THE GROUP/SCHOOL/DISTRICT FOR TERMINATING THIS AGREEMENT AND/OR CANCELING ITS PARTICIPATION AT THE SOS UNDER THIS AGREEMENT. TERMINATION RATES ARE BASED ON THE NUMBER OF CALENDAR DAYS BETWEEN THE DATE SOS RECEIVES NOTICE OF THE TERMINATION OR CANCELLATION AND THE DATE OF THE GROUP/SCHOOL/DISTRICT'S SCHEDULED ARRIVAL AT THE SOS.~~

~~TERMINATION~~	~~RATE (COST BASED ON PROJECTED NUMBER OF PARTICIPANTS~~
~~360-121 DAYS~~	~~$1,000.00~~
~~120-91 DAYS~~	~~50% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS~~
~~90-61 DAYS~~	~~65% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS~~
~~60-31 DAYS~~	~~80% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS~~
~~30 DAYS OR LESS~~	~~100% OF PROJECTED COST BASED ON PROJECTED NUMBER OF PARTICIPANTS~~

D. IF THE GROUP/SCHOOL/DISTRICT'S TRANSPORTATION CARRIER ELECTS NOT TO TRANSPORT ITS PARTICIPANTS TO THE SOS, AN ADDITIONAL BUS FEE WILL BE ASSESSED. BUS FEES ARE SUBJECT TO CHANGE BASED ON DURATION AND MILEAGE.

V. ADDITIONAL PROVISIONS.

A. Terms and Termination of Agreement. This Agreement is effective **[1/25/22]** and shall continue until the Group/School/District's departure from the SOS, or until termination of this Agreement by either party, whichever is earlier. Either party may terminate this Agreement upon written notice to the other party. An administrative fee shall be assessed against the Group/School/District as set forth in Article III.

B. Assignment. This Agreement shall not be assignable by the Group/School/District without the written consent of CUSD, except to a successor in interest.

C. Entire Agreement. This Agreement represents the total and complete understanding of the parties regarding the subjects set forth herein. Any other oral understandings or prior understandings shall have no force or effect.

D. Amendment of Agreement. This Agreement cannot be changed or supplemented orally and may be modified or suspended only by written instrument executed by the parties.

E. Authorized Signatories. The signatories of this Agreement warrant that they represent the respective parties herein and are authorized to commit to all provisions in this Agreement on behalf of the respective parties.

F. Modification of Program. CUSD RESERVES THE RIGHT TO MODIFY A GROUP/SCHOOL/DISTRICT'S PROGRAM IN THE EVENT THAT THE GROUP/SCHOOL/DISTRICT ARRIVES LATE AT THE SOS.

G. Limit on Participants. Due to space availability, CUSD reserves the right to limit the number of adult participants, in excess of the 1:10 ratio set forth in Section I.C., wishing to attend from a Group/School/District if the number of students or minor participants attending during the reservation period is significantly higher than the projected participant numbers listed in this Agreement at the time of signing. Paragraph K of Section I outlines the procedure for bringing additional students over the number indicated on the Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement of the day and year set forth herein below.

CLOVIS UNIFIED SCHOOL DISTRICT

Dated: **1/25/2022**

By: Rees E. Warne
Rees Warne, Director
Sierra Outdoor School

SCHOOL YEAR: **2021-22**

DATES OF ATTENDANCE AT THE SIERRA OUTDOOR SCHOOL: **May 11-13, 2022**

Please complete the information below

FORMS NOT COMPLETELY FILLED OUT WILL BE RETURNED

GRADE LEVEL (Circle) K 1 2 3 4 5 6 7 8

Projected Number of Student Participants 90

Number of Chaperones (1:10 Ratio) 10
Number of Teachers/Admin 3

Teacher/Contact Kelly Brancoli
(Print)

Teacher/Contact E-mail kbrancoli@my.rescueusd.org

Contact Phone Number (916) 293-2810
Authorization:

Participant Fee **$202.00**

Governing Board/Business Manager/Principal
Of Rescue Union SD
Group/School/District

Title Principal

By Bruce Peters
Print Signatory's Name

Authorized Signature

Date Signed 2/23/22
Governing Board Approval Date 3/8/22

PLEASE SIGN AND RETURN A COPY OF THIS AGREEMENT BY MAIL OR FAX TO:

SIERRA OUTDOOR SCHOOL
15700 OLD OAK RANCH ROAD
SONORA, CALIFORNIA 95370
FAX (209) 532-4196
QUESTIONS? (209) 532-3691

Billing Address:

Name/School Lake Forest School

School District Rescue Union

Address 2240 Salisbury Dr

City/State/Zip El Dorado Hills, CA 95682

Phone (916) 933-0652 x5501

Fax (916) 933-0654

Doc# 30635, 02/2019

Notes

Receipt Stamp

ITEM#: 22
DATE: March 8, 2022

RESCUE UNION SCHOOL DISTRICT

AGENDA ITEM: **Updated Salary Schedules for 2021-22 and 2022-23**

RECOMMENDATION:

The Superintendent is recommending the Board of Trustees approve the updated salary schedules for all groups for 2021-22 and 2022-23.

BACKGROUND:

Specific details regarding the changes to each of the salary schedules can be found in Board Agenda items 6, 7, 8, and 9.

STATUS:

The updated salary schedules for all groups for 2021-2022 and 2022-2023 are presented for Board approval.

FISCAL IMPACT:

This increase in cost will be incorporated into the Fiscal Year 2021-22 and subsequent year's budgets.

BOARD GOAL(S):

Board Focus Goal II – FISCAL ACCOUNTABILITY
Keep the district fiscally solvent through prudent LCAP aligned budget processes in order to meet the needs of our students.

Board Focus Goal 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 VI – CULTURE OF EXCELLENCE
Create and promote programs that support, reward and incentivize employees to perform at exceptional levels for the benefit of our students.

Rescue Union School District

Administrators Salary Schedule

2021 - 2022

A 1.0 FTE is 8 hours a day with duty days next to each position.

Established Classification	Work Days	Step: 1	2	3	4	5	6	7	8	9	10
Superintendent	222	203,009									
Assistant Superintendent - Curriculum & Instruction - Certificated	222	114,233	117,088	120,016	123,016	126,092	129,244	132,475	135,787	139,183	142,661
Curriculum & Instruction Director	222	108,567	111,281	114,063	116,914	119,837	122,833	125,904	129,052	132,278	135,585
Special Ed./Student Services Director	210	106,798	109,418	112,258	115,097	117,936	120,775	123,833	126,890	130,166	133,442
Middle School Principal - Traditional ~~**Special Ed./Student Services Director**~~	210	102,680	105,247	107,878	110,575	113,339	116,173	119,077	122,055	125,106	128,233
Elementary Principal - Traditional	210	101,331	103,864	106,461	109,123	111,851	114,647	117,513	120,451	123,462	126,549
Special Programs Director	210	98,505	100,967	103,491	106,079	108,731	111,449	114,235	117,091	120,018	123,019
Vice Principal - Traditional **EL Program Coordinator**	210	95,682	98,075	100,527	103,039	105,615	108,256	110,962	113,736	116,580	119,494
Psychologist	194	84,071	86,172	88,327	90,535	92,798	95,118	97,496	99,933	102,432	104,993
Administrative Intern	184	80,977	83,001	85,076	87,203	89,383	91,618	93,908	96,256	98,662	101,129

	2.53% added to 1% increase, effect 7-1-2021 (total 3.53% increase to 2020-21 sal sched)
present to the board: 03-08-2022	increase Special Ed/Student Services Director 4% effective 2021-22
Board approved: 01-25-2022	Moved SpEd/Std Svcs Dir to 210 day schedule. Added Daily Rates
Board Approved: 06-08-21	Postions changed to 222 duty days, Superintendent Contract Updated

Rescue Union School District

Administrators Salary Schedule

2022 - 2023

A 1.0 FTE is 8 hours a day with duty days next to each position.

Established Classification	Work Days	Step: 1	2	3	4	5	6	7	8	9	10
Superintendent	222	205,039									
Assistant Superintendent - Curriculum & Instruction - Certificated	222	115,375	118,259	121,216	124,246	127,353	130,536	133,800	137,145	140,575	144,088
Curriculum & Instruction Director	222	109,653	112,394	115,204	118,083	121,035	124,061	127,163	130,343	133,601	136,941
Special Ed./Student Services Director	210	107,890	110,510	113,350	116,189	119,028	122,086	125,143	128,201	131,477	134,753
Middle School Principal - Traditional ~~**Special Ed./Student Services Director**~~	210	103,707	106,299	108,957	111,681	114,472	117,335	120,268	123,276	126,357	129,515
Elementary Principal - Traditional	210	102,344	104,903	107,526	110,214	112,970	115,793	118,688	121,656	124,697	127,814
Special Programs Director	210	99,490	101,977	104,526	107,139	109,818	112,563	115,378	118,262	121,218	124,249
Vice Principal - Traditional **EL Program Coordinator**	210	96,639	99,056	101,532	104,069	106,671	109,339	112,072	114,873	117,746	120,689
Psychologist	194	84,912	87,034	89,210	91,440	93,726	96,069	98,471	100,932	103,456	106,043
Administrative Intern	184	81,787	83,831	85,927	88,075	90,277	92,534	94,847	97,218	99,649	102,140

	2.53% added to 1% increase, effect 7-1-2021 (total 3.53% increase to 2020-21 sal sched)
present to the board: 03-08-2022	increase Special Ed/Student Services Director 4% effective 2021-22
Board approved: 01-25-2022	Moved SpEd/Std Svcs Dir to 210 day schedule. Added Daily Rates
Board Approved: 06-08-21	and Sped Director Postions changed to 222 duty days, Superintendent Contract Updated

Rescue Union School District

Classified Management Salary Schedule

2021-2022

Revised 03/5/2022

Established Classification	Work Days	Step: 1	2	3	4	5	6	7	8	9	10	11-15	16-20
Assistant Superintendent- Business Services - Classified	222	114,233	117,089	120,016	123,016	126,092	129,244	132,475	135,787	139,182	142,661	149,794	157,284
Chief Business & Operations Official	225	103,848	106,444	109,105	111,833	114,629	117,494	120,432	123,442	126,528	129,692	136,176	142,985
Director of Human Resources **Media/Technology Director**	225	90,543	92,807	95,127	97,505	99,943	102,442	105,003	107,628	110,318	113,076	118,730	124,667
Facilities Director **Food Services Director** *(2 Districts RUSD & BUSD)* **Information Technology Director** **Personnel Services Coordinator** **Transportation Director**	225	73,505	75,343	77,227	79,157	81,136	83,165	85,244	87,375	89,559	91,798	96,388	101,207
Behaviorist **Occupational Therapist**	185	68,150	69,854	71,600	73,390	75,225	77,106	79,033	81,009	83,034	85,110	89,366	93,834
Food Services Director	225	68,150	69,854	71,600	73,390	75,225	77,106	79,033	81,009	83,034	85,110	89,366	93,834
Maintenance & Operations Coordinator	225	63,577	65,166	66,796	68,465	70,177	71,932	73,730	75,573	77,462	79,399	83,369	87,537
Custodial Supervisor	225	59,437	60,923	62,446	64,007	65,607	67,248	68,929	70,652	72,418	74,229	77,940	81,837

Board Approved: PENDING	Add'l 2.53% for a total 3.53% increase effective 7-1-2021
Board Approved: 2021.05.25	1% salary increase, effective 7-1-21 / 2 YR AGREEMENT, 1% salary increase effective 7-1-22
Board Approved: 2020.06.09	Moved Facilities/ HR/Media-Tech Directors and CBOO positions to lower level. Renamed IT Manager to Director

Rescue Union School District

Classified Management Salary Schedule

2022-2023

Revised 03/5/2022

Established Classification	Work Days	Step: 1	2	3	4	5	6	7	8	9	10	11-15	16-20
Assistant Superintendent- Business Services - Classified	222	115,375	118,259	121,216	124,246	127,352	130,536	133,800	137,145	140,573	144,088	151,292	158,857
Chief Business & Operations Official	225	104,886	107,508	110,196	112,951	115,774	118,669	121,635	124,676	127,793	130,988	137,537	144,414
Director of Human Resources **Media/Technology Director**	225	91,448	93,734	96,077	98,479	100,941	103,465	106,051	108,703	111,420	114,206	119,916	125,912
Facilities Director **Food Services Director** *(2 Districts RUSD & BUSD)* **Information Technology Director** **Personnel Services Coordinator** **Transportation Director**	225	74,240	76,096	77,998	79,948	81,947	83,996	86,096	88,248	90,454	92,716	97,351	102,219
Behaviorist **Occupational Therapist**	185	68,832	70,553	72,317	74,125	75,978	77,877	79,824	81,820	83,865	85,962	90,260	94,773
Food Services Director	225	68,832	70,553	72,317	74,125	75,978	77,877	79,824	81,820	83,865	85,962	90,260	94,773
Maintenance & Operations Coordinator	225	64,213	65,818	67,464	69,150	70,879	72,651	74,467	76,329	78,237	80,193	84,203	88,413
Custodial Supervisor	225	60,031	61,532	63,070	64,647	66,263	67,920	69,618	71,358	73,142	74,970	78,719	82,655

Board Approved: PENDING	Add'l 2.53% for a total 3.53% increase effective 7-1-2021
Board Approved: 2021.05.25	1% salary increase, effective 7-1-21 / 2 YR AGREEMENT, 1% salary increase effective 7-1-22
Board Approved: 2020.06.09	Moved Facilities/ HR/Media-Tech Directors and CBOO positions to lower level. Renamed IT Manager to Director

Rescue Union School District

Certificated NURSE Salary Schedule

2021 - 2022

193 Days x 7.25 Hrs/day equals 1.0 FTE (with 3.53% increase effective 07-01-2021)

STEP	BASE SALARY
	193 Days
1	56,850
2	56,852
3	57,638
4	59,720
5	62,511
6	65,294
7	68,084
8	71,623
9	75,551
10	78,696
11	78,696
12	81,837
13	81,837
14	85,294
15	85,294
16	89,066
17	89,066
18	93,153
19	93,153
20	97,553
21	101,809

Brd approved: PENDING	Effective 7-1-21, add'l 2.53% for a total 3.53% increase
Brd approved: 5-25-21	Effective 7-1-21, 1% salary increase / 2yr agreement (addt'l 1.0% salary increase effective 7-1-22)

Rescue Union School District

Certificated NURSE Salary Schedule

2022 - 2023

193 Days x 7.25 Hrs/day equals 1.0 FTE (with 1% increase effective 07-01-2022)

STEP	BASE SALARY
	193 Days
1	57,419
2	57,421
3	58,214
4	60,317
5	63,136
6	65,947
7	68,765
8	72,339
9	76,307
10	79,483
11	79,483
12	82,655
13	82,655
14	86,147
15	86,147
16	89,957
17	89,957
18	94,085
19	94,085
20	98,529
21	102,827

Brd approved: PENDING	Effective 7-1-21, add'l 2.53% for a total 3.53% increase
Brd approved: 5-25-21	Effective 7-1-21, 1% salary increase / 2yr agreement (addt'l 1.0% salary increase effective 7-1-22)

Rescue Union School District

Certificated Salary Schedule

2021 - 2022

183 Days x 7.25 Hrs/day equals 1.0 FTE (3.53% increase effective 07-01-2021)

STEP	BASE SALARY
1	53,905
2	53,907
3	54,651
4	56,627
5	59,272
6	61,912
7	64,556
8	67,912
9	71,636
10	74,619
11	74,619
12	77,597
13	77,597
14	80,873
15	80,873
16	84,451
17	84,451
18	88,327
19	88,327
20	92,499
21	96,533

Brd approved: PENDING — Effective 7-1-21, add'l 2.53% for a total 3.53% increase

Brd approved: 5-25-21 — Effective 7-1-21, 1% salary increase / 2yr agreement (addt'l 1.0% salary increase effective 7-1-22)

Rescue Union School District

Certificated Salary Schedule

2022 - 2023

183 Days x 7.25 Hrs/day equals 1.0 FTE (1.0% increase effective 07-01-2022)

STEP	BASE SALARY
1	54,444
2	54,446
3	55,198
4	57,193
5	59,865
6	62,531
7	65,202
8	68,591
9	72,352
10	75,365
11	75,365
12	78,373
13	78,373
14	81,682
15	81,682
16	85,296
17	85,296
18	89,210
19	89,210
20	93,424
21	97,498

Brd approved: PENDING — Effective 7-1-21, add'l 2.53% for a total 3.53% increase

Brd approved: 5-25-21 — Effective 7-1-21, 1% salary increase / 2yr agreement (addt'l 1.0% salary increase effective 7-1-22)

RESCUE UNION SCHOOL DISTRICT

CERTIFICATED MISCELLANEOUS PAY
2021-2022

(Effective 07-01-2021)

Extra Duty Pay / Substitute Pay / Unit Pay / Graduate Degree Stipend

EXTRA DUTY PAY

Extra duty pay to certificated staff will be paid at the daily rate for Step 1 (which includes 30 units) on the salary schedule. This calculates as follows:

2021-2022

Rate:

Step 1	**$**	**53,905**	**Annual**
Divided by		183	# Days
Equals	**$**	**294.56**	**Daily Rate**
Divided by		7.25	Hrs per day
Equals	**$**	**40.63**	**Hourly Rate**

Teachers are paid Extra Duty Pay for the following:

After School Tutoring
Test Scoring
Training (District - Required Attendance)
Marina or Pleasant Grove Teachers Filling in for 1 Period receive - $40.63

SUBSTITUTE PAY

Teachers substituting for other teachers receive sub pay rates:
$ 70.00 for ½ day
$140.00 for whole day
$211.00 for Long Term Substitute (after 20 consecutive days)

UNIT PAY

Units earned after Bachelor's Degree (BA/BS) shall be compensated at $80 per semester unit over 30 units up to 78 units; and prorated based on the employee's FTE up to or in excess of a 1.0 FTE.

GRADUATE DEGREE STIPEND

A Master's Degree (MA/MS) Stipend shall be compensated at $750 annually; and prorated based on the employee's FTE up to a 1.0 FTE.

A second Master's Degree (MA/MS) or Doctorate Stipend shall be compensated at an additional $500 annually, and prorated based on the employee's FTE up to a 1.0 FTE.

RESCUE UNION SCHOOL DISTRICT

CERTIFICATED MISCELLANEOUS PAY
2022-2023

(Effective 07-01-2022)

Extra Duty Pay / Substitute Pay / Unit Pay / Graduate Degree Stipend

EXTRA DUTY PAY

Extra duty pay to certificated staff will be paid at the daily rate for Step 1 (which includes 30 units) on the salary schedule. This calculates as follows:

2022-2023

Rate:

Step 1	**$**	**54,444**	**Annual**
Divided by		183	# Days
Equals	**$**	**297.51**	**Daily Rate**
Divided by		7.25	Hrs per day
Equals	**$**	**41.04**	**Hourly Rate**

Teachers are paid Extra Duty Pay for the following:

After School Tutoring
Test Scoring
Training (District - Required Attendance)
Marina or Pleasant Grove Teachers Filling in for 1 Period receive - $41.04

SUBSTITUTE PAY

Teachers substituting for other teachers receive sub pay rates:
$ 70.00 for ½ day
$140.00 for whole day
$211.00 for Long Term Substitute (after 20 consecutive days)

UNIT PAY

Units earned after Bachelor's Degree (BA/BS) shall be compensated at $80 per semester unit over 30 units up to 78 units; and prorated based on the employee's FTE up to or in excess of a 1.0 FTE.

GRADUATE DEGREE STIPEND

A Master's Degree (MA/MS) Stipend shall be compensated at $750 annually; and prorated based on the employee's FTE up to a 1.0 FTE.

A second Master's Degree (MA/MS) or Doctorate Stipend shall be compensated at an additional $500 annually, and prorated based on the employee's FTE up to a 1.0 FTE.

WAITING FOR APPROVAL 03.08.2022

Rescue Union School District
Classified Salary Schedule
2021-2022

This schedule is based on hourly rates. A 1.0 FTE is 8 hours a day with duty days *(including paid holidays)* next to each position.

Established Classification (With Duty Days inc. Holidays):	**Step: 1**	**2**	**3**	**4**	**5**	**6-10**	**11-15**	**16-20**	**21-25**	**26+**
Yard Supervisor (193)	$15.00	$15.41	$16.18	$16.99	$17.84	$18.73	$19.67	$20.65	$21.68	$22.76
Food Service Worker (193)	$15.23	$16.00	$16.80	$17.64	$18.52	$19.45	$20.42	$21.44	$22.51	$23.64
Health Office Aide (193)	$15.50	$16.28	$17.09	$17.94	$18.84	$19.78	$20.77	$21.81	$22.90	$24.05
Instructional Assistant Special Day Class (193)	$16.13	$16.94	$17.79	$18.68	$19.61	$20.59	$21.62	$22.70	$23.84	$25.03
Instructional Assistant General Ed (193)	$16.13	$16.94	$17.79	$18.68	$19.61	$20.59	$21.62	$22.70	$23.84	$25.03
Instructional Assistant Learning Center/RSP (193)	$16.13	$16.94	$17.79	$18.68	$19.61	$20.59	$21.62	$22.70	$23.84	$25.03
Itinerant Independence Facilitator/ Behavior Support Instructional Assistant (193)	$16.50	$17.33	$18.20	$19.11	$20.07	$21.07	$22.12	$23.23	$24.39	$25.61
Instructional Assistant Special Health Care Services (193)	$16.95	$17.80	$18.69	$19.62	$20.60	$21.63	$22.71	$23.85	$25.04	$26.29
Office Clerk (260)	$16.95	$17.80	$18.69	$19.62	$20.60	$21.63	$22.71	$23.85	$25.04	$26.29
Food Service Worker II - Cook (198)	$18.26	$19.17	$20.13	$21.14	$22.20	$23.31	$24.48	$25.70	$26.99	$28.34
Custodian (260)	$18.56	$19.49	$20.46	$21.48	$22.55	$23.68	$24.86	$26.10	$27.41	$28.78
Community/School Liaison (193)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Instructional Assistant Bilingual (193)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Library/Media Coordinator (215)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Media Technology Services Clerk (193)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Student Services Secretary (215)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Utility/Maintenance Technician (260)	$19.20	$20.16	$21.17	$22.23	$23.34	$24.51	$25.74	$27.03	$28.38	$29.80
Bus Driver (192) *(Additionally Work 3 8-Hour Days)*	$19.43	$20.40	$21.42	$22.49	$23.61	$24.79	$26.03	$27.33	$28.70	$30.14
Dispatcher/Relief Bus Driver (240)	$20.21	$21.22	$22.28	$23.39	$24.56	$25.79	$27.08	$28.43	$29.85	$31.34
Lead Custodian (260)	$20.21	$21.22	$22.28	$23.39	$24.56	$25.79	$27.08	$28.43	$29.85	$31.34
Elementary School Secretary (220)	$20.21	$21.22	$22.28	$23.39	$24.56	$25.79	$27.08	$28.43	$29.85	$31.34
Middle School Secretary (225)	$20.21	$21.22	$22.28	$23.39	$24.56	$25.79	$27.08	$28.43	$29.85	$31.34
School Secretary (*Pre 2020-21*) (240) - *CLOSED*	$20.21	$21.22	$22.28	$23.39	$24.56	$25.79	$27.08	$28.43	$29.85	$31.34
Support Services Secretary (240)	$20.21	$21.22	$22.28	$23.39	$24.56	$25.79	$27.08	$28.43	$29.85	$31.34
Assistant Mechanic (240)	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16	$30.62	$32.15
Bus Driver Trainer (240)	$21.37	$22.44	$23.56	$24.74	$25.98	$27.28	$28.64	$30.07	$31.57	$33.15
Account Technician (260)	$21.81	$22.90	$24.05	$25.25	$26.51	$27.84	$29.23	$30.69	$32.22	$33.83
Certified Occupational Therapist Aide (193)	$23.43	$24.60	$25.83	$27.12	$28.48	$29.90	$31.40	$32.97	$34.62	$36.35
Health Office Nurse (RN/LVN) (198)	$23.43	$24.60	$25.83	$27.12	$28.48	$29.90	$31.40	$32.97	$34.62	$36.35
Lead Maintenance Technician (260)	$23.43	$24.60	$25.83	$27.12	$28.48	$29.90	$31.40	$32.97	$34.62	$36.35
Nurse (RN/LVN) Instructional Assistant (198)	$23.43	$24.60	$25.83	$27.12	$28.48	$29.90	$31.40	$32.97	$34.62	$36.35
Technology Support Specialist (260)	$26.96	$28.31	$29.73	$31.22	$32.78	$34.42	$36.14	$37.95	$39.85	$41.84
Lead Maintenance Technician- HVAC Emphasis (260)	$27.38	$28.75	$30.19	$31.70	$33.29	$34.95	$36.70	$38.54	$40.47	$42.49
Lead Mechanic (240)	$28.48	$29.90	$31.40	$32.97	$34.62	$36.35	$38.17	$40.08	$42.08	$44.18
Database Support Specialist (260)	$29.87	$31.36	$32.93	$34.58	$36.31	$38.13	$40.04	$42.04	$44.14	$46.35

Board Approved:

Rescue Union School District
Classified Salary Schedule
2021-2022

Unused Positions

This schedule is based on hourly rates. A 1.0 FTE is 8 hours a day with duty days *(including paid holidays)* next to each position.

	Step:									
Established Classification (With Duty Days):	**1**	**2**	**3**	**4**	**5**	**6-10**	**11-15**	**16-20**	**21-25**	**26+**
Braille Translator (193)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Instructional Assistant Computer Lab (193)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Sign Language Interpreter (193)	$18.79	$19.73	$20.72	$21.76	$22.85	$23.99	$25.19	$26.45	$27.77	$29.16
Warehouse Person (240)	$19.20	$20.16	$21.17	$22.23	$23.34	$24.51	$25.74	$27.03	$28.38	$29.80
Accounts Payable Clerk (260)	$21.81	$22.90	$24.05	$25.25	$26.51	$27.84	$29.23	$30.69	$32.22	$33.83
Mechanic (240)	$24.77	$26.01	$27.31	$28.68	$30.11	$31.62	$33.20	$34.86	$36.60	$38.43
Accountant (260)	$26.96	$28.31	$29.73	$31.22	$32.78	$34.42	$36.14	$37.95	$39.85	$41.84

Board Approved:
2022.03.05 (PENDING) - add'l 2.53% added to 1% increase effect 07/07/2021

Board Approved: 05-25-2021
2021.05.25 - Yard Supervisor/Food Service Worker positions with steps under $15.00 were increased to meet
2021.05.25 - Lead Mechanic added.
2021.05.25 - Mechanic postion moved to page 2
2021.05.25 - 1.00% salary increase - Board Approved Eff 07/01/2021
2021.05.25 - 1.00% salary increase - Board Approved Eff 07/01/2022 (Two-Year Settlement)

Rescue Union School District
Classified Salary Schedule
2022-2023

This schedule is based on hourly rates. A 1.0 FTE is 8 hours a day with duty days *(including paid holidays)* next to each position.

Established Classification (With Duty Days inc. Holidays):	**Step: 1**	**2**	**3**	**4**	**5**	**6-10**	**11-15**	**16-20**	**21-25**	**26+**
Yard Supervisor (193)	$15.00	$15.56	$16.34	$17.16	$18.02	$18.92	$19.87	$20.86	$21.90	$23.00
Food Service Worker (193)	$15.38	$16.15	$16.96	$17.81	$18.70	$19.64	$20.62	$21.65	$22.73	$23.87
Health Office Aide (193)	$15.66	$16.44	$17.26	$18.12	$19.03	$19.98	$20.98	$22.03	$23.13	$24.29
Instructional Assistant Special Day Class (193)	$16.29	$17.10	$17.96	$18.86	$19.80	$20.79	$21.83	$22.92	$24.07	$25.27
Instructional Assistant General Ed (193)	$16.29	$17.10	$17.96	$18.86	$19.80	$20.79	$21.83	$22.92	$24.07	$25.27
Instructional Assistant Learning Center/RSP (193)	$16.29	$17.10	$17.96	$18.86	$19.80	$20.79	$21.83	$22.92	$24.07	$25.27
Itinerant Independence Facilitator/ Behavior Support Instructional Assistant (193)	$16.67	$17.50	$18.38	$19.30	$20.27	$21.28	$22.34	$23.46	$24.63	$25.86
Instructional Assistant Special Health Care Services (193)	$17.12	$17.98	$18.88	$19.82	$20.81	$21.85	$22.94	$24.09	$25.29	$26.55
Office Clerk (260)	$17.12	$17.98	$18.88	$19.82	$20.81	$21.85	$22.94	$24.09	$25.29	$26.55
Food Service Worker II - Cook (198)	$18.44	$19.36	$20.33	$21.35	$22.42	$23.54	$24.72	$25.96	$27.26	$28.62
Custodian (260)	$18.75	$19.69	$20.67	$21.70	$22.79	$23.93	$25.13	$26.39	$27.71	$29.10
Community/School Liaison (193)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Instructional Assistant Bilingual (193)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Library/Media Coordinator (215)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Media Technology Services Clerk (193)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Student Services Secretary (215)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Utility/Maintenance Technician (260)	$19.39	$20.36	$21.38	$22.45	$23.57	$24.75	$25.99	$27.29	$28.65	$30.08
Bus Driver (192) *(Additionally Work 3 8-Hour Days)*	$19.62	$20.60	$21.63	$22.71	$23.85	$25.04	$26.29	$27.60	$28.98	$30.43
Dispatcher/Relief Bus Driver (240)	$20.41	$21.43	$22.50	$23.63	$24.81	$26.05	$27.35	$28.72	$30.16	$31.67
Lead Custodian (260)	$20.41	$21.43	$22.50	$23.63	$24.81	$26.05	$27.35	$28.72	$30.16	$31.67
Elementary School Secretary (220)	$20.41	$21.43	$22.50	$23.63	$24.81	$26.05	$27.35	$28.72	$30.16	$31.67
Middle School Secretary (225)	$20.41	$21.43	$22.50	$23.63	$24.81	$26.05	$27.35	$28.72	$30.16	$31.67
School Secretary (*Pre 2020-21*) (240) - *CLOSED*	$20.41	$21.43	$22.50	$23.63	$24.81	$26.05	$27.35	$28.72	$30.16	$31.67
Support Services Secretary (240)	$20.41	$21.43	$22.50	$23.63	$24.81	$26.05	$27.35	$28.72	$30.16	$31.67
Assistant Mechanic (240)	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45	$30.92	$32.47
Bus Driver Trainer (240)	$21.58	$22.66	$23.79	$24.98	$26.23	$27.54	$28.92	$30.37	$31.89	$33.48
Account Technician (260)	$22.03	$23.13	$24.29	$25.50	$26.78	$28.12	$29.53	$31.01	$32.56	$34.19
Certified Occupational Therapist Aide (193)	$23.66	$24.84	$26.08	$27.38	$28.75	$30.19	$31.70	$33.29	$34.95	$36.70
Health Office Nurse (RN/LVN) (198)	$23.66	$24.84	$26.08	$27.38	$28.75	$30.19	$31.70	$33.29	$34.95	$36.70
Lead Maintenance Technician (260)	$23.66	$24.84	$26.08	$27.38	$28.75	$30.19	$31.70	$33.29	$34.95	$36.70
Nurse (RN/LVN) Instructional Assistant (198)	$23.66	$24.84	$26.08	$27.38	$28.75	$30.19	$31.70	$33.29	$34.95	$36.70
Technology Support Specialist (260)	$27.23	$28.59	$30.02	$31.52	$33.10	$34.76	$36.50	$38.33	$40.25	$42.26
Lead Maintenance Technician- HVAC Emphasis (260)	$27.65	$29.03	$30.48	$32.00	$33.60	$35.28	$37.04	$38.89	$40.83	$42.87
Lead Mechanic (240)	$28.76	$30.20	$31.71	$33.30	$34.97	$36.72	$38.56	$40.49	$42.51	$44.64
Database Support Specialist (260)	$30.17	$31.68	$33.26	$34.92	$36.67	$38.50	$40.43	$42.45	$44.57	$46.80

Board Approved:

Rescue Union School District
Classified Salary Schedule
2022-2023

Unused Positions

This schedule is based on hourly rates. A 1.0 FTE is 8 hours a day with duty days *(including paid holidays)* next to each position.

	Step:									
Established Classification (With Duty Days):	**1**	**2**	**3**	**4**	**5**	**6-10**	**11-15**	**16-20**	**21-25**	**26+**
Braille Translator (193)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Instructional Assistant Computer Lab (193)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Sign Language Interpreter (193)	$18.98	$19.93	$20.93	$21.98	$23.08	$24.23	$25.44	$26.71	$28.05	$29.45
Warehouse Person (240)	$19.39	$20.36	$21.38	$22.45	$23.57	$24.75	$25.99	$27.29	$28.65	$30.08
Accounts Payable Clerk (260)	$22.03	$23.13	$24.29	$25.50	$26.78	$28.12	$29.53	$31.01	$32.56	$34.19
Mechanic (240)	$25.02	$26.27	$27.58	$28.96	$30.41	$31.93	$33.53	$35.21	$36.97	$38.82
Accountant (260)	$27.23	$28.59	$30.02	$31.52	$33.10	$34.76	$36.50	$38.33	$40.25	$42.26

Board Approved:

2022.03.05 (PENDING) - add'l 2.53% added to 1% increase effect 07/07/2021

Board Approved: 05-25-2021

2021.05.25 - Yard Supervisor/Food Service Worker positions with steps under $15.00 were increased to meet minimum wage requirements for 2022. These steps will be held at the same rate until any salary schedule increases are allocated that would allow for the original rate to increase over the minimum wage. - Effective 07/01/2021

2021.05.25 - Lead Mechanic added.

2021.05.25 - Mechanic postion moved to page 2

2021.05.25 - 1.00% salary increase - Board Approved Eff 07/01/2021

2021.05.25 - 1.00% salary increase - Board Approved Eff 07/01/2022 (Two-Year Settlement)

Rescue Union School District
Confidential Salary Schedule
2021-2022

A 1.0 FTE is 8 hours a day with 260 duty days.

Classification	Step: 1	2	3	4	5	6	7	8-10	11-15	16-20	21-25
12 Month											
Fiscal Analyst	5,140	5,397	5,667	5,950	6,248	6,560	6,888	7,232	7,594	7,974	8,373
(Hourly Rate)	**29.65**	**31.14**	**32.69**	**34.33**	**36.05**	**37.85**	**39.74**	**41.72**	**43.81**	**46.00**	**48.31**
12 Month											
Administrative Assistant	4,672	4,906	5,151	5,409	5,679	5,963	6,261	6,574	6,903	7,248	7,610
(Hourly Rate)	**26.95**	**28.30**	**29.72**	**31.21**	**32.76**	**34.40**	**36.12**	**37.93**	**39.83**	**41.82**	**43.90**
12 Month											
Budget Technician	4,672	4,906	5,151	5,409	5,679	5,963	6,261	6,574	6,903	7,248	7,610
(Hourly Rate)	**26.95**	**28.30**	**29.72**	**31.21**	**32.76**	**34.40**	**36.12**	**37.93**	**39.83**	**41.82**	**43.90**
12 Month											
Personnel Technician	4,326	4,542	4,769	5,007	5,257	5,520	5,796	6,086	6,390	6,710	7,046
(Hourly Rate)	**24.96**	**26.20**	**27.51**	**28.89**	**30.33**	**31.85**	**33.44**	**35.11**	**36.87**	**38.71**	**40.65**
12 Month											
Payroll Technician	4,120	4,326	4,542	4,769	5,007	5,257	5,520	5,796	6,086	6,390	6,710
(Hourly Rate)	**23.77**	**24.96**	**26.20**	**27.51**	**28.89**	**30.33**	**31.85**	**33.44**	**35.11**	**36.87**	**38.71**
12 Month											
Payroll Clerk	3,781	3,970	4,169	4,377	4,596	4,826	5,067	5,320	5,586	5,865	6,158
Personnel Clerk	**21.81**	**22.90**	**24.05**	**25.25**	**26.52**	**27.84**	**29.23**	**30.69**	**32.23**	**33.84**	**35.53**
(Hourly Rate)											
12 Month											
District Office Secretary	3,781	3,970	4,169	4,377	4,596	4,826	5,067	5,320	5,586	5,865	6,158
(Hourly Rate)	**21.81**	**22.90**	**24.05**	**25.25**	**26.52**	**27.84**	**29.23**	**30.69**	**32.23**	**33.84**	**35.53**
12 Month											
Receptionist	2,791	2,931	3,078	3,232	3,394	3,564	3,742	3,929	4,125	4,331	4,548
(Hourly Rate)	**16.10**	**16.91**	**17.76**	**18.65**	**19.58**	**20.56**	**21.59**	**22.67**	**23.80**	**24.99**	**26.24**

Board Adopted:

PENDING BOARD APPROVAL	Effective July 1, 2021 (add'l 2.53% for a total 3.53% Increase)
2021.05.25	Effective July 1, 2021 (1.0% Increase)
2021.11.09	Effective July 1, 2021 increase Personnel Technician 5%

Rescue Union School District
Confidential Salary Schedule
2022-2023

A 1.0 FTE is 8 hours a day with 260 duty days.

	Step:										
Classification	1	2	3	4	5	6	7	8-10	11-15	16-20	21-25
12 Month											
Fiscal Analyst	5,191	5,451	5,724	6,010	6,311	6,627	6,958	7,306	7,671	8,055	8,458
(Hourly Rate)	**29.95**	**31.45**	**33.02**	**34.67**	**36.41**	**38.23**	**40.14**	**42.15**	**44.26**	**46.47**	**48.80**
12 Month											
Administrative Assistant	4,719	4,955	5,203	5,463	5,736	6,023	6,324	6,640	6,972	7,321	7,687
(Hourly Rate)	**27.23**	**28.59**	**30.02**	**31.52**	**33.09**	**34.75**	**36.48**	**38.31**	**40.22**	**42.24**	**44.35**
12 Month											
Budget Technician	4,719	4,955	5,203	5,463	5,736	6,023	6,324	6,640	6,972	7,321	7,687
(Hourly Rate)	**27.23**	**28.59**	**30.02**	**31.52**	**33.09**	**34.75**	**36.48**	**38.31**	**40.22**	**42.24**	**44.35**
12 Month											
Personnel Technician	4,369	4,587	4,816	5,057	5,310	5,576	5,855	6,148	6,455	6,778	7,117
(Hourly Rate)	**25.21**	**26.46**	**27.78**	**29.18**	**30.63**	**32.17**	**33.78**	**35.47**	**37.24**	**39.10**	**41.06**
12 Month											
Payroll Technician	4,161	4,369	4,587	4,816	5,057	5,310	5,576	5,855	6,148	6,455	6,778
(Hourly Rate)	**24.01**	**25.21**	**26.46**	**27.78**	**29.18**	**30.63**	**32.17**	**33.78**	**35.47**	**37.24**	**39.10**
12 Month											
Payroll Clerk	3,819	4,010	4,211	4,422	4,643	4,875	5,119	5,375	5,644	5,926	6,222
Personnel Clerk	**22.03**	**23.13**	**24.29**	**25.51**	**26.79**	**28.13**	**29.53**	**31.01**	**32.56**	**34.19**	**35.90**
(Hourly Rate)											
12 Month											
District Office Secretary	3,819	4,010	4,211	4,422	4,643	4,875	5,119	5,375	5,644	5,926	6,222
(Hourly Rate)	**22.03**	**23.13**	**24.29**	**25.51**	**26.79**	**28.13**	**29.53**	**31.01**	**32.56**	**34.19**	**35.90**
12 Month											
Receptionist	2,819	2,960	3,108	3,263	3,426	3,597	3,777	3,966	4,164	4,372	4,591
(Hourly Rate)	**16.26**	**17.08**	**17.93**	**18.83**	**19.77**	**20.75**	**21.79**	**22.88**	**24.02**	**25.22**	**26.49**

Board Adopted:

PENDING BOARD APPROVAL	Effective July 1, 2021 (add'l 2.53% for a total 3.53% Increase)
2021.05.25	Effective July 1, 2021 (1.0% Increase)
2021.11.09	Effective July 1, 2021 increase Personnel Technician 5%
2021.05.25	Effective July 1, 2022 (1.0% Increase)